

## **ADDITIONAL MATERIAL**

# **KEY**

**B2**

- Practice & Consolidation
- Writing
- Speaking

# The OUTSIDERS B2 KEY

## VOCABULARY QUIZZES

### UNIT 1

#### Task 1

- |     |     |
|-----|-----|
| 1 E | 4 A |
| 2 C | 5 D |
| 3 F | 6 B |

#### Task 2

- |     |     |
|-----|-----|
| 1 C | 4 B |
| 2 A | 5 B |
| 3 C | 6 A |

### UNIT 2

#### Task 1

- 1 galley
- 2 plausible
- 3 crew
- 4 rumour
- 5 fictional
- 6 contemporary
- 7 public
- 8 official

#### Task 2

- |     |     |
|-----|-----|
| 1 C | 5 C |
| 2 A | 6 A |
| 3 A | 7 B |
| 4 C |     |

### UNIT 3

#### Task 1

- |     |     |
|-----|-----|
| 1 C | 4 E |
| 2 D | 5 F |
| 3 A | 6 B |

### Task 2

- 1 valuable
- 2 wander
- 3 permission
- 4 tile
- 5 antique
- 6 craftsman
- 7 restoration
- 8 rebuild
- 9 administrator

### UNIT 4

#### Task 1

- |     |     |
|-----|-----|
| 1 B | 5 F |
| 2 E | 6 D |
| 3 C | 7 H |
| 4 A | 8 G |

#### Task 2

- |     |     |
|-----|-----|
| 1 E | 5 F |
| 2 G | 6 B |
| 3 A | 7 C |
| 4 D |     |

### UNIT 5

#### Task 1

- 1 introduce
- 2 prevent
- 3 issue
- 4 nightmare
- 5 vehicle
- 6 suspected
- 7 acquaintance
- 8 cooperate

#### Task 2

- |     |     |
|-----|-----|
| 1 A | 5 B |
| 2 C | 6 B |
| 3 C | 7 C |
| 4 A |     |

### UNIT 6

#### Task 1

- |     |     |
|-----|-----|
| 1 D | 4 A |
| 2 B | 5 C |
| 3 F | 6 E |

#### Task 2

- 1 foam
- 2 descendant
- 3 alert
- 4 lyrics
- 5 dictatorship
- 6 opposition
- 7 aspect
- 8 roots
- 9 procession

### UNIT 7

#### Task 1

- |     |     |
|-----|-----|
| 1 B | 5 A |
| 2 C | 6 C |
| 3 A | 7 B |
| 4 B |     |

#### Task 2

- 1 D
- 2 B
- 3 A
- 4 C
- 5 E

### UNIT 8

#### Task 1

- 1 E
- 2 A
- 3 D
- 4 C
- 5 B

### Task 2

- 1 sympathy
- 2 distance
- 3 gesture
- 4 recordings
- 5 herd
- 6 emotion
- 7 bond
- 8 warning
- 9 vibrations
- 10 signals

### UNIT 9

#### Task 1

- 1 D
- 2 C
- 3 A
- 4 E
- 5 B

#### Task 2

- |     |      |
|-----|------|
| 1 B | 6 C  |
| 2 A | 7 C  |
| 3 A | 8 B  |
| 4 C | 9 C  |
| 5 C | 10 A |

### UNIT 10

#### Task 1

- 1 D
- 2 B
- 3 A
- 4 E
- 5 C

#### Task 2

- |     |      |
|-----|------|
| 1 H | 6 J  |
| 2 G | 7 E  |
| 3 A | 8 B  |
| 4 I | 9 F  |
| 5 D | 10 C |

**UNIT 11****Task 1**

- 1 straightforward  
2 indigenous  
3 determine  
4 adapt  
5 fertile  
6 unique  
7 consequently  
8 previously  
9 team

**Task 2**

- 1 C            4 B  
2 F            5 E  
3 D            6 A

**UNIT 12****Task 1**

- 1 E            4 B  
2 D            5 A  
3 F            6 C

**Task 2**

- 1 B            6 C  
2 A            7 A  
3 B            8 B  
4 A            9 C  
5 C

**UNIT 13****Task 1**

- 1 B            5 G  
2 D            6 E  
3 A            7 C  
4 F

**Task 2**

- 1 D            5 G  
2 H            6 B  
3 A            7 C  
4 F            8 E

**UNIT 14****Task 1**

- 1 C            4 E  
2 B            5 A  
3 F            6 D

**Task 2**

- 1 ward  
2 soap  
3 options  
4 experience  
5 touch  
6 qualifications  
7 surgeon  
8 promise  
9 footage

**UNIT 15****Task 1**

- 1 B            4 E  
2 D            5 C  
3 F            6 A

**Task 2**

- 1 B            6 A  
2 B            7 C  
3 C            8 B  
4 B            9 B  
5 A

**EXAM PRACTICE  
& CONSOLIDATION****UNITS 1-3****ECCE Vocabulary**

- 1 b            9 b  
2 c            10 a  
3 c            11 c  
4 a            12 d  
5 b            13 b  
6 a            14 a  
7 d            15 b  
8 b

**ECCE Grammar**

- 1 b            9 c  
2 a            10 b  
3 c            11 c  
4 b            12 a  
5 c            13 d  
6 a            14 a  
7 a            15 d  
8 a

**FCE Use of English****Part 1**

- 1 C            7 C  
2 B            8 A  
3 B            9 A  
4 D            10 D  
5 C            11 A  
6 A            12 C

**Part 2**

- 1 missed  
2 down  
3 all  
4 hand  
5 take  
6 as  
7 however  
8 up  
9 that  
10 not  
11 on  
12 them

**Part 3**

- 1 archaeological  
2 interactive  
3 improvement  
4 inventor  
5 logical  
6 knowledgeable  
7 comfortable  
8 tightened  
9 uncontrolled  
10 exceptions

**Part 4**

- 1 as soon as she hears  
2 on the point of quitting  
3 will you be doing at  
4 is being so silly  
5 was a flock of sheep  
6 you're/you are seeing Maggie tonight  
7 in case it rains  
8 are due to

**Units 4-6****ECCE Vocabulary**

- 1 c            9 c  
2 a            10 a  
3 d            11 b  
4 c            12 b  
5 b            13 b  
6 a            14 b  
7 a            15 d  
8 d

**ECCE Grammar**

- 1 d            9 d  
2 b            10 c  
3 a            11 b  
4 c            12 c  
5 b            13 b  
6 d            14 b  
7 c            15 d  
8 b

**FCE Use of English****Part 1**

- 1 B            7 A  
2 D            8 D  
3 B            9 B  
4 C            10 C  
5 D            11 A  
6 B            12 D

## Part 2

- |           |         |
|-----------|---------|
| 1 with    | 7 great |
| 2 which   | 8 their |
| 3 my      | 9 has   |
| 4 take    | 10 by   |
| 5 with/to | 11 and  |
| 6 than    | 12 on   |

## Part 3

- 1 uncommon
- 2 descendant
- 3 bravery
- 4 encouragement
- 5 awareness
- 6 strengthened
- 7 heavily
- 8 colourful
- 9 fascinating
- 10 recordings

## Part 4

- 1 has been here for
- 2 is the most untidy
- 3 hardly any work at
- 4 as exhausted as we/  
exhausted, as we
- 5 think very highly of
- 6 one of the students  
hates
- 7 have just made
- 8 of the girls likes/(like)

## Units 7-9

### ECCE Vocabulary

- |     |      |
|-----|------|
| 1 b | 9 b  |
| 2 a | 10 c |
| 3 d | 11 c |
| 4 b | 12 b |
| 5 d | 13 d |
| 6 a | 14 a |
| 7 b | 15 c |
| 8 a |      |

## ECCE Grammar

- |     |      |
|-----|------|
| 1 b | 9 b  |
| 2 c | 10 d |
| 3 b | 11 a |
| 4 c | 12 c |
| 5 c | 13 b |
| 6 d | 14 b |
| 7 c | 15 c |
| 8 d |      |

## FCE Use of English

### Part 1

- |     |      |
|-----|------|
| 1 B | 7 B  |
| 2 A | 8 A  |
| 3 C | 9 D  |
| 4 A | 10 B |
| 5 D | 11 A |
| 6 C | 12 B |

### Part 2

- 1 than
- 2 course
- 3 between
- 4 because/as/since
- 5 on
- 6 as
- 7 one
- 8 from
- 9 are
- 10 into
- 11 all
- 12 do

### Part 3

- 1 performance
- 2 communication
- 3 emotional
- 4 unconsciously
- 5 workshops
- 6 relatively
- 7 necessarily
- 8 painfully
- 9 Strangely
- 10 excitement

## Part 4

- 1 was too exhausted to
- 2 old enough to
- 3 you like me to carry
- 4 don't/do not need to  
buy
- 5 have to tell you
- 6 didn't/did not need  
the exercise
- 7 wish I hadn't/had not  
bought
- 8 liked bananas, she  
would

## Units 10-12

### ECCE Vocabulary

- |     |      |
|-----|------|
| 1 b | 9 d  |
| 2 d | 10 c |
| 3 c | 11 d |
| 4 a | 12 c |
| 5 d | 13 a |
| 6 a | 14 b |
| 7 c | 15 d |
| 8 b |      |

### ECCE Grammar

- |     |      |
|-----|------|
| 1 c | 9 d  |
| 2 b | 10 d |
| 3 a | 11 c |
| 4 b | 12 d |
| 5 d | 13 d |
| 6 a | 14 a |
| 7 c | 15 b |
| 8 d |      |

## FCE Use of English

### Part 1

- |     |      |
|-----|------|
| 1 D | 7 D  |
| 2 A | 8 C  |
| 3 B | 9 D  |
| 4 A | 10 A |
| 5 C | 11 D |
| 6 D | 12 B |

## Part 2

- 1 lot
- 2 that
- 3 on
- 4 about
- 5 for
- 6 by
- 7 where
- 8 have/get
- 9 need
- 10 what
- 11 the
- 12 we

## Part 3

- 1 lethargic
- 2 exhaustion
- 3 effective
- 4 production
- 5 Interestingly
- 6 invaluable
- 7 countless
- 8 capabilities
- 9 increasingly
- 10 protection

## Part 4

- 1 reason why he didn't/  
did not
- 2 whose leg was/got  
broken
- 3 with whom I go
- 4 was taken to the vet
- 5 are being handed out  
by
- 6 have my hair cut
- 7 had her wallet stolen
- 8 am getting/having  
the piano tuned

**Units 13-15****ECCE Vocabulary**

- |     |      |
|-----|------|
| 1 b | 9 c  |
| 2 b | 10 c |
| 3 a | 11 d |
| 4 a | 12 c |
| 5 a | 13 d |
| 6 a | 14 a |
| 7 b | 15 c |
| 8 d |      |

**ECCE Grammar**

- |     |      |
|-----|------|
| 1 b | 9 c  |
| 2 c | 10 a |
| 3 a | 11 b |
| 4 d | 12 d |
| 5 c | 13 c |
| 6 d | 14 b |
| 7 c | 15 a |
| 8 c |      |

**FCE Use of English****Part 1**

- |     |      |
|-----|------|
| 1 B | 7 D  |
| 2 A | 8 C  |
| 3 D | 9 D  |
| 4 A | 10 C |
| 5 B | 11 D |
| 6 C | 12 B |

**Part 2**

- 1 other
- 2 longer
- 3 of
- 4 between
- 5 more
- 6 to
- 7 with
- 8 be
- 9 the
- 10 have
- 11 that
- 12 as/since/because

**Part 3**

- 1 exploitation
- 2 youngsters
- 3 employers
- 4 illegal
- 5 solution
- 6 commitment
- 7 harassment
- 8 determined
- 9 responsibility
- 10 extremely

**Part 4**

- 1 because he cannot/is unable to
- 2 tell me if/whether my team
- 3 he couldn't/could not go
- 4 know what time it
- 5 in case her family move(s)
- 6 as soon as you see
- 7 even though he loves
- 8 by himself, without

**Final  
(Units 1-15)****ECCE Vocabulary**

- |     |      |
|-----|------|
| 1 b | 9 b  |
| 2 a | 10 c |
| 3 d | 11 a |
| 4 a | 12 d |
| 5 c | 13 c |
| 6 b | 14 d |
| 7 c | 15 b |
| 8 d |      |

**ECCE Grammar**

- |     |      |
|-----|------|
| 1 c | 9 a  |
| 2 a | 10 b |
| 3 d | 11 d |
| 4 a | 12 c |
| 5 b | 13 c |
| 6 c | 14 b |
| 7 b | 15 d |
| 8 d |      |

**FCE****Part 1**

- |     |      |
|-----|------|
| 1 C | 7 C  |
| 2 A | 8 A  |
| 3 D | 9 D  |
| 4 B | 10 C |
| 5 D | 11 B |
| 6 C | 12 A |

**Part 2**

- 1 of
- 2 was
- 3 has
- 4 which/that
- 5 with
- 6 What
- 7 not
- 8 it
- 9 from
- 10 to
- 11 who
- 12 being

**Part 3**

- 1 successfully
- 2 impressive
- 3 achievement
- 4 addition
- 5 various
- 6 researchers
- 7 invention
- 8 movements
- 9 rewarding
- 10 freedom

**Part 4**

- 1 if/whether he had seen
- 2 wouldn't have gone
- 3 take our time as/because
- 4 isn't as good as
- 5 had her eyes tested was/had an eye test was
- 6 advised me not to buy
- 7 might have told Tina
- 8 was supposed to help

## WRITING

### UNITS 1-3

#### Writing Plan

##### Plan for a story

Paragraph 1 Set the scene, starting with the sentence given.

Paragraph 2 Present the central theme of the story.

Paragraph 3 Describe what happened in the end.

#### Writing Sample

##### FCE part 2 Story

##### A Dream Come True

Mary was really excited because she knew that this was going to be an amazing holiday. She had spent hours reading travel brochures and had packed a suitcase with the bare essentials: enough clothes for seven days, sturdy walking shoes and, of course, her new digital camera. And now, here she was, standing amidst travellers of every description, marvelling at the size of London's Heathrow Airport.

Mary had wanted to visit London ever since she started learning English. Anybody could see that Mary was obsessed. The walls of her room were papered with posters of London landmarks.

Then, last year, her language school had announced a contest. The two students with the best end-of-year marks would win a scholarship to spend a week in London during summer holidays! She'd see the sights she'd dreamt about for so long. Mary knew the only way to win would be to study harder than she ever had before. And she'd done it! She'd managed to get almost perfect marks! Now, standing in the airport, Mary couldn't believe her dream had finally come true.

### UNITS 4-6

#### Writing Plan

##### Plan for a review

Paragraph 1 Give the basic facts about the CD: title, artist and type of music.

Paragraph 2 Say more about the music and why you like the CD.

Paragraph 3 Make a recommendation, saying who the CD would appeal to.

#### Writing Sample

##### FCE Review

The hottest CD on the market these days, and my new favourite, is *Rock my Heart*, by Barney Babcock. Its mix of rock ballads and harder pieces is a throwback to the 90s and is sure to appeal to anyone who misses that era.

*Rock my Heart* is a compilation of sixteen songs, written and performed by Babcock. Play his electric guitar solos at full volume and I guarantee they'll give you goose bumps. As a special bonus, the CD functions as a DVD, featuring the video of Babcock's single, *Soothe my Soul*. It also includes two club remixes by DJ MAX that are perfect for parties.

I would recommend this CD to anyone who, like me, loves songs with a strong beat and melodious undertones. The lyrics are poetic and stirring, and will appeal to older generations as well as younger listeners.

## UNITS 7-9

### Writing Plan

#### Plan for an essay

Paragraph 1 Introduce the topic.

Paragraph 2 Explain why you think that teenagers' lifestyles are less healthy now than in the past.

Paragraph 3 Suggest how teenagers can be encouraged to get more exercise.

Paragraph 4 Conclusion

### Writing Sample

#### ECCE Essay

These days, young people spend longer in front of televisions or computers, and less time participating in sports. Unfortunately, this trend can lead to health problems.

There are several reasons why young people are less fit nowadays. First of all, most parents work, which means that they have less opportunity to monitor their children's activities. Furthermore, there are not many exercise facilities which are accessible to young people. Also, some teens may be unaware of the variety of physical activities available.

Schools need to get involved in encouraging students to lead healthy lives. The government should invest in improving sports facilities in schools. The appropriate facilities, together with proper education, will help young people incorporate exercise into their daily routines. Teachers could talk to students about the health risks of a sedentary lifestyle and help them find enjoyable activities.

By educating young people about the importance of physical fitness, we are ensuring that tomorrow's adults will be healthier and happier.

## UNITS 10-12

### Writing Plan

#### Plan for a letter

Paragraph 1 Explain why you are writing and state your opinion.

Paragraph 2 Make proposals for improving the river's appearance and water quality.

Paragraph 3 Conclude in a positive way, saying what can be achieved.

### Writing Sample

#### ECCE Letter

Dear Sir or Madam,

I am writing in response to your article about the pollution of our river. We all know that the factories near town employ almost thirty percent of our residents. Nobody wishes to see them relocated. Nor should any local family-owned farms close down. These measures would seriously damage the area's economy. However, the health of the river is certainly worth preserving.

I propose the town council hold a meeting of all concerned to discuss possible solutions. Residents could start by pledging to keep the river free of litter, or face fines. Farmers could be educated about the dangers of their current practices and the benefits of organic farming, which is safer for humans and the environment. Finally, factories should be required to install filtering systems or find other ways of disposing of their waste.

I am certain that, if we cooperate, we will reach a compromise. If we act fast, we can probably go a long way toward reversing the damage that has been done, and residents of the town will once again be able to live in harmony with the River Meuse.

Yours faithfully,

## UNITS 13-15

### Writing Plan

#### Plan for a letter

Paragraph 1 State purpose of writing.

Paragraph 2 Say which job you wish to apply for and why.

Paragraph 3 Ask any questions you have (see your notes).

Paragraph 4 Say why you think you are suitable for the job and conclude in an appropriate way.

### Writing Sample

#### FCE part 1 letter

Dear Mr Norton,

I read your advertisement in *The Gazette* and would like to apply to be a volunteer for *Kids Aid* in Africa this summer.

According to your advertisement, you offer two types of services. I believe I am more qualified to work with the medical staff, because I have a part-time job as a therapist's aide in a children's home.

You did not mention where exactly in Africa the charity operates. I would like to know because I want to learn about the area where I'll be volunteering. I would also appreciate it if you could tell me when exactly the programme will be running, since I will need to apply for leave from the children's home.

I believe that the therapist I work with finds me to be hard-working and responsible. I also know how important it is to be a committed member of a team. Thank you for considering my application.

Yours sincerely,

## **SPEAKING PRACTICE 1 (ECCE)**

### **HELP SOLVE A PROBLEM**

**Who the person is:** My friend, Amy

#### **What the problem is:**

Amy's father has been looking after her little daughter while Amy's at work. However, Amy's father is moving to another city soon, and Amy doesn't know whether to put her child in daycare or hire a nanny to look after her at home. Amy has asked me to help her make a decision.

**SOLUTION 1** Tell Amy to put the child in daycare.

**Advantages:** There is a daycare center in the office building where Amy works, and it is free for the children of employees. It would be good for Amy's daughter to spend time with other children and to be in a new environment.

**Disadvantages:** The daycare center has lots of children, and only 3 employees to look after them all, so the children don't get that much individual attention. Also, because there are children of all different ages, the childcare workers don't usually do many fun/creative group activities with them, and they generally just let the children play on their own.

#### **SOLUTION 2**

Tell Amy to hire a nanny.

**Advantages:** A nanny would give the child lots of attention and have time to do interesting educational and creative activities with her. Also, since the nanny would only have one child to look after, Amy's daughter would probably be very safe.

**Disadvantages:** It can be difficult to find a good nanny, and it often costs a lot to employ them. It can also be hard to know if the nanny is doing her job properly since there is no one at home to observe her and, if she and the child don't get along very well, spending time together can be unpleasant for both of them.

#### **ELABORATION QUESTIONS**

- 1 What do you think the most important characteristics of a good childcare worker are? Why?
- 2 If it was your job to look after a young child, what sorts of activities would you do with him/her?
- 3 Do you think that it is a good idea to put pre-school children in a daycare center? Why?/Why not?

# SPEAKING PRACTICE 2 (FCE)

## Part 2 (4 minutes)

### Types of pollution

#### Musical performances

**Interlocutor:** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(**Candidate A**), it's your turn first. Here are your photographs. They show **ways in which people pollute the environment**.

I'd like you to compare the photographs, and say **how each of these harms the environment**. All right?

**Candidate A:** [1 minute.]

**Interlocutor:** Thank you. (**Candidate B**), **which type of pollution is more threatening?**

**Candidate B:** [Approximately 20 seconds.]

**Interlocutor:** Thank you.

Now, (**Candidate B**), here are your two photographs. They show **musical performances**.

I'd like you to compare the photographs, and say **why people might prefer to attend each type of performance**. All right?

**Candidate B:** [1 minute.]

**Interlocutor:** Thank you. (Candidate A), **do you enjoy listening to live music?**

**Candidate A:** [Approximately 20 seconds.]

**Interlocutor:** Thank you.

## SPEAKING PRACTICE 3 (ECCE)

### OPTION 1 (contemporary art museum)

#### Advantages:

This would be the first modern art museum in the city, so it would probably attract lots of visitors, especially local schoolchildren and college students, as well as people from surrounding towns. There are lots of talented artists working in our city who say they would happily donate some of their work to the museum, so it wouldn't cost too much to build up a permanent collection.

#### Drawbacks:

It might be hard to find a good director for this museum because this person would have to be very well-qualified in order to do a good job. Also, the director would frequently have to make trips to cities around the world in order to arrange for visiting exhibits and to keep up with current trends. These frequent trips would cost the taxpayers significant amounts of money in the future.

### OPTION 2 (interactive science and technology museum)

#### Advantages:

This sort of educational museum is generally very popular among schoolchildren on field trips, and families having a day out. People of all ages seem to enjoy interactive displays. The museum would also invite guest speakers to discuss specific topics of interest with experts and with the general public.

#### Drawbacks:

The facility itself and the regular maintenance of the interactive displays would be very expensive, so the admission prices would be rather high. Also, because this museum requires a larger space than is available in the downtown area, it would be built in an area outside the city which is rather difficult to get to on public transportation.

#### ELABORATION QUESTIONS

- 1 What sorts of museums are popular in your area? Why do you think that is?
- 2 Is it important for the general public to understand science and new technologies? Why?/Why not?
- 3 Do you think that the government (using taxpayers' money) should fund museums, or do you think that they should be privately built and owned? Why do you say that?

# SPEAKING PRACTICE 4 (FCE)

Parts 3 and 4 (7 minutes)

## International Festival

### Part 3

**Interlocutor:** Now I'd like you to talk about something together for about three minutes.

- I'd like you to imagine that the international club at your school is planning a festival. Here are some suggestions that could help make it successful.

Place the drawings in front of the candidates. 1. food, 2. entertainment (traditional music, dancing), 3. venue, 4. decorations, 5. exhibitions (traditional costumes, art, crafts), 6. guest speakers

- First, talk to each other about **how each of these things could contribute to the success of the international festival**. Then choose the two which would attract the most visitors.

All right?

**Candidates:** [3 minutes.]

**Interlocutor:** Thank you. (Can I have the photos, please?)

### Part 4

**Interlocutor:** [Select any of the following questions, as appropriate:]

- **Would you attend a festival like this? (Why/Why not?)**
- **Is it important to learn about other cultures? (Why/Why not?)**
- **Can people from different backgrounds work together/become friends?**
- **What is special about the culture of your country?**
- **Do you like trying food from other countries?**
- **Some people say that learning a foreign language can help us to understand another culture. Do you agree? (Why/Why not?)**