

Answer Key: An Example to Follow

1. Answer both subsections in this question. (2,5 points)

1.1 Indicate whether the following statements are True, False or the information is Not Given in the text (T/F/NG). In true and false cases, copy the part of the text which justifies your answer. (1,5 points)

1. Adults feel the same way about a change in lifestyle as teens do.

Not given.

2. Joan Pick uses electricity for cooking and heating.

False. Suggested answer: Joan doesn't have any heating or hot water in her flat and she hasn't done any cooking for years (paragraph 2).

3. Joan buys all her food locally.

Not given.

4. Nowadays, Joan Pick never travels very far.

True. Suggested answer: She doesn't have a car or take public transport. She only walks and so obviously she doesn't go very far (paragraph 3).

5. The text says most people would like to live like Joan Pick.

False. Suggested answer: The majority of people would not enjoy the lifestyle that Joan Pick follows (OR 'To most people, the way that Joan Pick lives isn't a very attractive proposition.')(paragraph 4).

6. The text says that the majority of teenagers believe that we can have an impact on climate change.

False. Suggested answer: The text says that only 12% of teenagers believe they can slow the speed of climate change (paragraph 1).

1.2. Find a synonym for each of the following words.

decrease = *reduce*

finishing = *completing*

unique = *unusual*

discovered = *found*

consequence = *result*

2. Answer both subsections in this question. (2,5 points)

2.1. Write a new sentence that has the same meaning as the given one. Use the word or expression in brackets. (1,5 points)

1. Joan was working on an energy efficiency project when she decided that mass consumption was wrong. (*Due to*)

Due to working on an energy efficiency project, she decided that mass consumption was wrong.

2. Joan uses a kettle, a light bulb and a radio and so her carbon footprint is almost zero.
(*would be*)

If Joan didn't use a kettle, a light bulb and a radio her carbon footprint would be zero.

3. The last time Joan took a bus was years ago. (*for*)

Joan hasn't taken a bus for years.

4. British newspapers published articles about Joan. (*were*)

Articles were published in British newspapers about Joan.

5. "Do you use electricity?" the reporter asked Joan. (*whether*)

The reporter asked Joan whether she used electricity.

6. "You should do more for the planet," Joan told us. (*advised*)

Joan advised us to do more for the planet.

2.2 Answer the following questions about pronunciation:

i) Write a word from the text that includes the same vowel sound as "hat" /æ/ *that*

ii) How is the "th" pronounced in "their", /ð/ or /θ/? *It is pronounced /ð/*

iii) How is the "-s" pronounced in "actions", /s/, /z/, or /ɪz/? *It is pronounced /z/*

iv) Write a word from the text that includes the same diphthong as "here" /ɪə/. *Zero*

v) In which word is the "-ed" pronounced the same as in the word "laughed"? *watched*

3. In this text, fill in the gaps with the most suitable option from the four options given for each gap. (2,5 points)

Meg: Oh, hi Uncle Devon! Thanks for meeting me. I know I didn't give you much notice.

Devon: That's okay, Meg. I into the city centre this afternoon anyway. I had a few things I needed to get straightened out at the bank. So, what's up?

1. will come / *was coming* / to come / would be coming

Your text had me a bit worried and you certainly didn't give me clues about why you wanted to meet up today. Is everything okay at home? ... at school?

2. much / few / a lot / *many*

Meg: Oh, yes. No problem with Mum and Dad, although Dad's back has been acting a bit again and he complains constantly. You know him!

3. *up* / in / on / at

Devon: I do! And that bad back of his is a result of all the rugby we play when we were younger. It's a rough sport. I was good at it, but your dad was the real star of the family. What about school? Are you excited that it's your last year?

4. use / used / *used to* / use to

Meg: Oh, I really am! And that's sort of the reason I asked you to meet me here. I wanted to talk to you about something. I need your advice.

Devon: Hmm, I don't know how much help I be, but go on. Tell me what's on your mind.
5. *can* / should / need / ought to

Meg: Well, as you know, Mum and Dad would prefer that I go straight into university after I finish school.

Devon: Yes, seems like a good idea to me. sense wasting time.
6. Not / None / Nor / *No*

Meg: I know and I understand what you're all saying! But I want to take a gap year first. I'd really like a chance to travel for a while and have some fun before I have to deal with all the studying and work that I'll need to face at uni. I really need a break first.

Devon: Oh, I see. Yes, I think a gap year is a really good idea, too. But I bet your parents don't think so, do they?

Meg: Actually, believe it or not, I think I've finally warmed them to the idea. It took some time, but I think I've them round to my side. However, they've got two conditions.
7. got / *brought* / taken / kept

Devon: Which are?

Meg: Firstly, they want me to sit down and my itinerary ... you know, where I'm going, where I'll be staying, how long I'll be gone for, that sort of thing.
8. *plan* / think / schedule / make

Devon: Sounds reasonable to me. And the second condition?

Meg: Secondly, they've said that I have to travel with a friend and that if I don't want to do that, I can't go. And I'm quite sure they mean it.

Devon: Well, I agree with your parents on that one, Meg. Your parents would be worried sick, and so would I if you went by Travelling is much better when you go with a friend. Believe me. There's nothing better than shared experiences. And it's always good to have someone you can rely on, especially when you're a long way from home and away from your family for the first time.
9. yourselves / myself / herself / *yourself*

Meg: Yes, okay, you've your point. I know just who I'll ask to come, too!
10. did / taken / *made* / had

Devon: Brilliant! That should keep your parents from worrying ... at least a little anyway.

4. Write a brief composition answering this question: (2,5 points).

Will our children live in a worse environment than we do?

Suggested answer:

We have known about the negative environmental effects of our modern lifestyle for years and have been trying to live “greener” lives. However, is this sufficient to stop the damage that we are causing?

Today most people recycle their waste materials and modern machines are much more energy efficient. Furthermore, modern vehicles don’t produce as much pollution as older vehicles. All of this has helped the environment.

Nevertheless, we spend our time at home and at work using electrical gadgets such as computers, so we use more energy than ever. Moreover, air travel is much cheaper, and more flights are made every year. These things obviously have negative effects.

To sum up, I think we need to do a lot more to reduce our impact on the planet. Perhaps our grandchildren will live in a better environment, but I don’t think our children will.

SMART TIP: understanding what the writing task involves

After reading the writing task, think about what type of composition you have to produce. Is it an opinion essay or a “for an against” essay? If it’s an opinion essay, think of some examples to support your ideas. If it’s a “for an against” essay, make sure you give a balanced view before coming to a conclusion.