

# Introducción

## ¡BIENVENIDO AL LIBRO 2 DEL PACK PREPARA TU B2!

Después de haberte presentado los contenidos teóricos en el libro 1, ¡ha llegado el momento de ponerlos en práctica y comprobar que los has asimilado! El libro 2 por tanto se centra enteramente en la práctica de las secciones planteadas en el libro 1. Para ello repasaremos conceptos claves de gramática, errores comunes y pronunciación, e incluiremos cientos de ejercicios muy variados y similares a los que podrás encontrar en un examen oficial de inglés.

Además, en el libro 2 te presentamos un apéndice detallado y las secciones de **Writing, Reading, Speaking y Listening** en las que a través de ejercicios más generales podrás reforzar nuevo vocabulario, distintos conceptos y las destrezas o habilidades comunicativas como son la expresión escrita, la comprensión lectora, la expresión oral y la comprensión auditiva.

## ¿QUÉ ESPERAR DE ESTE LIBRO?

Te recomendamos que leas y estudies las secciones del libro 1 antes de trabajar los correspondientes ejercicios en este libro. Una vez los hayas completado, no tendrás ningún problema a la hora de hacer el examen. Además de haber subido tu nivel de inglés, habrás adquirido las herramientas necesarias para realizar los siguientes ejercicios con éxito:

### ■ “Multiple choice cloze”

En qué consiste: Se trata de un texto con espacios en blanco. Deberás escoger una respuesta de cuatro planteadas para completar el espacio en blanco a), b), c), d).

Secciones que aparecen en este tipo de ejercicio: Phrasal Verbs, Collocations, Prepositional Phrases, Word Patterns, Commonly Confused Words, False Friends y Vocabulary.

### ■ “Open cloze”

En qué consiste: Se trata de un texto con espacios en blanco que hay que completar sin contar con sugerencias de respuestas.

Secciones que aparecen en este tipo de ejercicio: Grammar, Phrasal Verbs, Collocations, Prepositional Phrases, Word Patterns, Commonly Confused Words, False Friends y Vocabulary.

### ■ “Word formation”

En qué consiste: Se trata de un texto con espacios en blanco que hay que completar con la palabra correcta que se forma partiendo de, o modificando, una palabra que se da para cada espacio. Dicha palabra puede sufrir uno, dos o tres cambios.

Secciones que aparecen en este tipo de ejercicio: Word Formation: prefijos, sufijos y palabras compuestas.

### ■ “Key word / Sentence transformation”

En qué consiste: Se trata de reescribir oraciones a partir de una palabra dada.

Secciones que aparecen en este tipo de ejercicio: Grammar y Vocabulary.

### ■ “Multiple choice”

En qué consiste: Se trata de leer un texto y responder una serie de preguntas. Para cada una de estas preguntas hay que escoger una respuesta de entre cuatro posibles a), b), c), d).

Secciones que aparecen en este tipo de ejercicio: Reading.

### ■ “Gapped text”

En qué consiste: Se trata de leer un texto al que se le han eliminado varias oraciones. Hay que escoger la palabra o las oraciones que faltan de entre varias planteadas y ponerlas en el espacio en blanco correcto.

Secciones que aparecen en este tipo de ejercicio: Reading.

## Introducción

### ■ “Multiple matching”

En qué consiste: Se trata de leer uno o varios textos y averiguar la correspondencia entre lo leído y las afirmaciones que están presentes junto al texto.

Secciones que aparecen en este tipo de ejercicio: Reading.

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### ■ ‘Ensayo / Artículo / Carta’

En qué consiste: Se trata de escribir un artículo, un email, una carta, un informe, una crítica o un ensayo en el que manifiestes tu opinión acerca de un tema utilizando unas ideas que se te darán y una idea propia.

Secciones que aparecen en este tipo de ejercicio: Writing.

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### ■ ‘Textos cortos y largos de un audio’

En qué consiste: Se trata de contestar preguntas acerca de textos cortos de un audio y completar notas al tiempo que escuchas un texto más largo. Además tendrás que emparejar las diferentes opciones con una serie de monólogos cortos.

Secciones que aparecen en este tipo de ejercicio: Listening.

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### ■ ‘Ejercicios de expresión oral’

En qué consiste: Se trata de evaluar diferentes aspectos de la expresión oral, como son la pronunciación, el uso de la gramática y del vocabulario, la organización de tus ideas, y tu capacidad de participación en debates con otra gente.

Secciones que aparecen en este tipo de ejercicio: Speaking.

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# Índice

SECTION 01	9
<i>Word Formation</i>	
SECTION 02	33
<i>Phrasal Verbs</i>	
SECTION 03	57
<i>False Friends</i>	
SECTION 04	75
<i>Collocations</i>	
SECTION 05	109
<i>Vocabulary</i>	
SECTION 06	129
<i>Prepositional Phrases</i>	
SECTION 07	145
<i>Word Patterns</i>	
SECTION 08	171
<i>Commonly Confused Words</i>	
SECTION 09	187
<i>Verbs Followed by Gerunds or/and Infinitives</i>	
SECTION 10	193
<i>Common Mistakes</i>	
SECTION 11	197
<i>Verbal Agility</i>	
SECTION 12	219
<i>Sentence Transformation &amp; Grammar</i>	

SECTION 13	235
<i>Writing</i>	
SECTION 14	257
<i>Reading</i>	
SECTION 15	273
<i>Speaking</i>	
SECTION 16	283
<i>Listening</i>	
APPENDIX	299



Prepara  
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SECTION 01  
*Word Formation*

B2

SECTION 01

# Word Formation

01. Fill in the gaps in the sentences using the most appropriate word from the selection below.

approximately	electing	electrical	energetic	enlarged
heroically	insufficient	leader	opening	quieter

- |   |                  |
|---|------------------|
| a) If you get tickets for _____ night, don't forget who your best friend is!            | a) opening       |
| b) Nobody could deny that the lead singer's performance was amazingly _____.            | b) energetic     |
| c) If it had been just a little _____, I think it would have been the perfect hotel.    | c) quieter       |
| d) I wouldn't have acted so _____ unless I'd really thought I could save lives.         | d) heroically    |
| e) There were _____ two thousand people at the concert.                                 | e) approximately |
| f) This method of _____ the President is only used in about two or three countries.     | f) electing      |
| g) Should there be* _____ time, send me what you've done by email.                      | g) insufficient  |
| h) Life must have been a lot more complicated before the invention of _____ appliances. | h) electrical    |
| i) What would you do if you were the _____ of the opposition?                           | i) leader        |
| j) When the photo was _____, the mysterious figures were proven to be fakes.            | j) enlarged      |

\* Otra manera de expresar "Should there be..." sería "if there's...".

02. Complete the following conditional sentences by changing the form of the word in capital letters.

- |   |                |
|---|----------------|
| a) If only I'd gotten the (APPROVE) _____ of my manager, I could be working in Dubai now. | a) approval    |
| b) I would vote for them if they had a more (BALANCE) _____ political agenda.             | b) balanced    |
| c) I'd be more (CARE) _____ about what I said if I were you.                              | c) careful     |
| d) I've heard nothing but* (COMPLAIN) _____ from you all day.                             | d) complaints  |
| e) If bungee-jumping didn't seem quite so (DANGER) _____, I might try it.                 | e) dangerous   |
| f) If I'd known Toledo was (FAME) _____ for its knives, I would have bought some.         | f) famous      |
| g) If he'd been a bit more (HELP) _____, we could have finished early.                    | g) helpful     |
| h) If they'd noticed an (IMPROVE) _____ in staff morale, they would have mentioned it.    | h) improvement |

\* La expresión "nothing but" significa 'nada más que' de modo este ejemplo se traduciría como 'No he oído nada más que quejas de ti en todo el día'. Cuando a "nothing but" le sigue un verbo, éste se expresa en la forma básica, es decir, en el infinitivo sin "to": "You did nothing but complain all day".

### 03. Translate the following sentences.

Me sentí <b>totalmente impotente</b> cuando subió la riada.	I felt <b>completely helpless</b> when the floodwaters rose*.
Has sido <b>muy descuidado</b> a la hora de verificar tus fuentes de información.	You were <b>very careless</b> about checking your sources.
Ha sido <b>muy considerado</b> por tu parte ayudarme.	It was <b>very thoughtful</b> of you† to help me.
El fumar es <b>perjudicial</b> para tu salud.	Smoking is <b>harmful</b> to your health‡.
Me siento <b>impotente</b> ante tal equipo de abogados.	I feel <b>powerless</b> in front of such a team of lawyers.
Ha sido una tarde <b>muy provechosa</b> .	It's been a <b>very fruitful</b> afternoon.
Eres un caso <b>perdido</b> . ¿Qué puedo hacer contigo?	You are a <b>hopeless</b> case. What can I do with you?
Me niego a llevar una vida <b>anodina</b> como el resto de vosotros.	I refuse to lead a <b>colorless</b> life like the rest of you.

\* No olvides que cuando 'subir' funciona como verbo intransitivo (es decir, 'algo sube', en este caso, 'la riada') decimos: "rise (presente) - rose (pasado) - risen (participio)" y no "raise-raised-raised" que reservamos para su forma transitiva.

† Recuerda que aunque en castellano decís 'por tu parte', nosotros expresamos lo mismo con la preposición "of": "It was very thoughtful of you" ('fue muy considerado por tu parte'), "it was very nice of you" ('fue muy amable por tu parte'), "it was very mean of him" ('fue muy ruin por su parte'), etc.

‡ Lo hemos trabajado en el libro 1 y lo volverás a practicar más adelante, decimos "to be harmful to your health" y no "to be harmful for your health".

### 04. Change the verbs in brackets to adjectives adding in "-ing" or "-ed".

- |  |                                       |                |
|--|---------------------------------------|----------------|
| a) Let's try not to show we are (to bore) _____.   | It will all be over in under an hour. | a) bored       |
| b) I'd never been in such a (to crowd) _____ department store in my life.  |                                       | b) crowded     |
| c) They should have known that red walls and pink curtains would be aesthetically (to displease) _____.                  |                                       | c) displeasing |
| d) Will you be doing anything (to excite) _____ when you are in Rio?   |                                       | d) exciting    |
| e) Although Mary was (to excite) _____ about her trip to the States, she didn't want to rub her colleagues' faces in it. |                                       | e) excited     |
| f) That could have turned into a really (to frighten) _____ experience.  |                                       | f) frightening |
| g) There are a (to grow) _____ number of bilingual families in the area.   |                                       | g) growing     |



- |  |               |
|--|---------------|
| h) The therapist told me that the <b>(to heal)</b> _____ process would take a couple of months.                                | h) healing    |
| i) She explained that to be <b>(to interest)</b> _____ in something, she really needs to dedicate herself to it body and soul. | i) interested |
| j) She must have been very <b>(to surprise)</b> _____ because she had to sit down for a while.                                 | j) surprised  |
| k) Had I not looked <b>(to worry)</b> _____, they might have thought it was an April Fool's joke.                              | k) worried    |

**05. Fill in the gaps by using the opposite form of one of the words from the selection below.**

advantage
capable
correct
critical
honest  
patient
possible
regular
relevant
satisfactory

- |  |                   |
|--|-------------------|
| a) The main _____ of staying in the suburbs is the time it takes to get to the centre.         | a) disadvantage   |
| b) Anything less than 90% would have been an _____ result.                                     | b) unsatisfactory |
| c) They are currently _____ of feeding the local population and need another €5bn in food aid. | c) incapable      |
| d) The way you've spelt her name is _____.   | d) incorrect      |
| e) He is such a _____ man. I wouldn't do business with him.                                    | e) dishonest      |
| f) We were _____ to get going but the engine gave out and we had to find a mechanic.           | f) impatient      |
| g) It's going to be _____ to solve this case unless we get some really good leads soon.        | g) impossible     |
| h) That was something which was completely _____ when we made the decision.                    | h) irrelevant     |
| i) The authorities have been reviewing his bank accounts for any _____ activity.               | i) irregular      |
| j) The government's _____ approach to the bank scandal left a lot to be desired.*              | j) uncritical     |

\* Como puedes ver, 'dejar mucho que desear' se dice **"to leave a lot to be desired"**, no **"to leave a lot to desire"**.

o6. Add the appropriate prefix to the words in brackets in each sentence.

un- im- dis- in- il- ir-

- |   |                             |
|---|-----------------------------|
| a) Would you have voted for him if he'd been as <b>(popular)</b> _____ as* the previous president?                              | a) unpopular                |
| b) Rather than making an <b>(sensitive)</b> _____ remark, he decided to remain silent and listen to their concerns.             | b) insensitive              |
| c) If their behaviour hadn't been so <b>(mature)</b> _____, we'd have let them in.  | c) immature                 |
| d) We found his behaviour very <b>(pleasing)</b> _____.   | d) displeasing              |
| e) He must have been very <b>(satisfied)</b> _____ with our service because he called to cancel all his accounts with us today. | e) dissatisfied/unsatisfied |
| f) How could you leave the kids alone like that! How very <b>(responsible)</b> _____ of you!                                    | f) irresponsible            |
| g) If it were <b>(legal)</b> _____ to download this stuff, do you think I'd be doing it?  | g) illegal                  |
| h) Rather than leaving the questionnaire <b>(complete)</b> _____, Maria ticked the "don't know" option for several questions.   | h) incomplete               |
| i) Should you find the decision <b>(just)</b> _____, you can bring your concerns to the relevant authorities.                   | i) unjust                   |
| j) Their mum told them not to be <b>(polite)</b> _____ and to share their sweets.   | j) impolite                 |

\* Conocerás de sobra la estructura "as + adjective + as", pero ¿sabías que empleamos "not quite as + adjective + as" para indicar que algo 'no es tan + adjetivo + como' con el matiz de 'por muy poco' y "not nearly as + adjective + as" para indicar que algo 'no es ni de lejos tan + adjetivo + como'? Veamos unos ejemplos:

El examen <b>no fue tan difícil como</b> pensé que sería.	The exam <b>wasn't quite as difficult as</b> I thought it would be.
Este restaurante mejicano <b>no es ni de lejos tan caro como</b> el otro al que fuimos.	This Mexican restaurant <b>isn't nearly as expensive as</b> the other one we went to.
El museo <b>no fue tan interesante como</b> esperamos que sería.	The museum <b>wasn't quite as interesting as</b> we expected it would be.
Esta versión <b>no es ni de lejos tan buena como</b> la canción original de los <i>Beatles</i> .	This cover <b>isn't nearly as good as</b> The Beatles' original.
Febrero <b>no es tan frío como</b> enero.	February <b>isn't quite as cold as</b> January.
La película <b>no es ni de lejos tan buena como</b> el libro.	The film <b>isn't nearly as good as</b> the book.

**07. Change the form of the words in capital letters so that the sentences make sense.**

- |  |                  |
|--|------------------|
| a) Don't do anything unless the safety ( <b>REGULATE</b> ) _____ clearly state that you can.                     | a) regulations   |
| b) The food wasn't bad but we didn't think much of the ( <b>ENTERTAIN</b> ) _____.                               | b) entertainment |
| c) What does the ( <b>CREATE</b> ) _____ of the TV series look like?   | c) creator       |
| d) Can you let us know if there are any ( <b>DEVELOP</b> ) _____ during the night?                               | d) developments  |
| e) You ought to be nicer to ( <b>FOREIGN</b> ) _____.<br>They make up over 50% of your customers.                | e) foreigners    |
| f) Rose bushes should be kept at the same ( <b>HIGH</b> ) _____ all year long.                                   | f) height        |
| g) He said he wouldn't miss the ( <b>HOT</b> ) _____, not even in the depths of winter.                          | g) heat          |
| h) I can't believe what an ( <b>IMPROVE</b> ) _____ in team morale<br>there has been since my last visit!        | h) improvement   |
| i) He would really need to improve his ( <b>KNOW</b> ) _____<br>of mercantile law to get a job in this law firm. | i) knowledge*    |

\* "Know" se pronuncia /núu/ pero "knowledge", /nólech/, sin ninguna 'u'.

**08. Complete the following "wish" statements with one of the words below.**

annually employees      bitterly failure      careless promotion      choice tiresome

- |   |              |
|---|--------------|
| a) I wish our _____ knew how hard we fought to save the factory.              | a) employees |
| b) I wish the project hadn't been such a _____.                               | b) failure   |
| c) I wish I'd been there to see his face when they informed him of his _____. | c) promotion |
| d) I wish I had a _____, but unfortunately I don't.                           | d) choice    |
| e) I wish I'd known how _____ stuffing envelopes could be.                    | e) tiresome  |
| f) I wish the Olympic Games were held _____. I love them!                     | f) annually  |
| g) I wish it weren't always so _____ cold here in winter.                     | g) bitterly  |
| h) I wish I hadn't been so _____ with my health.                              | h) careless  |