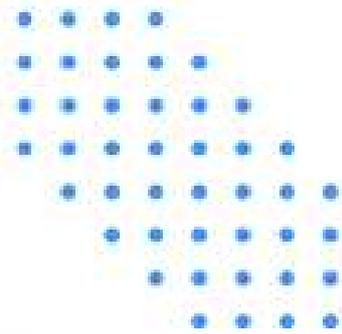


B2 First (FCE)



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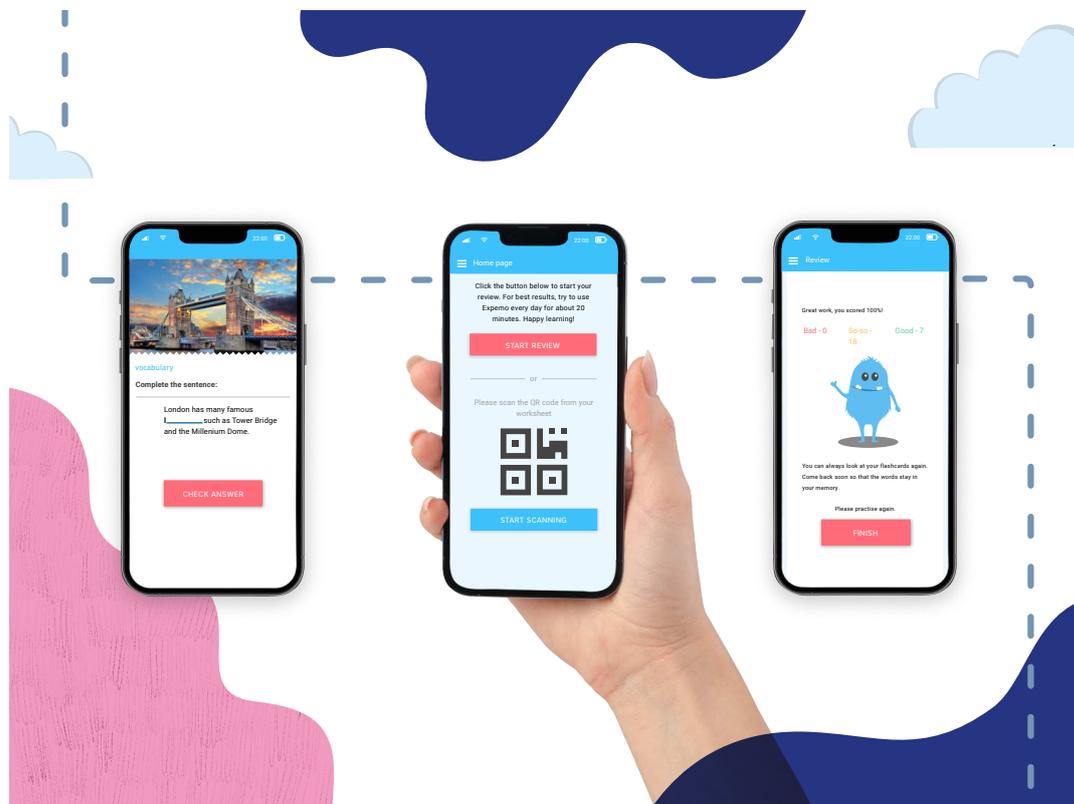
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Expemo App

Expemo app - learning without forgetting

Using our expemo app accelerates language acquisition and helps learners remember what they learn, even after many years.



1.DISPLAY A QUESTION

Expemo displays a question or task. Try to recall the correct response from memory. Then click 'Show Answer' to display the correct answer.

2.RATE YOUR RESPONSE

Compare your response to the correct answer by pressing one of the three grade buttons.

BAD | SO-SO | GOOD

If you click 'Bad', don't worry. You will see the same flascard again after a few more questions, so you will have another chance to answer correctly.

PART 1

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WHAT, WHY, HOW?



Scan to review worksheet

Expemo code:

1HLA-22PB-7000

1

Warm up

You are starting a B2 First exam preparation course! Choose the option that best describes you in each sentence below. You can add another option if you want to.

1. I am taking the B2 First exam **for work / to study at an English-speaking college or university / to travel and use English socially.**
2. I feel most confident about my **grammar / vocabulary / pronunciation** in English.
3. My strongest skill in English is **speaking / listening / reading / writing.**
4. When I make mistakes in English, I feel **embarrassed / depressed / curious.**
5. In my opinion, the most important quality needed for language learning is **an eye for detail / confidence / a willingness to work hard.**
6. I've got **lots of / some / very little** experience with exams in English.
7. Right now, I'm feeling **confused / excited / worried** about the exam.
8. After I take the B2 First exam, I think I'll **continue my studies in English / stop studying English.**

Compare ideas in pairs or small groups to find out how you are the same and how you are different. Ask and answer questions to find out more.

2

Reading

When you are preparing for an exam, it's important to know how the exam is structured and what you have to do in each part.

Read the information about the B2 First exam and answer the following questions.

1. Which paper combines two areas?
2. Which paper takes the longest to complete?
3. Which paper do you complete in pairs?
4. Which paper offers a choice of tasks?
5. Which tasks are similar on paper 1 and paper 3?
6. Which two parts of the exam have the most questions?
7. Which papers have the same number of parts?
8. Where do you write your answers for papers 1-3?



Paper 1: Use of English and Reading - 75 min. Mark your answers on a separate answer sheet.

Part	Task type and number of questions	What you have to do
1	Use of English multiple-choice gap-fill (8)	Choose the right vocabulary (mainly)
2	Use of English open gap-fill (8)	Choose the right grammar (mainly)
3	Use of English word formation (8)	Choose the right vocabulary (mainly)
4	Use of English key word transformations (6)	Choose the right vocabulary and grammar
5	Reading - multiple choice (6)	Understand the main idea and specific information
6	Reading - gapped text (6)	Understand the text structure
7	Reading - multiple matching (10)	Understand specific information

Paper 2: Writing - 80 mins. Write your answers in the booklet you are given.

Part	Task type and length	What you have to do
1	Essay (140-190 words)	Discuss key issues related to a given topic
2	Choose from: article, e-mail/letter, report or review (140-190 words)	Write for a specific purpose/audience

Paper 3: Listening - 40 mins. Mark your answers on a separate answer sheet.

Part	Task type and number of questions	What you have to do
1	Multiple choice (8)	Listen to short recordings of eight different situations
2	Sentence completion (10)	Listen to a long talk with one speaker
3	Multiple matching (5)	Listen to five short talks with the same theme
4	Multiple choice (7)	Listen to a discussion or interview

Paper 4: Speaking - 14 mins. With another candidate.

Part	Task type	What you have to do
1	Interview questions	Each candidate answers questions about themselves
2	Long turn	Each candidate describes and compares two photos
3	Collaborative task	The candidates work together to reach a decision
4	Discussion	The candidates answer questions related to the same topic as Part 3

1. What new information about the exam did you discover?
2. Do you have experience with all of these task types?
3. What do you think is the best way for you to approach a challenge like an exam preparation course?

3 Language point

You are going to watch a video about the psychology of learning. First, you will need to define some vocabulary.

Group 1: the words in bold are ~B2 level. Match the sentence halves and use the context to explain their meanings.

1. The music school has a number of **dedicated** areas
 2. I'm worried my flatmate is going to get really **defensive**
 3. We would certainly **embrace** the opportunity
 4. My manager asked me to help **implement** the new sales plan
 5. It's parents who really **influence** the decisions
 6. Children get a strong sense of their own **worth**
- a. to visit Australia and stay with local people.
 - b. where students can practise their instruments.
 - c. when I remind her that it's her turn to clean the kitchen.
 - d. that she suggested.
 - e. that children make about the world.
 - f. if they have jobs to do around the house.

Group 2: these words are C1+ level. Read the sentences and match the words in bold with their meanings.

1. It was really **devastating** to hear that my aunt and uncle are getting a divorce after 25 years together.
 2. Most young people have a happy and positive **mindset**, although many are worried about the future.
 3. She's working hard at school, but she tends to **shy away from** working in groups.
 4. The two countries have decided to **engage in** talks that might lead to a trade deal.
 5. There are certain **immutable** scientific laws that everyone knows, like what goes up must come down.
- a. avoid something due to worries or lack of confidence
 - b. upsetting and shocking
 - c. a way of thinking
 - d. take part in something
 - e. never-changing

Have you ever heard of a *growth mindset*? What do you think it means?

4

Watching video

These sentences are from the short video "Growth Mindset" (0:00-2:09). You already know the meanings of the words in bold, but some other important words are missing. Try to imagine what the missing words are - you are given the first letter. Then watch the video to check.



Carol Dweck ...'s research on the i _____¹ of **mindset** suggests that there is every reason to believe that we can be great, maybe even the best, at anything with **dedicated** p _____².

Having the right mindset is important because it affects behaviours which greatly **influence** w _____³ or not you will succeed at something. For example, if you have growth mindset, you're more l _____⁴ to **embrace** challenges, appreciate feedback, and ...

Those who have a fixed mindset, on the other hand, **shy away from** c _____⁵, don't **implement** f _____⁶, and in fact often feel **defensive** about the c _____⁷, and when failures happen it's **devastating** and feels like an a _____⁸ on one's **worth**.

If you believe that your abilities can improve, you'll **engage** in b _____⁹ which make it so. If you believe your a _____ are more or less **immutable**, you don't try to improve and so you don't.

5

Language in context

Read these sentences from the video and use the context to explain the meanings of the phrases in bold.

1. For example, our fixed mindsets might tell us that we're **an English person** but not a **math person**.

2. You can see that there is a **self-fulfilling prophecy** here. If you believe that your abilities can improve, you'll engage in behaviours which make it so.

3. Practice having a growth mindset and **the sky's the limit**.

What kind of person are you?

- a languages person or a math person
- an outdoors person or an indoors person
- a cat person or a dog person
- a computer games person or a football person
- your own idea?

6 Something to think about

If you want to demonstrate a growth mindset, you need to have something that psychologists call *grit*.



Grit is a combination of these five qualities:

- **Passion:** choose activities that help you achieve your goals, both short term and long term.
- **Courage:** try new things, even when it scares you.
- **Conscientiousness:** make a plan to complete the work you need to do and ensure you follow it.
- **Perseverance:** recognise that you're going to need to make an effort over a long period of time.
- **Resilience:** don't be discouraged when you make mistakes. They are part of the learning process.

Which of these qualities do you think is the most difficult to demonstrate? Why?

7 Activate

Read these statements and decide if you agree (A), somewhat agree (S) or disagree (D).

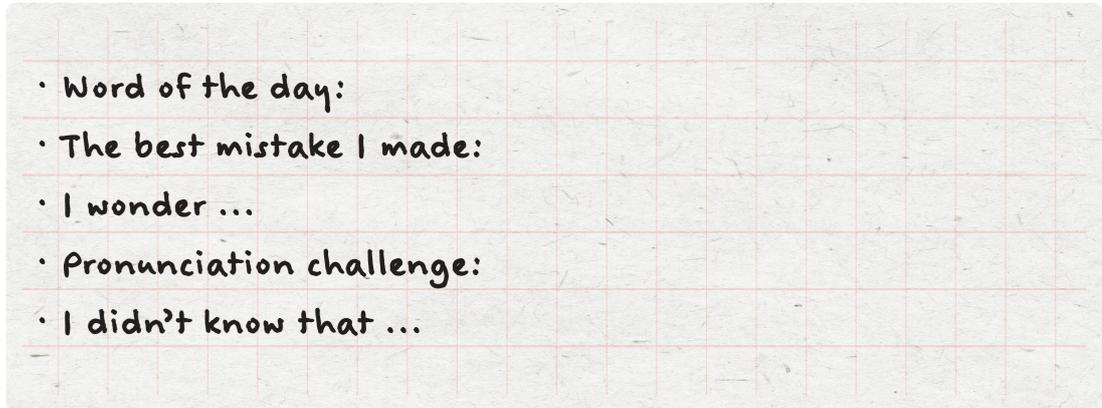
1. In my life experiences, there have been times when I have shown a growth mindset and demonstrated grit. _____
2. It wouldn't be possible to pass the B2 First with a fixed mindset. _____
3. I think I can apply ideas about Growth Mindset and grit to help me prepare for the exam. _____
4. To prepare for the exam, it's more useful to improve your level than to do lots of practice tests. _____
5. There's a lot I can do outside of class to help me prepare for the exam. _____
6. I want the teacher to correct all the mistakes I make in speaking and writing. _____
7. Communication is far more important than accuracy when you're speaking English. _____

Compare your ideas in pairs or small groups and explain your thinking.

8

Optional extension / homework

One way to promote a growth mindset and develop grit is to keep a regular learning journal. Complete this information for the lesson today.



• Word of the day:

• The best mistake I made:

• I wonder ...

• Pronunciation challenge:

• I didn't know that ...

You can buy a small notebook and take a few minutes to complete these points after every lesson.

What other topics could you add to your learning journal?

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GRAMMAR GURU



Scan to review worksheet

Expemo code:
1HLA-22PB-2AC9

1

Warm up

What's the most difficult thing about learning English? Put these four areas in order from most difficult to least difficult.

grammar / pronunciation / spelling / vocabulary

Compare your ideas in pairs or small groups. Explain your thinking, giving specific examples.

Are there any other areas you'd like to add to this list?



2

Reading

Skim the article and compare the ideas about grammar, pronunciation, spelling and vocabulary with what you discussed in the Warm up.

English is difficult ...

... what does that tell us about English native speakers?

- A. Native English speakers are famously terrible language learners. Why should they bother – after all, they already speak one of **the most useful** languages in the world? **However**, this isn't the only reason for their lack of skills. They honestly think that **learning** a foreign language is too hard. It's difficult **to believe** this when their own language is so incredibly complicated. Here are a few examples.
- B. Every student of English knows that the relationship between sound and spelling is, to put it politely, irregular. English has 19 vowel phonemes, but only 6 alphabet letters to **express** these (including Y). So, it's no wonder that there's no one-to-one relationship between what you say and how you write it.
- C. Another problem that learners of English face is the huge number of vocabulary items. In fact, English has two parallel systems of words, some of which came from its earlier Germanic roots and others from Latin or French. We use these to express different levels of **formality**, which is why most of the time the Germanic-origin phrasal verbs **are found** in everyday speaking, while Latin or French-based items are used in more formal or scientific contexts. It's like learning two languages at the same time.
- D. Finally, there is an aspect of English grammar which is virtually unique among world languages: question formation. In English, we change **the** word order to make a statement into a question, and we sometimes even insert an auxiliary verb like *do/does/did*. Most other languages just add a special question particle to the end of a sentence.
- E. Given that native English speakers pick this sort of complexity up without even thinking about it, it's strange that there **has always been** so **little** interest in language learning in most English-speaking countries. One reason **might** be that because many of us have taken the trouble to learn English, native English speakers can get by in lots of work or travel situations. When are **they** going to catch up with the rest of the world and accept the challenge of learning a foreign language?

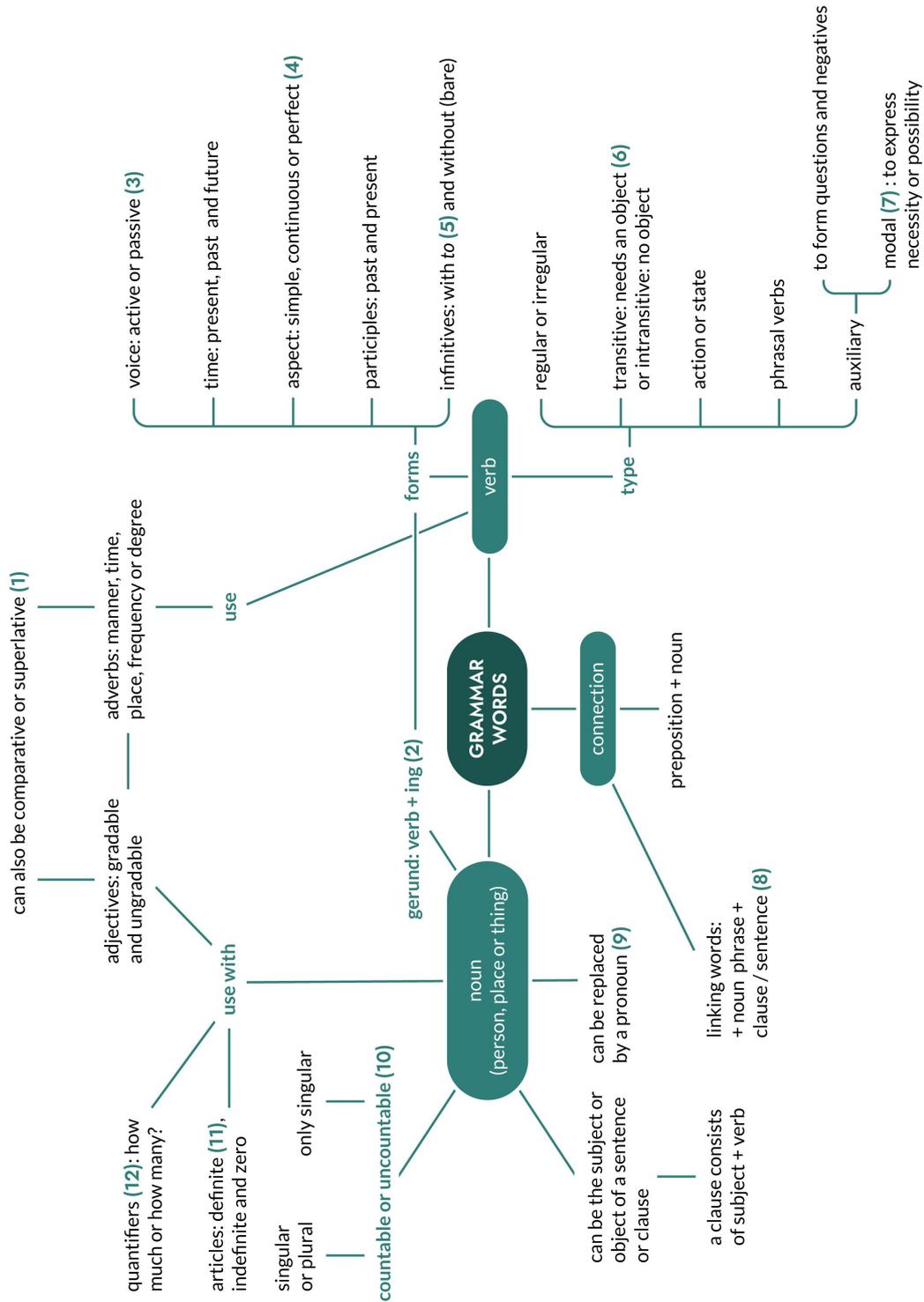
source: *theconversation.com*

Answer the following questions.

1. What's the most interesting or surprising thing you read in this article?
2. The article makes generalisations about what native English speakers are like. To what extent do you agree with the writer's ideas?
3. How can native English speakers be encouraged to learn foreign languages?

3 Language point

The article says that English grammar can be challenging for speakers of other languages. When you're preparing for an exam like B2 First, you need to be able to recognise and discuss grammar so that you can improve your accuracy and range. Look at the mind map and answer the questions on the next page.



1. How many main areas does the diagram show?
2. Which terms can relate to two items?
3. Do you think this is a helpful way to present this information? Why/not?

Look back at the article and match the items in bold with the appropriate number 1-12 on the mind map. What else can you say about each example?

Extra challenge: work in pairs. Find three more interesting items in the article and invite your partner to explain what they are.

4

Language in context

A phrasal verb is a *verb + adverb / preposition* which has a meaning that is difficult to guess from its parts. There are hundreds of phrasal verbs in English, and many are tested on the B2 First exam.

Read these sentences from the article and remember the word that completes each phrasal verb so that it has the meaning in brackets.

1. One reason might be that because many of us have taken the trouble to learn English, native English speakers can **get at / by / up** in work or travel situations. (succeed or survive in a difficult situation – intransitive, cannot take an object)
2. English has two parallel systems of words, some of which **came from / in / through** its earlier Germanic roots and others from Latin or French. (had origins in a particular place – transitive and inseparable, the object always follows the phrasal verb)
3. Given that native English speakers **pick** this sort of complexity **across / out / up** without even thinking about it ... (learn very easily, without even trying – transitive and separable, the object can go in the middle of the phrasal verb or at the end)
4. When are they going to **catch up by / for / with** the rest of the world and accept the challenge of learning a foreign language? (reach the same level as someone else – a three part phrasal verb)

When you learn a phrasal verb, you also need to notice the grammar. How many types of phrasal verbs are there?

5 Something to think about

Although there are some aspects of learning English which are difficult, there are also features which are easy compared to some other languages.



Information

- There is no gender in English – lots of languages require you to know if a noun is masculine, feminine or neuter, but you don't have to worry about that in English.
- There are very few special verb endings in English. As long as you remember the 3rd person singular -s (*he runs, she listens, it grows*), you'll never need to worry about matching the subject and the verb as you do in lots of other languages.
- There are no written accents in English – these are marks that go above or below a letter in some languages which change the pronunciation of the letter, and even the meaning of the word.

What other "easy" features does English have?

What aspects of your language do you think people struggle to learn?

6 Activate

Review some important grammar points by playing this three-in-a-row game. Work in two teams. Each team takes turns to choose a box in the table to win. The teacher will ask a question and the team must work together to decide the correct answer. If they are right, they win the square with an X or an O. If they are wrong, their turn is over. Every time a team makes three in a row, horizontally, vertically or diagonally, they get one point.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

7 Optional extension

The mind map from this lesson is a useful diagram to refer to or even hang on your wall. Creating these sorts of diagrams for yourself helps you understand and remember important information.

Design a poster that shows how the auxiliary verbs *be*, *do* and *have* are used to make simple, continuous and perfect forms. Include examples of positive and negative sentences and questions.

Tip: using colours is a good way to show similarities and differences.

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WORLDS OF WORDS



Scan to review worksheet

Expemo code:
1HLA-22PB-8D58

1 Warm up

Read the opening sentences from a longer novel and answer the questions.

Beyond the spaceport gates, the men of the Kharsa were hunting down a thief. I heard the shrill cries, the sound of their footsteps – too long to be human - raising echoes all down the dark and dusty streets leading up to the main square.

1. Where and when do you think this story takes place? _____
2. What do we know about “the men of the Kharsa”? _____
3. Who do you think the narrator is? _____
4. What do you think happens immediately after this? _____
5. What do you think are the themes of the novel? _____
6. Does this opening remind you of any other stories or films? _____
7. Which words in the text are unfamiliar to you? Do you need to know what they mean?

2

Reading

When you encounter new vocabulary, you can sometimes guess the meaning. Read some more of Chapter One from the novel titled *The Door Through Space*. Then work in pairs and use the context of the story to guess what the words in bold mean. Don't check your dictionaries or phones.

Beyond the spaceport gates, the men of the Kharsa were **hunting down** a thief. I heard the **shrill** cries, the sound of their footsteps – too long to be human – raising echoes all down the dark and dusty streets leading up to the main square.

But the square itself lay empty in the **crimson** noon. Overhead the dim red circle of Phi Coronis, the planet Wolf's old and dying sun, gave out a pale and heatless light. The pair of Spaceforce guards at the gates, wearing the black leathers of the Terran Empire, weapons at their belts, were half-asleep under the arched gateway where the star-and-rocket logo showed we were on Terran soil. One of them, a youngster only a few weeks out from Earth, suddenly stood at attention and spoke to me.

"Hey, Cargill, you can talk their **lingo**. What's going on out there?"

I stepped out past the gateway to listen. There was still no one to be seen in the square. It lay white and empty; to one side the spaceport and the white skyscraper of the Terran Headquarters, and at the other side, the **clutter** of low buildings, the street-shrine, the little spaceport cafe smelling of coffee and **jaco**, and the dark opening mouths of streets led down into the Kharsa—the old town, the native **quarter**. But I was alone in the square with the shrill cries—closer now, raising echoes from the surrounding walls—and the sounds of many feet rushing down one of the dirty streets.

Then I saw him running – someone or something wearing a hood, small and **agile**. Behind him the still-faceless crowd yelled and threw stones. I could not yet understand the cries; but they were out for blood, and I knew it.

I said briefly, "Trouble coming," just before the crowd entered the square. The one they were chasing stared about wildly for an instant, his head moving from side to side so rapidly that it was impossible to get any impression of his face—human or nonhuman, familiar or strange. Then, he **made straight for** the gateway and safety.

And behind him the hunters yelled and came pouring over half the square. Just half. Then, without warning, they came to a **ragged** stop, heads turning from side to side.

I stepped up on the lower step of the Headquarters building and looked them over.

3

Language point

Although you can often guess the meaning of new words, sometimes you need to check them in a dictionary. You will learn more from an English-English (monolingual) dictionary than from one which offers translation (bilingual). Dictionaries offer lots of useful information besides meaning. If you read the entry carefully, you can also find out about grammar, pronunciation, spelling, collocation and usage.

Read these sentences about the ten vocabulary items that you considered a minute ago. Use a paper or online monolingual dictionary to decide if the sentence is true or false. Be ready to explain your answer.



1. *Hunt down* is a phrasal verb which is intransitive and cannot take an object. _____
2. *Shrill* is an adjective that can describe different sounds that people make. _____
3. *Crimson* is a colour. _____
4. You can use the word *lingo* in any situation. _____
5. There is no plural form for the noun *clutter*. _____
6. *Jaco* is a type of food. _____
7. In this text, *quarter* must relate to the number 4. _____
8. The letter G in *agile* is pronounced in the same way as the G in *goat*. _____
9. *Make for* is the same kind of phrasal verb as *hunt down*. _____
10. *Ragged* has two syllables. _____

Answer the following questions.

1. Which meanings were you able to guess before you checked the dictionary?
2. Are there any other words you'd like to check?

4

Language in context

Sometimes we need to understand a phrase as a whole, rather than just as individual words. Read these sentences from the text and use the context to explain the meanings of the phrases in bold.

1. The pair of Spaceforce guards at the gates ... were half-asleep under the arched gateway where the star-and-rocket logo showed we were **on Terran soil**.

2. ... and at the other side ... **the dark opening mouths** of streets led down into the Kharsa—the old town, the native quarter.

3. I could not yet understand the cries; but they **were out for blood**, and I knew it.

Answer the following questions.

1. Why does the writer use these expressions?
2. Besides novels, what other type of writing might use language like this?

5

Something to think about

Truly understanding a word means that you know a lot of information about it – much more than just the meaning. Look at the list below showing more aspects of vocabulary.

- Meaning: the dictionary offers definitions and example sentences to help you understand. Make sure you are looking at the right part of the entry – you may need to move down the page!
- Spelling: be aware of American and British variations, as well as for pronunciation.
- Pronunciation: including phonemes and syllable number and stress; online dictionaries will speak to you so you can hear how to say the word.
- Grammar: what part of speech – noun, verb, adverb, etc? Is it countable, transitive, irregular, etc?
- Related forms: many words have families, or related nouns, verbs, or adjectives, including opposites formed with prefixes. This is tested on the B2 First Use of English paper.
- Collocation: what words do we often see with this item? For example, we *do homework*, but *make a mistake*.
- Connotation: does this word have a positive or negative association?
- Register: is this word formal or informal? Where can/can't we use it?
- Frequency of use/level: how often are you likely to encounter this word? Is it the same level as the exam you are preparing for? Dictionaries show this information in a range of ways.

Which items from the text do you think would be the most useful for you to remember?

6 Activate

When you find a word that you think is worth remembering, how will you make a note of it? Many students preparing for exams find that it's helpful to keep a vocabulary notebook. This is a good way to review the lesson in the evening or the next day. There are lots of different ways to make vocabulary notes.

Examine these three examples and say where you can find each of these items.

1. a drawing → _____
2. a question to ask the teacher → _____
3. a translation → _____
4. a word with the opposite meaning → _____
5. an example sentence from the dictionary → _____
6. an example sentence with personal relevance → _____
7. collocations → _____
8. grammar information → _____
9. information about a vowel sound → _____
10. information about syllable stress → _____
11. the original example sentence from the text from the text → _____

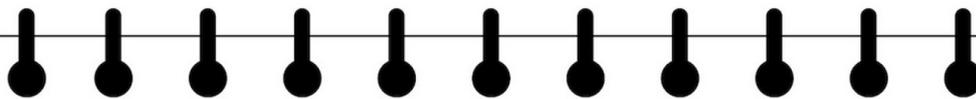
Example A

R

ragged - torn and dirty

also, not performing well, because of not being organised.
The team was rather ragged in the first half of the game.
(Cambridge online English dictionary)

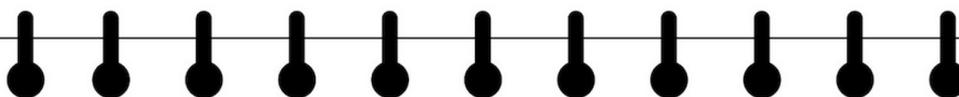
Example B



around the house

clutter /klat.ər/: There's such a lot of clutter on my desk – I can't find anything!
 also, verb (T): I wish you'd stop cluttering up the kitchen with all those extra plates.
 antonym: I'm definitely going to clear my desk this weekend.

Example C



phrasal verbs

hunt sb/sth down = cazar a alguien
 ... the men of the Kharsa were hunting down a thief / a terrorist / a criminal.
 Can we say **hunt down a bargain**?

1. How are these three notebooks organised?
2. If you decide to include a translation of a phrasal verb or phrase, should you translate each individual word?

Choose at least three more items from the text and decide the best way to record each one. Compare your ideas in pairs.

7

Optional extension

Read and enjoy some more of the story. Guess the meanings of unknown words and check information in a dictionary if you really need to. Which words would you like to remember? How will you record them?

I stepped down and walked into the open square, across the crumbled white stones, toward the ragged mob. Even with two armed Spaceforce men at my back, it made my skin crawl, but I flung up my empty hand in token of peace:

"Take your mob out of the square," I shouted in the jargon of the Kharsa. "This territory is held in compact of peace! Settle your quarrels elsewhere!"

There was a little stirring in the crowd. The shock of being addressed in their own tongue, instead of the Terran Standard which the Empire has forced on Wolf, held them silent for a minute. I had learned that long ago: that speaking in any of the languages of Wolf would give me a minute's advantage.

But only a minute. Then one of the mob yelled, "We'll go if you give'm to us! He's no right to Terran sanctuary!"

I walked over to the huddled dwarf, miserably trying to make himself smaller against the wall. I nudged him with my foot.

"Get up. Who are you?"

The hood fell away from his face as he twitched to his feet. He was trembling violently. In the shadow of the hood, I saw a furred face, a quivering velvety muzzle, and great soft golden eyes which held intelligence and terror.

"What have you done? Can't you talk?"

He held out the tray which he had shielded under his cloak, an ordinary peddler's tray. "Toys. Sell toys. Children. You got'm?"

I shook my head and pushed the creature away, with only a glance at the array of delicately crafted manikins, tiny animals, prisms and crystal whirligigs. "You'd better get out of here. Scram. Down that street." I pointed.

A voice from the crowd shouted again, and it had a very ugly sound. "He is a spy of Nebran!"

"*Nebran*—" The dwarfish nonhuman gabbled something then doubled behind me. I saw him dodge, feint in the direction of the gates, then, as the crowd surged that way, run for the street-shrine across the square, slipping from recess to recess of the wall. A hail of stones went flying in that direction. The little toy-seller dodged into the street-shrine.

Then there was a hoarse "Ah, aaah!" of terror, and the crowd edged away, surged backward. The next minute it had begun to melt away, its entity dissolving into separate creatures, slipping into the side alleys and the dark streets that disgorged into the square. Within three minutes the square lay empty again in the pale-crimson noon.

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SIGHT READING



Scan to review worksheet

Expemo code:

1HLA-22PB-F8B7

1

Warm up

Most people have some experience of music in their lives. Look at the pictures below, as well as the header image, and decide how to label each one: *me* or *not me*. Think about your past experiences, your likes and dislikes, your interests and your hopes and wishes for the future.



1. a choir



2. busking



3. music lessons



4. homemade instruments

Work in pairs. Compare the photos you chose as "me" and explain how they relate to you.

2 Something to think about

Reading in English is the best way to improve your level. Regular reading practice will improve your reading speed as well as your grammar, vocabulary, spelling and cultural knowledge. Reading is magic learning!



Tips

- Research has shown that language learners need to encounter a new word in context seven times before they fully understand it. Each time a reader sees a word, they notice a bit more about how it is used. Reading a variety of authentic texts in English offers plenty of chances for this to happen naturally. This is called *extensive reading*.
- A good exam preparation programme will include plenty of independent reading. It's best to plan to read for 10-15 minutes at least three or four times a week. Practice makes perfect!

3 Before you read

When you read a text in English, you want to read quickly and understand most of what you're reading. It's helpful to have an idea of HOW you will read. Follow these instructions to read any story in a newspaper or magazine.

1. You are going to read an article about street pianos. Examine the top image on the first page of the lesson and consider the title and sub-title of the article: **Play me, I'm yours! Launderette inspires artist.**
2. Make sure you understand all the words.
3. Write at least three questions that you want to find the answers for in this article. You can write yes/no questions as well as using words like *who / what / when / where / how / how many / etc.*

4 Reading

Now follow these instructions.

Stage 1

- You are going to check which of your questions can be answered. To do this, you need to read the article quickly to get a general idea of the content and organisation. This is called *skimming*. You have two minutes to skim paragraphs A to G.
- Note: some people prefer to use a different strategy and read only the first sentences of each paragraph, but more carefully. This is called *sampling*.
- Cover the article and say which of the questions you can answer, and if possible, which paragraph the answer is in. You do not need to answer the questions at this point.

Stage 2

- Return to the article to find the answer to your questions. This is called *intensive reading*.
- Highlight or underline the information that answers your question. Try to guess what new words mean. Focus on answering your questions and don't worry about the rest of the text.

Stage 3

- Reflect and respond. Did you learn anything new? How interesting was the article? How much did you understand (as a percent)? Does the article make you think of asking any new questions?

Extension: reading for specific information, like names or numbers, is called *scanning*. Scan the article to find these numbers (they may be written as words) and explain why they're important.

- 2 → _____
- 70 → _____
- 92 → _____
- 2008 → _____
- 30,000 → _____
- 20 million → _____

Play me, I'm yours!

Launderette inspires artist

- A. Twice a week, 92-year-old Denis Robinson commutes from his home on the outskirts of London into St Pancras International Station, in the heart of the city. He heads for a spot opposite the exit for Eurostar passengers and sits down at an old upright piano, one of two in the station. Then he plays, both for himself and to entertain travellers. Robinson chooses from a selection of old hits which appeal to all ages – "Somewhere over the rainbow" is a favourite. Some people stop and watch if they have time, or film him to post on social media. Others dance past or sing along, even if they're in a hurry.
- B. Train station pianos are part of the street piano movement which, as of 2020, had placed over two thousand pianos in seventy cities worldwide. Founder Luke Jerram estimates that 20 million people have participated in the scheme, as players or as part of the audience. In 2023, British television capitalised on the feelgood factor of station pianos by televising a competition filmed in five UK locations to showcase the talents of a huge range of amateur players. It's safe to say that street pianos are having a bit of a moment.
- C. The idea originally occurred to artist Jerram when he went to wash his clothes at his local launderette. Seeing the same people there every weekend, made him realise that cities contain hundreds of these invisible communities, where people regularly spend time together in silence. Jerram says, "Placing a piano into the space was my solution to this problem, acting as a catalyst for conversation and changing the dynamics of a space."
- D. Jerram's first venture came at the 2008 Fierce Festival in Birmingham. He placed fifteen pianos in public spaces across the city. It was an immediate success, with something like 140,000 people interacting with and around the pianos during the festival period. Since then, the idea has gone from strength to strength. Organisations around the world now raise funds, source second-hand pianos and place them in key locations in a city, with the written invitation, "Play me, I'm yours!" After a few weeks, some pianos are donated to schools and community groups while others, like the ones in St Pancras Station, are permanent features. These require regular servicing as there is inevitably a lot of wear and tear on the instruments.
- E. Many people view the scheme as a type of multi-faceted public art installation. The pianos don't just provide an opportunity to hear music and watch performances – local artists are often commissioned to decorate the instruments using themes which reflect the location or even the local sponsors, bringing in an additional visual element. Street pianos also change the way people engage with public spaces and allow them to reclaim these areas by giving them new functions.
- F. There was a time when pianos were the main way that people consumed and enjoyed popular music. Many homes and schools had one, and there were regular occasions for friends and family to gather round for a song - even in the pub! However, pianos are hard to come by these days. In the 1980s, thirty thousand new pianos a year were sold in the UK, but that's now down to five thousand. They simply take up too much space in people's front rooms, as well as being expensive. There's a lot of competition these days too – an electronic keyboard is cheaper and smaller, not to mention programmable, and we can instantly hear any music we choose on our phones. So, some street pianos actually offer a useful practice space for would-be pianists.
- G. However, it's no coincidence that street pianos took off around the same time as the first Smart phones appeared. Street piano performances are well-suited to social media. And as people lead increasingly virtual lives, there's a genuine interest in witnessing someone doing something with their hands, or even having a go yourself. "Art belongs to everyone," says Jerram.

sources: huffpost.com, streetpianos.com, bbc.co.uk, classicfm.com

5 Language in context

Read these sentences from the text and use the context to explain the meanings of the phrases in bold.

- 1. It's safe to say that street pianos are **having a bit of a moment**.

- 2. Since then, the idea has **gone from strength to strength**.

- 3. And as people lead increasingly virtual lives, there's a genuine interest in witnessing someone doing something with their hands, or even **having a go** yourself.

Finish these sentences in a logical way.

... is having a bit of a moment on social media.

Another thing that's been going from strength to strength is ...

I'd really like to have a go at ...



6 Activate

Follow the steps in the diagram to read a second text about musical instruments made from recycled materials.

How to read	
<p>get ready to read (predicting)</p>	<ul style="list-style-type: none"> Choose a short article about a topic that you're interested in. Look at the headline, sub-headings and the pictures. Make sure you understand the vocabulary – you can use a dictionary. Write 2-5 questions you want to find the answers for in this article.
<p>read quickly (skimming or sampling)</p>	<ul style="list-style-type: none"> Read the article quickly. Where will you find the answers to your questions? Decide how many of your questions you can answer, but don't worry about what the answers are at this stage.
<p>re-read carefully (intensive reading and scanning)</p>	<ul style="list-style-type: none"> Return to the relevant area of the text to find the answers to your questions – you may need to scan for names, numbers or keywords. Highlight or underline the information that answers your question. Focus on answering your questions and don't worry about the rest of the text. Try to guess what new words mean.
<p>reflect</p>	<ul style="list-style-type: none"> Did you answer your questions? Did you learn anything new? What is the wider significance of this story – why is it important today?
<p>evaluate</p>	<ul style="list-style-type: none"> How interesting was it? (1=boring, 5= fascinating) Highlight or underline the information that answers your question. How much did you understand? (give a percent %) Is there anything in the article that you didn't believe or want to check?
<p>respond to the text (do at least one of these)</p>	<ul style="list-style-type: none"> Write a summary in 50 or 25 words. Choose 5 vocabulary items to check in the dictionary. Write your own original sentences using these words. Think of 3 questions that you would like to know the answer to, now that you have read the article. Find another article to read or video to watch to learn more.
<p>tip</p>	<ul style="list-style-type: none"> Keep a reading diary to record what you read, your questions and answers, and any extra activities you tried.

"The world sends us garbage. We send back music."

The Recycled Orchestra from Paraguay transforms lives around the world

- A. Learning a musical instrument is a common rite of passage for many kids. Their parents hope that along the way they will pick up other valuable qualities: discipline, dexterity, resilience and better concentration. The irony is that instruments and music lessons are so expensive that these benefits are offered almost exclusively to those well-off children who are already on track for success. If someone found a way to bring music into the lives of youngsters with fewer advantages, well, that would be life changing.
- B. Favio Chavez did just that. In 2006, the environmental consultant went to work at Cateura, a poor community of around 40,000 people living and working on Paraguay's largest rubbish dump. Tons of rubbish arrived daily from the capital, Asunción. Both adults and children, who were frequently taken out of school to work, made a living sorting the garbage for recycling. The area suffered from serious social problems – unsafe housing, illiteracy, pollution and drugs.
- C. Chavez started to look around for additional ways he could help the community and started offering free music lessons, using donated instruments. It soon became apparent that there weren't enough of these to meet demand. So, Chavez teamed up with local rubbish picker and carpenter Nicolas "Cola" Gomez to see if they could make their own.
- D. The instruments they came up with were ingenious, if not elegant. An old oil drum became the body of a cello, a fork the tailpiece of a violin. A metal drainpipe, coins, cans and bottle caps made up a saxophone. Even old X-ray film found a use as a drumhead, held in place with plenty of tape. These recycled instruments are harder to play, partly because the materials they use react to changes in temperature. But they work, and they make up a full orchestra. In an area where a new violin would cost more than a house, this is truly remarkable.
- E. The Recycled Orchestra, as it is known, carried on for several years, with Chavez and Cola putting in thousands of hours as volunteers, in collaboration with Luis Szarán, a Paraguayan musician, conductor and composer. Then, the project caught the attention of a team of filmmakers led by producer Alejandra Amarilla. She recognised that the Recycled Orchestra had all the ingredients for an inspirational story and created a short video to post online to raise money to finance a full-length documentary. The video went viral and in 2015, the award-winning documentary *Landfill Harmonic* was released. As a direct result, the Recycled Orchestra were invited to perform with international stars including Metallica, Coldplay and Stevie Wonder. They have also performed around the world, playing a classical repertoire alongside folk music, and John Lennon and Frank Sinatra hits. More recently the group has staged performances near rubbish dumps to call attention to environmental problems.
- F. All of this success has meant that more money is available for the project. Chavez has finally been able to draw a small wage for his work, and funds have been directed to improving homes in the local area. However, the greatest benefit to the community, Chavez says, is the new respect families show for their children and their education. The Recycled Orchestra has provided a template for similar projects in other countries including Mexico, Spain and Burundi. Chavez remarked, "It's often said that we shouldn't throw away trash so easily. Well, we shouldn't throw people away either."
- G. The effect on the young musicians has been transformational. Eighteen-year-old Maria de Jesus Rios is typical. She says, "Music is the love of my life. Music has taught me so many things. It taught me to be a more disciplined person." Rios is already teaching violin to young people in her neighbourhood, and she wants to train as a professional music teacher. She has many happy memories of playing with the orchestra, but the opportunity to travel and see the ocean for the first time while touring in Brazil was unforgettable.

sources: bbc.co.uk, theguardian.com, npr.org

7

Optional extension / homework

Extensive listening is another important activity that will help you prepare for the B2 First exam, especially if you are not living in an English-speaking country.

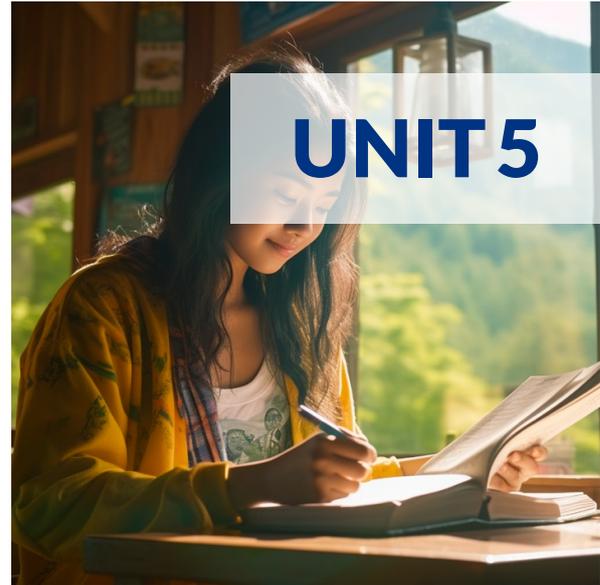
Match the sentence halves to complete the advice.

1. Find a short listening (under 5 minutes)
 2. Before you start listening,
 3. The first time you listen,
 4. The second time you listen,
 5. If you need extra help answering your questions,
 6. You can also use captions or subtitles
 7. It can also be helpful to listen to the English audio
 8. Follow suggested links to other recordings
-
- a. don't be afraid to use captions or subtitles.
 - b. write 2-5 questions that you want to answer.
 - c. about a topic that interests you.
 - d. with captions or subtitles in your own language.
 - e. to explore pronunciation.
 - f. just try to decide if you can answer your questions.
 - g. make a note of the answers.
 - h. to find out more information about the topic.

Use your phone to find English language videos which relate to the topics of the two articles you read in class today.



THE WRITE STUFF



UNIT 5



Scan to review worksheet

Expemo code:

1HLA-22PB-EA70

1

Warm up

Read the description of an essay below and complete the text with the correct form of one of these verbs.

do / explore / include / present / reach / refer / show / specify / support / understand

What is an essay?

An essay is a piece of writing that is typically _____¹ in educational contexts. The writer _____² their views on a set subject in order to _____³ a teacher or examiner that they _____⁴ it and also that their writing skills are well-developed. Typically, an essay _____⁵ the writer's opinions, _____⁶ by reasons and examples, and may also _____⁷ advantages and disadvantages of a particular situation before _____⁸ a conclusion. Essays usually _____⁹ a maximum length or word count. In some contexts, an essay may be _____¹⁰ to as a composition.

How much experience do you have writing essays in your language? What about in English?

What do you think is the most important thing to remember when writing an essay in English?

2

Reading

An English language teacher has asked their class to write essays about why studying English is so popular, with a word count of 140-190. Think of three points you think the writer will include.

Read the model answer and see if the writer included any of the points you predicted.

Model essay

The study of English as a foreign language has become very popular in the last twenty years. Almost everyone in my country has to study English until the end of high school, and many have been learning since they were babies. There are several reasons why people want to study this language.

The first reason is related to their future careers. Lots of professions these days require a minimum level of English. This is not surprising for occupations like tourism or education, but advertisements for some jobs ask for good English even in a post where the worker won't be using this language day to day. In the same way, many international universities require their students to have a high level of English for all of their degrees, not just the ones that are taught in this language. A third reason for the popularity of English is that it offers speakers the chance to communicate with people from all over the world. It's always possible to find an English speaker when you travel internationally, whether you want to check in to a hotel, ask for medical help or just pass the time with someone.

At the moment, English is an important life skill. However, no one knows if this will be true in ten, twenty or fifty years.

Which of these comments do you think the teacher made about the essay?

- a. I'm afraid that you didn't understand the question. When I wrote the instructions, I wasn't expecting such a personal response. Furthermore, it's not appropriate to use informal language in this assignment. I'd like you to come to see me to talk about how you can improve this piece of writing.
- b. This essay shows that you have considered the question well and you have provided some good ideas and organised them logically. However, it's too short. You could include some more detailed examples and you develop the conclusion more.
- c. Your essay relates well to the instructions, and you've made some good points and explained your reasons. You have organised the text into three paragraphs, but I think the middle one is too long. I also believe that you have written well over 200 words, which is more than I asked for.

3 Language in context

One of the things that examiners are looking for when they mark your writing for exams is the range of vocabulary that you know. The model answer used a range of language to refer to jobs and work. Read the sentences and match each word in bold with the best meaning.

1. The first reason is related to their future **careers**.
2. Lots of **professions** these days require a minimum level of English.
3. This is not surprising for **occupations** like tourism or education, ...
4. ... but advertisements for some jobs ask for good English even in a **post** where the worker won't be using this language day to day.
 - a. jobs that need a high level of education, training or skills
 - b. a job or series of jobs that someone does in their working life, often in one professional area
 - c. the specific job that someone does in an organisation
 - d. a particular type or area of work

How many words can you think of that refer to **exams**?

4 Language point

Part 1: Writing effectively involves understanding a range of language points and demonstrating your knowledge. Read the introduction to the model essay in the box and answer the questions about sentences and paragraphs.

The study of English as a foreign language has become very popular in the last twenty years. Almost everyone in my country has to study English until the end of high school, and many have been learning since they were babies. There are several reasons why people want to study this language.

1. How many sentences are there? _____
2. How do we show the end of one sentence and the beginning of another? _____
3. A sentence should contain one or, at most, two complete ideas. Which sentence contains two ideas? _____
4. Why are sentences important? _____
5. Why is the last sentence included in this introduction? _____
6. What is a paragraph? _____
7. Why are paragraphs important? _____
8. How can we show we are starting a new paragraph? _____

Part 2: We have already seen that punctuation is important in writing. Match the names of the punctuation marks with the examples.

PUNCTUATION MARKS

apostrophe / capital or upper case letter / colon / comma / exclamation mark / full stop / hyphen / question mark / quotation mark / semicolon

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10

Part 3: Decide if these statements are true or false.

- Add a comma to indicate a place where you pause if you are speaking aloud. _____
- Colons introduce a list of items and semicolons join two related clauses together. _____
- Exclamation marks are appropriate in both formal and informal writing. _____
- If you report someone's exact words, you need to use quotation marks. _____
- In American English, there is another word for full stop. _____
- Question marks are used with reported questions. _____
- The opposite of an upper-case letter is called a little-case letter. _____
- We can indicate possession with an apostrophe + s. _____
- We only use capital letters to start sentences. _____
- You should use a hyphen if you need to write any word with more than two syllables. _____

Are any of these used differently in your language?

Part 4: When teachers mark students' writing, they often use a correction code. This one is very popular. What do you think each mark means?

1. GR → _____
2. T → _____
3. WW → _____
4. WO → _____
5. SP → _____
6. P → _____
7. word → _____
8. ^ → _____
9. N → _____

How important do you think it is for your teacher to indicate that you have done something well?

How can they do this?

5

Something to think about

If you want to do well in the B2 First writing exam, you have to take responsibility for yourself. Here are some useful tips.



Tips

- It's very important that you understand the instructions. If your response does not match the task, then you will lose points, even if your grammar is perfect! Read the instructions carefully.
- Always make a short plan about what you want to say and how you will organise it. Even on exam day, when you are working under timed conditions, you need to make a quick plan.
- After you finish writing, check your work. You may find it helpful to read through it several times, looking for different things each time – does it make sense?
- Are there any grammar mistakes? Is the spelling correct? Try to leave a couple of minutes for this on the day of the exam.
- While you are preparing for the exam, take advantage of every opportunity to learn from your mistakes. When your teacher returns your marked writing to you, read the corrections and comments carefully. Ask about anything you don't understand. The best way to improve your writing is to rewrite your work, making the changes that your teacher suggests.
- Do you have any other ideas to help you prepare for the B2 First writing exam?

6

Activate

An English language teacher has asked their class to write essays about why English exams are so important, with a word count of 140-190.

First, read the model essay. Then correct the underlined mistakes 1-9. Finally, find and correct three more mistakes to make a total of twelve.

Model essay

No matter how much you enjoy your English lessons, 1. someone who likes taking exams is unusual (N). Even so, there are times that an exam will really help you get 2. forward (WW) in life.

One reason that many people take exams is that they are required to show a particular level of English to even apply for work or study. For 3. the example, many 4. profession's (P) require a minimum level of B2 in English and if people want to study for a degree that is taught in English, they often need to show 5. even higher level (^). Another related reason is that many people 6. need to use English actually (WO) on a day-to-day basis in their post, perhaps e-mailing, making phone calls or 7. deal (GR) with customers face to face. Passing an exam in English, especially one that evaluates this skills, can ensure that they have the confidence to do their duties. Outside of work and study, formal exams may serve to motivate students who feel like they're not making progress. The pressure of preparing for an exam and the 8. sucess (SP) they 9. felt (T) when they pass, can bring new life to their English journey.

In conclusion, exams play important part in our lives and bring many different benefits, even if it is stressing preparing for them.

Which of these mistakes do you think you would have made?

What comments would you make about these aspects of the model answer?

- response to instructions
- word count
- use of paragraphs
- vocabulary



7 Optional extension / homework

Students usually have lots of questions about the writing paper. Match the sentence halves to find out more about this part of the exam.

1. These days a lot of people aren't used to writing much by hand
 2. As long as your handwriting is easy to read,
 3. You won't lose points for the style of handwriting you use –
 4. Your usual handwriting is fine even if it's in all UPPER CASE (CAPITALS),
 5. You can change what you've written on the exam paper
 6. For the writing paper, you are required to use
 7. You can use a pencil on the Use of English, reading and listening papers,
 8. Some students are surprised that they can't
 9. Mobile phones are not allowed in the exam either
 10. In some test centres, a computer-based test is offered
-
- a. and make sure you have an eraser too.
 - b. it will be acceptable to the examiner.
 - c. if you cross it out clearly and show where the new words are.
 - d. so you won't need to write by hand.
 - e. so you may need to practise before the exam.
 - f. bring a dictionary to the exam, but this is the rule.
 - g. because they might be used to cheat or to help others cheat.
 - h. a black or blue pen and you should bring your own.
 - i. both printed and joined-up (cursive) writing are allowed.
 - j. although you can write in lower case too (using capitals as appropriate).

Did any of these rules make you feel surprised? Relieved? Angry?

Do you have any other questions about the B2 First exam?

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SPEAKING

101



Scan to review worksheet

Expemo code:

1HLA-22PB-2EB0

1

Warm up

You will have to demonstrate your speaking skills on the B2 First exam. In many ways, this is similar to a job interview or university application interview. Read what happened to five people in these contexts and say why this occurred and what the result might be.

1. Everyone in the waiting room was wearing a suit, but I was in jeans and a T-shirt. At least it was a clean T-shirt!
2. I didn't know how many parts there were on the speaking exam, so I was surprised when it was over so quickly!
3. My interview was scheduled for 10:30, but my train was delayed, and then I couldn't find the right room. I didn't arrive until 10:35.
4. My phone rang just as I was going into the interview. Funnily enough, it was my dad, wishing me luck.
5. When they asked me about why I wanted the job, I told them it was really all about the money. It was a joke, but no one laughed.

Have you experienced any of these situations or something similar? What else might go wrong in this type of situation?

2

Listening

You are going to listen to a podcast called *Life Skills*, where an expert is giving advice about succeeding at interviews. Predict three pieces of advice you will hear. Listen and check your ideas.



These notes summarise the advice Dr Cynthia Snow gives. Complete each item with a short phrase from the recording. Listen again to check your ideas.

BODY LANGUAGE

A. How you sit:

→ sit up straight

→ have a good view of _____ 1

→ keep your feet on the floor

B. Your face:

→ smile to show that you're happy to meet new people and have a chance to

→ _____ 2

→ _____ 3 with the interviewers

C. Your hands:

→ find a relaxed position

→ only move your hands to help make _____ 4

QUESTIONS AND ANSWERS

A. Listen!

→ it's very rude to _____ 5

→ you can always ask the interviewer to _____ 6 the question again

B. Respond:

→ speak in full sentences and include _____ 7

→ don't keep going when you've said _____ 8

→ make sure the volume of your voice is _____ 9

→ you also shouldn't speak too fast

Main tip: _____ 10 before the interview!

Which do you think is the most useful advice for you to prepare for the B2 First exam?

Which advice is the most difficult to follow? Why?

Is there any important advice that you think is missing from the recording?

3 Language in context

Read these sentences from the text and use the context to explain the meanings of the phrases in bold.

1. It's such a shame if they **fall at the last hurdle**.

2. Is there any other aspect of body language that I need to **bear in mind**?

3. This is not a weakness; **on the contrary**, it's showing that you understand effective communication.

What situations do you think these sentences are referring to?

1. She passed all of her exams and got loads of practical experience at the hospital, but she fell at the last hurdle and decided to train as a nurse instead.
2. I'd just like you to bear in mind that you're not the only person living in this house.
3. You're probably thinking that I don't like Guido. On the contrary, I think he's adorable, but I'm very allergic.

4 Something to think about

If you want to do well in the B2 First speaking exam, you have to take responsibility for yourself. Here are some useful tips.



Tips

- The best way to practise for speaking tasks is with a friend. For some parts of the speaking exam, you can roleplay questions as examiner and candidate, while for other parts you will need to complete tasks together.
- If you're practising alone, you might want to stand in front of the mirror so you can see how you look as you answer the questions. You could also film yourself and review your performance later.
- Whatever way you practise, you should make sure that you reflect on how well you did at the end and identify areas for improvement. It's even better if you repeat the same task again, aiming to improve your performance the second time.
- You can repeat classroom speaking tasks at home in your own time. Again, work on doing even better than you did in class.
- Do you have any other ideas to help you prepare for the B2 First speaking exam?

5 Language point

Pronunciation is an important part of speaking in exam contexts, but it is also key to listening effectively too. Read about these reasons why spoken English can be difficult to understand, especially in fast, natural speech.

→ linking of the final consonant sound of one word with the beginning vowel sound of the next word making it difficult to recognise that there are two separate words. _____

→ not pronouncing a particular sound in a word or short phrase, also called elision. _____

→ unstressed/weak pronunciation of some words in sentences, meaning they are said more quickly and at a lower volume and tone. _____

Match each item A-F in the first sentences of the recording with one of the three points above.

Hi guys! After a summer break, your A) favourite podcast *Life Skills* B) is back and, C) as ever, we've got lots of great ideas about how you can win at all those tricky situations that life D) throws at you. Today, we're E) going to be talking about interviews – job interviews, college or university interviews, and even speaking exams. F) Let's welcome our expert, Dr Cynthia Snow. Hello Cynthia!

Listen to the first part of the recording again to check your ideas. Can you identify any other examples of the features in these sentences?

Practise saying the sentences in the same way as the speaker in the recording.

6 Activate

You are going to practise applying the advice from the podcast in an interview situation. Work in A/B pairs. Make sure you are looking at the right page of the worksheet (A, page 4, B, page 6).

Student A will ask Student B the questions below. These relate to topics that might appear on the B2 First exam.

- Work and study: Are you working or studying at the moment? What are your plans for the future?
- Friends: Do you like to spend time with a few special friends, or do you prefer having a wider circle of people to spend time with?
- Transport: How much time do you spend travelling around your town or city during a typical week? What type of transport do you use?
- TV and books: How often do you watch TV? What types of shows do you enjoy?
- Phones: Do you use your phone a lot? What for?

First, Student A will be the examiner and Student B will be the candidate. Practise coming into the room, sitting down and asking and answering all the questions on Student A's page.

Then change roles, using the other set of questions on Student B's page.

How did you do? Complete the table on page 5 and answer the final question.

Interview skills		yes	mostly	no
Sitting	I sat up straight, had a good view of everyone in the room and kept my feet on the floor.			
Your face	I smiled and made an appropriate amount of eye contact with the interviewer.			
Your hands	My hands were relaxed, but I sometimes used them to help make a point.			
Listening	I listened to the questions without interrupting and I asked for repetition or explanation if I needed to.			
Responding	I spoke in full sentences and gave reasons and examples. I stopped talking when I had answered the question. My voice was loud enough, and I didn't speak too quickly.			

What is the most important thing that you need to do to improve before the exam? How can you do this?

Student B will ask Student A the questions below. These relate to topics that might appear on the B2 First exam.

- Work and study: Are you working or studying at the moment? What do you enjoy the most about what you're doing?
- Friends: What's the best way to make friends? Do you think social media friends are real?
- Transport: How do most people like to travel around your town or city? How could transport be improved there?
- TV and books: Do you enjoy reading? What types of things do you like to read?
- Phones: How difficult is it for you to spend time without looking at your phone? Do you think some people have a problem with this?

First, Student A will be the examiner and Student B will be the candidate. Practise coming into the room, sitting down and asking and answering all the questions on Student A's page.

Then change roles, using the other set of questions on Student B's page. How did you do? Complete the table on page 5 and answer the final question.



Interview skills		yes	mostly	no
Sitting	I sat up straight, had a good view of everyone in the room and kept my feet on the floor.			
Your face	I smiled and made an appropriate amount of eye contact with the interviewer.			
Your hands	My hands were relaxed, but I sometimes used them to help make a point.			
Listening	I listened to the questions without interrupting and I asked for repetition or explanation if I needed to.			
Responding	I spoke in full sentences and gave reasons and examples. I stopped talking when I had answered the question. My voice was loud enough, and I didn't speak too quickly.			

What is the most important thing that you need to do to improve before the exam? How can you do this?

7 Optional extension / homework

As you prepare for the B2 First exam, you will learn new words and you need to be able to talk about how to pronounce them. Your teacher may also want to correct your pronunciation from time to time. Knowing the sounds of English will help you to recognise and produce correct pronunciations.

Examine the chart and practise saying the sounds and examples. Most of the words appeared in this lesson.

1. Which do you find difficult?
2. Are there any sounds on the chart that you don't have in your language?
3. Can you add any other words to the chart?

You might also want to start a page in your vocabulary notebook to record new words which share the same sounds. Which sound would you start with?

/i:/ speaking	/ɪ/ tip	/ʊ/ full	/u:/ rude	/ɪə/ hear
/eɪ/ straight	/e/ website	/ə/ today	/ɜ:/ hurdle	/ɔ:/ floor
/ʊə/ tour	/ɔɪ/ point	/əʊ/ open	/æ/ hand	/ʌ/ result
/ɑ:/ chance	/ɒ/ contrary	/eə/ bear	/aɪ/ mind	/aʊ/ loud

/p/ precious	/b/ body	/t/ talk	/d/ down	/tʃ/ check	/dʒ/ job
/k/ candidate	/g/ give	/f/ follow	/v/ volume	/θ/ Cynthia	/ð/ the
/s/ seat	/z/ goes	/ʃ/ shy	/z/ usually	/m/ make	/n/ nervous
/ŋ/ smiling	/h/ happy	/l/ listen	/r/ repeat	/w/ weakness	/j/ university

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PART 2

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SPICES



Scan to review worksheet

Expemo code:
1HLA-22PB-BB61

1 Warm up

Match the pictures of these useful spices with the descriptions on the next page.



1. cinnamon



2. coriander



3. cumin



4. ginger



5. paprika



6. saffron



7. pepper



8. turmeric

1. _____ To produce this spice, the berries of this vine from southwest India are dried and ground into a powder. Lots of people use a grinder to do this at home.

2. _____ The roots of this plant, originally from Southeast Asia, add a warm and fiery taste to food. It can also be used as a tea to help with stomach problems.
3. _____ The small flat seeds are used to give food a warm, earthy flavour. They come from a plant that's in the same family as the carrot and is easy to grow all over the world.
4. _____ This spice is made from the inner bark of a family of trees which grow on tropical islands like Sri Lanka and Indonesia. The smell might make you think of Christmas.
5. _____ Native to southern India and Indonesia, the bright orange roots of this plant have a warm taste. They are used in cooking as well as in medicine and makeup.
6. _____ This plant, originally grown in the Mediterranean and Middle East, is now used in a variety of different cooking traditions. You have to toast the round seeds to release the flavour.
7. _____ This is actually made from a type of small purple flower and has been used in cooking for several thousand years. It gives rice dishes a beautiful yellow colour but it's extremely expensive.
8. _____ This plant comes from Mexico, although the spice now features in lots of different types of European cooking. This family of plants is also responsible for a range of other spices including chilli powder.

Answer the following questions in pairs.

1. Which of these would you use to bake a cake?
2. Would you use any of these to make a typical dish from your country?
3. What other types of cooking do you associate with each of these spices?
4. Which one of these comes in a range of colours?
5. Which one of these can also be used as a fresh herb?

2

Language point

Part 1: Complete the sentences with words from the box.

aim / approve / belong / boast / comment / cooperate

1. Does this purple coat _____ to you? It's on your chair.
2. I wish he wouldn't _____ about his Ferrari all the time.
3. If we don't _____ with the client on this project, we can't expect to be successful.
4. My parents don't really _____ of my sister's partner because he doesn't have a degree.
5. The mayor didn't want to _____ on the situation, but she did answer a few questions.
6. You need to be sensible about what you _____ for in life. Think about how you can earn enough money to support yourself.

What type of words are these?

Part 2: Complete the sentences with words from the box.

disappointed / enthusiastic / fond / hooked / responsible / sensitive

1. Have you seen that new crime show on TV on Tuesday nights? I'm totally _____ on it - I can't wait for the next episode.
2. I'm going to miss our neighbours when they move. I've grown really _____ of them.
3. This pizza is not very good. I have to say I'm rather _____ with it, considering the price.
4. What I like about working with you is that you're always so _____ about everything.
5. Whatever you do, don't say anything negative about her work. She's very _____ to criticism.
6. Who is _____ for the mess in the kitchen? I thought the rule was that we cleaned up after ourselves.

What type of words are these?

Some verbs and adjectives are followed by certain prepositions. You need to know which ones go together so you can use this vocabulary accurately. Use the information in the exercises to complete the table.

verb	adjective	+ preposition
boast	1	about
2	3	for
4	5	of
6	7	on
8	9	to
10	11	with

Work in pairs. Test your partner on the prepositions that follow each item.

3

Use of English part 1

Paper 1 contains both Use of English and Reading parts. The first Use of English task is part 1 and contains eight gapped sentences with four multiple-choice options. On the answer sheet you mark your choice A, B, C or D with a pencil. Each correct answer in this part is worth 1 point.



Information

These questions test your knowledge of vocabulary, prepositions, collocations, phrasal verbs and linking phrases, among other language points.



Tips

- Look through the whole text first and try to imagine what word is missing.
- Make sure you examine the words both before and after the gap and check that your choice fits the whole sentence. Underline or highlight the words in the text that help you determine the correct answer.
- Always choose an answer to every question, never leave one blank. Make sure to leave time on the day of the exam to complete your answer sheet carefully.



Watch out!

Some words have the same or similar general meanings or spellings. Choose the item with the most appropriate meaning for the sentence and make sure that other words in the sentence support this.

4 Mini task

Before you try a full practice task for part 1, read this shorter text and choose the correct answer: A, B, C or D. Follow the tips you have just read.

Then compare your answers and what you underlined or highlighted with a classmate.

Explain your thinking. Can you tell what language area each question is testing?

Turmeric is trending on social media. The plant it is produced from belongs _____¹ the ginger family and it is widely used in Indian cooking. The health benefits of this spice are well-documented, and as very few people are _____² to it, it's safe to use. _____³ you use fresh or powdered turmeric, be careful because the colour can permanently stain clothes and kitchen utensils.

- | | | | |
|----------------|------------|--------------|-----------|
| 1. A. to | B. from | C. of | D. with |
| 2. A. sensible | B. sensory | C. sensitive | D. sensed |
| 3. A. Whether | B. Unless | C. Although | D. Both |



5 Practice

Read the text and decide which answer (A, B, C or D) best fits each gap (1-8). Mark your answers A, B, C or D.

The most valuable spice in the world

I've been _____¹ about saffron ever since I tried out my first authentic Spanish paella on holiday. The next morning, I went shopping for some to bring home. It smelled _____² dried grass, but, to my surprise, a tiny box set me back much more than a good bottle of wine.

Saffron is actually more expensive than gold! This is because it has to be collected by _____³ from individual flowers and these plants can't reproduce without _____⁴ help. They only bloom once a year, in October, and these days most is grown in Iran. The crop is so profitable that there is a lot of fake saffron on the _____⁵, made from another type of flower. I bought some of this once by mistake and was really disappointed _____⁶ it.

If you're aiming _____⁷ recreate the taste of exotic holidays at home, your best bet is to ask a Spanish friend to point out a good brand. If your friend _____⁸ of it, it's likely to be worth the money.

- | | | | |
|-------------|-------------|-----------------|------------|
| 1. A. eager | B. keen | C. enthusiastic | D. loving |
| 2. A. as | B. seem | C. like | D. similar |
| 3. A. hands | B. handle | C. hand | D. person |
| 4. A. human | B. man | C. personal | D. their |
| 5. A. store | B. shop | C. market | D. sale |
| 6. A. about | B. with | C. for | D. of |
| 7. A. about | B. for | C. on | D. to |
| 8. A. likes | B. approves | C. takes | D. wants |

6 Language in context

Read the sentences from the text and explain what the words or phrases in bold mean.

1. ... ever since I **tried out** my first authentic Spanish paella on holiday.

2. ... to my surprise, a tiny box **set me back** much more than a good bottle of wine.

3. ... ask a Spanish friend to **point out** a good brand.

Finish these sentences in a logical way.

I've been trying out a new way to ...

A really nice meal in a restaurant in my hometown will set you back ...

The tour guide pointed out an interesting ...

7

Optional extension

On the second part of the writing paper, you may be asked to write a review. Read the task instructions along with the student's answer and add eight missing prepositions.



Ginger and Spice

These long winter evenings really make me hungry for something warm and satisfying. So, when my friend pointed a new curry house near the university, I knew I had to try it.

The chef and businesswoman responsible Ginger and Spice is Chaula Patel. She greeted us personally and was soon boasting the specials board, which has more than three vegan options. Now, I'm not a vegan but I am fond vegan food, so I ordered the root vegetable curry. I have to say that I'm absolutely hooked this dish - its warm earthy flavour and complex notes of cumin, coriander, turmeric and ginger really hit the spot. In fact, I returned several times for lunch in the following week and ordered it again. That means I can't really comment the rest of the menu, but I'm sure it will be delicious.

Even better, a meal at Ginger and Spice won't set you much. I spent less than £20 including a tasty starter and drinks, and my friend and I also shared a lovely dessert. Run, don't walk, to Ginger and Spice to beat the winter blues!

Find expressions with these meanings in the review.

1. a part of the menu that changes daily: _____
2. was exactly what I needed: _____
3. overcome the sad feelings caused by cold weather: _____

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REDHEADS



Scan to review worksheet

Expemo code:

1HLA-22PB-1B5A

1

Warm up

Choose the best answer to complete the sentences about redheads.

1. Around the world, red is the least common natural hair colour, at only **0.5% / 1% / 2%** of the global population.
2. In the British **Islands / Isles / Aisles**, a higher percentage of people are redheads, although it's a bit less clear what the exact figures are.
3. The country with by far the greatest proportion of redheads is Ireland, at **8% / 10% / 12%** of the population.
4. Scotland also has a lot of redheads, but not nearly as many as Ireland – estimates suggest the rate is around **4% / 5% / 6%**.
5. With the exception of Ireland and Scotland, red hair is more common in England than almost anywhere else in the world at **3% / 4% / 5%**.
6. The country with the highest number of individual redheads is **Canada / Ireland / the United States**.
7. Every August, the Dutch city of Tilburg hosts a **three-day / four-day / week-long** festival of redheads based on the values of connection, pride, and recognition. The 2023 festival was the best yet.
8. While red is the natural hair colour that the fewest people have, sales of red hair dye are strong. The colour is the most popular it's **ever / never / always** been!

Answer the questions in pairs or small groups.

1. Is red hair common in your country?
2. What do you think the most common hair colours are around the world?

2 Language point

Part 1: We often need to make or understand comparisons on the B2 First exam. Read the sentences below and do the tasks that follow.

1) Regular adjectives

- ... a **higher percentage** of people are redheads.
- ... red hair is **more common** in England ...
- The country with **the highest number** of individual redheads ...
- The colour is **the most popular** it's ever been!

Explain how we form regular comparative and superlative adjectives.

2) Irregular adjectives

- The 2023 festival was **the best** yet.

What is the base-form of the adjective shown in bold?

What other irregular adjectives do you know?

3) "the smallest"

- Around the world, red is **the least common** natural hair colour ...

Sometimes we want to say that something has the smallest value. What's the comparative form of this adjective?

4) Quantifiers

- While red is the natural hair colour that **the fewest** people have ...

We also use comparatives and superlatives as quantifiers, to talk about how *much* / *many*. We use *fewer* / *the fewest* for countable nouns. What do we use for uncountable nouns?

5) Adding extra information

- ... although it's a **bit less clear** what the exact figures are.
- The country with **by far the greatest** proportion of redheads is Ireland ...
- Scotland also has a lot of redheads, but **not nearly as many as** Ireland ...

In some comparative/superlative structures, we add extra information. Note that in expressions with *as ... as* we don't use the comparative form of the adjective.

Part 2: Add the expressions in bold from these sentences to the table below. Repeat all the comparative sentences in the exercise. Practise making more sentences using the other forms in the table.

a big difference: A is more than B	a great deal, much, quite a lot, far	+ comparative adjective + than
a big difference: A is less than B	nothing like as ... as, not nearly as ... as	+ (not) as + base form adjective + as
a big difference between A and other groups	without question, far and away, _____ ¹	+ superlative adjective
a small difference: A is more than B	_____ ² , a little, slightly	+ comparative adjective + than
a small difference: A is less than B	not quite as ... as, _____ ³ , almost as ... as	+ (not) as + base form adjective + as

Make comparisons between different hair colours (blonde, red, brown and black) by using these expressions.

- Example: Where I live, there are a quite a lot more people with brown hair than with blonde hair.



3 Use of English part 2

Paper 1 contains both Use of English and Reading parts. The second Use of English task is part 2 and contains a text with eight gaps – you must supply one missing word. Each correct answer in this part is worth 1 point.



Information

These questions test your knowledge of various grammar points including articles, auxiliaries, comparatives, prepositions, pronouns and verb forms as well as phrasal verbs, linking words and fixed phrases. There may be more than one correct answer possible but you should write only one answer. Write your answer in **CAPITAL LETTERS** on the answer sheet. Always supply an answer to every question, and never leave one blank. Make sure to leave time on the day of the exam to complete your answer sheet carefully.



Tips

- Look through the whole text first and try to imagine what word is missing.
- Make sure you examine the words both before and after the gap and check that your choice fits the whole sentence.
- Underline or highlight the words in the text that help you determine the correct answer.



Watch out!

Only one word is missing from each gap. For this reason, you shouldn't use contractions (eg *don't*, *they'll*) as these count as two words.

4 Mini task

Before you try a full practice task for part 2, read this shorter text and complete the sentences with one missing word. Follow the tips you have just read.

My younger sister has 1) _____ question the most beautiful ginger hair that I have ever seen. Although she was sometimes teased at school, I think she's very lucky. Red hair is extremely unusual, just 2% of people worldwide have it. 2) _____, in some countries the percentage is a great deal higher. This hair colour is rare because 3) _____ parents have to pass on a copy of the MC1R gene to their children.

Compare your answers and what you underlined or highlighted with a classmate. Explain your thinking. Can you explain what language area each question is testing?

How confident are you to try the full practice task?

5 Practice

Read the text and think of the word which best fits each gap. Use only ONE word in each gap. Write your answers in CAPITAL LETTERS on the answer sheet.

Factfile: red hair

Not many people know that ginger hair is actually far thicker than other colours, but to make up for this, redheads often have less hair on their heads than everyone 9) _____. People with red hair are much more likely to have brown eyes than blue.

If you have red hair, you tend 10) _____ be more sensitive to hot or cold temperatures. As this hair colour is also associated 11) _____ fair skin, you 12) _____ have to take care to stay out of the sun. However, your body can produce its own Vitamin D, 13) _____ means that you don't need to receive the same amount of sunlight as the rest of 14) _____. Doctors report that it can be more difficult to put redheads to sleep before an operation. This may be related to the fact that they are not quite 15) _____ sensitive to pain as other people.

My sister's favourite fact about redheads is that they don't go grey when they get old. Their bright beautiful hair will just fade to a lovely rose-gold colour. And is it true that redheads have a fiery personality? Let's just say that my sister is by 16) _____ the scariest person I know when she's angry.

6 Language in context

Read the sentences from the text and explain what the words or phrases in bold mean.

1. This hair colour is rare because both parents have to **pass on** a copy of the MC1R gene **to** their children.

2. Not many people know that ginger hair is actually far thicker than other colours, but to **make up for** this, redheads often have less hair

3. ... you ... have to take care to **stay out of** the sun.

Work in pairs to think of examples of these things.

Something you'd like to pass on to a future generation.

Something you might do for a friend to make up for them missing a holiday.

Reasons why you might stay out of the water at the beach.

7 Optional extension

In part 3 of the B2 First Speaking paper, you work with your partner to evaluate different ideas to find the solution to a problem. You will learn more about how to do this later in the course, but it will be helpful to get some practice now.

Examiner:

Now, I'd like you to talk together about something for two minutes. I'd like you to imagine that a friend has had a haircut that she feels very unhappy with. Here are some ideas she is considering now, and a question for you to discuss. First you have some time (15 seconds) to look at the task.



Now, talk to each other about how these ideas might help your friend (2 minutes).

Thank you. Now you have a minute to decide which idea would be the best thing for your friend to try.



HORSE POWER



Scan to review worksheet

Expemo code:
1HLA-22PB-8F5A

1

Warm up

These photos show working horses. Work in pairs to talk about the photos. Say what the horses are doing and where you think the photos were taken. Compare and contrast the work the horses are doing.



Picture A



Picture B



Picture C

Answer the following questions.

1. What other jobs do working horses do?
2. Are there any working horses where you live? What type of work do they do?
3. What are the advantages of using horses for some types of work? Are there any disadvantages?

2 Language point

The B2 First exam specifically tests your knowledge of word families in the Use of English paper, but this language area is also important in all other parts of the exam. You need to know how to form various words that share the same stem by using suffixes (added to the end of words) and prefixes (added to the beginnings). Use the words from the box to complete the notes.



- **Forming nouns**

- Abstract nouns formed from verbs: excitement, _____
- Abstract nouns formed from adjectives: safety, _____
- People nouns formed from verbs: teacher, _____
- Note that some words have an internal change: *long* changes to _____

- **Forming adjectives and adverbs**

- Adjectives formed from verbs (participle adjectives): surprised, _____
- Adjectives formed from nouns: numerous (this also has a slight internal change), _____
- Adjectives with suffixes that add extra meaning: hopeless, _____
- Many adverbs are formed from adjectives like this: quickly, _____
- But be careful: some *-ly* endings are adjectives: friendly, _____

- **Prefixes**

These change the meaning of a word, not its grammar.

- Many adjectives form opposites like this: unhappy, inconvenient, _____
- Sometimes the spelling of the stem word affects the choice of prefix: irresponsible, impatient, _____
- Verbs also form opposites with prefixes: disagree, _____
- Prefixes bring additional meanings to some words: rewrite, pre-booked, _____

Underline the suffixes and prefixes. Think of more examples.

3 Use of English part 3

Paper 1 contains both Use of English and Reading parts. The third Use of English task is part 3 and contains a text with eight gaps – you must supply the correct form of the stem word you are given. Each correct answer in this part is worth 1 point.



Information

These questions mostly test your knowledge of vocabulary. You need to be able to change words from one part of speech to another, for example, from nouns to adjectives, using suffixes or other internal changes. You also need to be able to use prefixes. The form you choose must fit the meaning and structure of the gapped sentence.

Note that on the exam paper, the stem word is given at the end of the line where the gap occurs. It is clear which stem word relates to each gap. Write your answer clearly in **CAPITAL LETTERS** on the answer sheet.



Tips

- Look through the whole text first and try to imagine what word is missing.
- Make sure you examine the words both before and after the gap and check that your choice fits the whole sentence.
- Underline or highlight the words in the text that help you determine the correct answer.
- Always supply an answer to every question, never leave one blank. Make sure to leave time on the day of the exam to complete your answer sheet carefully.



Watch out!

Correct spelling is essential in this task.

4 Mini task

Before you try a full practice task for part 3, read this shorter text and use the word given in capitals to form a word that fits in the gap. Follow the tips you have just read.

People in France are getting used to seeing horses working in the countryside again as wine producers 1) _____ DISCOVER the benefits of these animals. Their great 2) _____ STRONG allows them to do the same work as a tractor, but horses are able to work around the young vines without damaging them or the soil. Although horses aren't the cheapest option, changes in wine 3) _____ CONSUME over the last few years mean that this model is economically successful.

Compare your answers and explain your thinking.

Can you see any other words in the text which could have been chosen for this exercise?

How confident are you to try the full practice task?

5 Practice

Read the text and use the word given in capitals to form a word that fits in the gap. Write your answers in CAPITAL LETTERS.

The return of the horse

The clip-clop of horse feet on the pavement has now become a familiar sound in some French towns. Certain jobs which are usually carried out by motorised vehicles are now being performed by horses, with 17) _____ SURPRISE positive results.

This is part of a plan to make cities better places. Horse-drawn vehicles that travel around narrow streets collecting household rubbish and recycling create no 18) _____ POLLUTE and are quiet enough to use in the early morning or late at night, unlike the usual 19) _____ NOISE rubbish collection trucks. In any case, most city 20) _____ RESIDE welcome this sound – many have even described it as magical. Horses are also being brought in to take children to and from school every day, replacing 21) _____ SUSTAINABLE petrol-fuelled buses and vans. This is all part of a movement to encourage people to slow down and lead less 22) _____ STRESS lives. Local governments have found that their 23) _____ EMPLOY are very positive about the scheme, but there is a need for workers to 24) _____ TRAIN so that they can understand and work with the horses safely while they do their job in a new way.

6 Language in context

Read the sentences from the text and explain what the words or phrases in bold mean.

1. Certain jobs which are usually **carried out** by motorised vehicles ...

2. Horses are also being **brought in** to take children to and from school every day ...

3. This is all part of a movement to encourage people to **slow down** ...

Explain why people might do these things. Try to think of two or more reasons.

1. A hospital carries out tests on a patient.
2. A company brings in a new manager.
3. The staff at a train station ask someone to slow down.

7

Optional extension

Read the essay task and the model answer. Then find items from the text that could be used to create a word formation exercise similar to the ones you have worked on during this lesson.

You have been talking about working animals in your English class. Now your English teacher has asked you to write an essay.

Many cities in the world use horses to do different types of work. Why do people want to use these animals as taxis, in rubbish collection or to deliver goods to shops?

1. access
2. environmental issues
3. your own idea: positive public response

Model answer

Before the invention of heavy machinery, horses did all the hard work. These days, some cities are bringing back horses to provide transport, collect rubbish and deliver goods to shops. There are a number of benefits to using horses in these ways.

The first advantage is that horses find it easy to move around old cities where accessibility is an issue. This is the same reason that horses find employment in the forestry industry, as they can move around easily in the narrow spaces between the trees. People have also realised that horses are an environmentally friendly option, as they do not use energy like other vehicles, although they sometimes receive electrical assistance if they are pulling heavy loads.

The public has responded extremely well to the introduction of working horses in some places and this brings further advantages. People enjoy seeing the horses around them and many find the sound of their feet on the streets relaxing.

Of course, there are also some disadvantages. For example, there is a need for workers to receive training so that they can handle the horses confidently. Nonetheless, working horses in cities are growing in popularity.

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IF YOU SAY SO



Scan to review worksheet

Expemo code:

1HLA-22PB-572B

1 Warm up

When was the last time you had problems understanding someone or they couldn't understand you? Explain what happened. What strategy did you use to overcome the problem?



Sometimes you need to say the same thing in a different way. Listen to four short dialogues and choose the strategy that is used. One item is extra.



- a. present a difficult idea at an easier level → _____
- b. speak up - the listener might have a hearing problem → _____
- c. make your message more formal (or informal), to suit the situation → _____
- d. just give the main points → _____
- e. rephrase one important idea → _____

2 Language point

Read these sentences from the recording and choose the best option to complete each one.

1. I had such a hard **difficulty / problem / time / work** setting up the computer!
2. If Mikey takes a toy away from you, **can / just / only / try** choose another one.
3. I mean, that book isn't **light / narrow / short / small** enough to fit in my bag - the book is, like, too big.
4. Let's put the table under the window and **than / then / therefore / thus** we can at least fit three chairs around it.
5. We can get four chairs in here **because / because of / due to / through** the window isn't taking up one side of the table.

The information in sentences 1-5 is rephrased below. Add one missing word to complete each sentence.

1. ... it was so _____ that I nearly gave up ...
2. It doesn't really matter so _____ as you find another toy to play with.
3. That book is so _____!
4. ... we need to change the furniture around so _____ we can all eat together in the evenings.
5. I think the table would be better in the middle of the room, so _____ to make room for four people to sit down.

What do you notice about the rephrased sentences?

Being able to rephrase information is a useful skill in real-life and is also tested on the B2 First Use of English paper, part 4. You need to be able to rephrase structures like these, as well as a range of grammatical forms including active and passive, direct and reported speech, and present perfect and past simple.

1. **Make this sentence passive:** The local government banned cars from the city centre at a meeting last night.

2. **Change this direct speech to reported speech:** Tina asked me, "Do you like cycling?"

3. **Rephrase this message using present perfect:** I started dating my girlfriend exactly a year ago.

4. **You also need to be able to rephrase a message using different vocabulary. What phrasal verb could you use to rephrase this sentence?** If you can't swim, you should avoid the water.

3 Use of English part 4

Paper 1 contains both Use of English and Reading parts. The final Use of English task is part 4 and contains six items – you must rephrase information using a key word that you are given. Each correct answer in this part is worth 2 points. Answers which are partly correct receive 1 point.



Information

These questions test your knowledge of both grammar and vocabulary. You will see one complete sentence followed by a key word in **CAPITAL LETTERS**. Use the key word to complete the second sentence so that it has the same meaning as the first. The gap in the second sentence must be filled with between two and five words and one must be the key word. You must not change the key word in any way. Contractions (eg *don't*, *they'll*) count as two words.



Tips

- Look through the whole text first and try to imagine what word is missing.
- Always supply an answer to every question, never leave one blank.
- Make sure to leave time on the day of the exam to complete your answer sheet carefully.
- Write just the words that go in the gap clearly in **CAPITAL LETTERS** on the answer sheet.



Watch out!

To achieve the full two points for each sentence, make sure you are accurate with singular and plural forms, tense, positives and negatives, and articles.



4

Mini task

Before you try a full practice task for part 4, read these three completed key word transformations and say if you think the candidate would receive two, one or zero points for each one.

1. That little girl couldn't carry her suitcase because it was so heavy. (ENOUGH)

That little girl's suitcase WAS HEAVY ENOUGH for her to carry.

2. Of course, Rome is much older than New York. (NEARLY)

Of course, New York is NOT ANYWHERE NEARLY AS OLD AS Rome.

3. I think you spilled your drink on purpose. (MEANT)

I think you WERE MEANING TO SPILL your drink.

Compare your answers and explain your thinking. What language areas does each pair of sentences test?

How confident are you to try the full practice task?

5 Practice

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write only the missing words IN CAPITAL LETTERS.

Experts think this painting dates from the 15th century. (BELIEVED)
This painting 25) _____ from the 15th century.

The weather was so hot that we had to leave the beach early. (DAY)
It 26) _____ that we had to leave the beach early.

The teacher showed us the most helpful chapters to read. (OUT)
The teacher 27) _____ the most helpful chapters to read.

You're welcome to use the kitchen so long as you don't leave a mess. (SURE)
Feel free to use the kitchen but 28) _____ you don't leave a mess.

Who does this bag belong to? (WHOSE)
29) _____ this bag?

It's too bad that you can't come to my party. (WISH)
30) _____ come to my party.

6 Language in context

Read the sentences from the recordings and explain what the words or phrases in bold mean.

1. I had such a hard time setting up the computer! Honestly, it was so difficult that I nearly **gave up**, but I finally gave my presentation.

2. Oh sweetie, sometimes people are just **fed up with** sharing.

3. ... we need to **change** the furniture **around** so that we can all eat together in the evenings.

Complete these questions with the correct form of one of these phrasal verbs. Ask and answer the questions in pairs.

1. Do you ever get _____ learning English? Why/not?
2. How would you like to _____ things _____ in your classroom or bedroom?
3. When is the last time you _____ something _____ and why?

7

Optional extension

Most exam candidates need a lot of practice with key word transformations. Games like Reversi will help you do this. Read the rules and try the game.

Rules for Reversi

Work in A/B pairs and make sure you are looking at the correct part of the worksheet. Both A and B have the first parts of eight sentences and a key word. A's first item will transform into B's first item and vice versa.

A begins by transforming the first item out loud and B checks A's answers - do not write anything while you are playing. If A's answer is completely correct, they can do the second item. However, if A makes even a small mistake (this could include pronunciation), B must tell them the correct answer and A's turn is over. B begins with their first item and continues in the same way. When A takes their second turn, they must begin again with number 1. The winner is the first player to complete all of their sentences perfectly in a row.

You can play the game alone as well, checking your ideas with the other set of answers.

Student A

1. The weather was SO HOT THAT we had to leave the beach early. (DAY)
2. I think you MEANT TO SPILL your drink. (ON)
3. Of course, Rome IS MUCH OLDER than New York. (NEARLY)
4. This painting IS BELIEVED TO DATE from the 15th century. (THINK)
5. The teacher POINTED OUT the most helpful chapters to read. (US)
6. WHOSE IS this bag? (BELONG)
7. You're welcome to use the kitchen SO LONG AS you don't leave a mess. (SURE)
8. IT'S TOO BAD THAT you can't come to my party. (WISH)

Extension: you can make more Reversi games with other examples.

Student B

1. It WAS SUCH A HOT DAY that we had to leave the beach early. (SO)
2. I think you spilled/spilt your drink ON PURPOSE. (MEANT)
3. Of course, New York is NOT NEARLY AS OLD AS Rome. (MUCH)
4. Experts THINK THIS PAINTING DATES from the 15th century. (BELIEVED)
5. The teacher SHOWED US the most helpful chapters to read. (OUT)
6. Who DOES THIS BAG BELONG to? (WHOSE)
7. Feel free to use the kitchen but MAKE SURE THAT you don't leave a mess. (LONG)
8. I WISH YOU COULD come to my party. (BAD)

Extension: you can make more Reversi games with other examples.

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PART 3

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MESSAGE FROM THE STONE AGE



Scan to review worksheet

Expemo code:
1HLA-22PB-A2AC

1

Warm up

You are going to watch a short video about prehistoric cave art, like the image at the top of this page. Watch the video and choose the best answers to these questions.



1. The cave art that we know about has been mostly found in **Eurasia / the Ice Age / France and Spain.**
2. Most examples of cave art date back to around **40,000 / 65,000 / 80,000** years ago.
3. Alongside pictures of different types of animals and strange symbols, there are also images of **trees / humans / stars** in the night sky.
4. We think cave art may be an early form of graphic communication because **it showed what people were thinking and dreaming. / there were so many reasons that people might have created it. / the same symbols were repeated in different places.**
5. We can learn about **prehistoric animals / why people wanted to express themselves / early religions** from cave art.

Answer the following questions.

1. Why do you think our ancestors created cave art?
2. What do you think is the meaning of the strange symbols that are sometimes included in this type of art?
3. Do you agree that cave art is a type of writing? Why/not?

2**Language point**

Complete the word family chart and underline the stressed syllables.

verb	noun	noun - person	adjective
anticipate - expect or guess that something will happen	_____ 1	-	-
_____ 2 - discover something important	breakthrough	-	-
breed - (animals) reproduce	breed - a type of animal	_____ 3	-
contribute - join in a group effort to produce something	_____ 4	contributor	-
decode - discover the meaning of information written in a secret way	-	_____ 5	-
gather - come together or bring things together	gathering	_____ 6	-
imply - communicate an idea indirectly	_____ 7	-	-
restore - return something to its original condition	restoration	_____ 8	-
satisfy - provide something that is needed or wanted	_____ 9	-	(un)satisfactory
-	_____ 10	-	significant - having importance or meaning (opposite <i>insignificant</i>)
survive - stay alive in a difficult situation	_____ 11	survivor	-
symbolise - represent a meaning	_____ 12	-	-

Choose one item from each family to complete the sentences in these short texts. You can change the form to fit the grammar of the sentence.

It's possible to _____¹ the type of questions on each part of the B2 First exam. You can get a _____² advantage by reviewing vocabulary regularly. However, if you don't follow your teacher's advice, your performance may be _____³.

The Rosetta Stone allowed linguists to _____⁴ ancient Egyptian hieroglyphs, or picture writing. One _____⁵ on the stone matched a familiar place name written in Greek. Several different people made a _____⁶ to our understanding of this period of history.

Thousands of people _____⁷ at Stonehenge to watch the sun rise on the longest day of the year. Archaeologists have made huge _____⁸ in their understanding of ancient stone monuments. They hope to _____⁹ the site to the way it looked when the stones were first built, thousands of years ago.

At this time of year, many seabirds visit these wetlands to _____¹⁰. However, over the last decade, their numbers have fallen, _____¹¹ that climate change is having a negative effect on these animals. Their _____¹² is in doubt.



3 Reading part 5

Paper 1 contains both Use of English and Reading parts. The first reading task is part 5 and contains six multiple-choice questions with four options. Each correct answer in this part is worth 2 points.



Information

This part of the exam normally focuses on detailed understanding of a text, including opinion, attitude, tone and implication. You may also be asked to choose a definition of an unfamiliar word or to explain what a pronoun in the text refers to.



Tips

- Look through (skim) the whole text quickly before you look at the questions.
- The correct option is the one whose meaning is expressed in the text, even though different words may be used. Underline or highlight the words in the text that show the answer.
- Always choose an answer to every question, never leave one blank.
- Make sure to leave time on the day of the exam to complete your answer sheet carefully.



Watch out!

The same word may appear in both the questions and the text, but this doesn't mean this is the correct option.

4 Mini task

Before you try a full practice task for part 5, read this shorter text and choose the correct answer: a, b, c or d for questions 1-3. Follow the tips you have just read.

The discovery of the Lascaux cave paintings

Some of the most famous prehistoric images were discovered in September 1940 near the village of Montignac, in the Dordogne region of southwest France. One story goes, that four teenagers out for an adventure, came across the cave when their dog chased a rabbit down a hole. Excited by local stories of buried treasure, the boys decided to investigate. The hole took them straight down for around 15m, and when they reached the bottom and looked around, they were astonished to see life-like animal paintings all around them. After they returned the next day to explore further, they decided on a plan to lead expeditions to view the wonder for a small fee. Quickly overwhelmed by the site's popularity, they consulted their teacher. As soon as he saw the paintings, he understood their significance and realised they needed to be protected. Jacques Marsal, at only 14 the youngest of the boys, persuaded his parents to let him camp at the entrance to act as both guard and guide. He remained active in this role until his death in 1989.

1. The writer is telling us that
 - a. some people may understand these events differently.
 - b. the boys were sure they'd find treasure.
 - c. the story is very popular with local people.
 - d. these events are historical facts.

2. How did the boys first understand what they had found?
 - a. As a popular local attraction.
 - b. As a way of making a lot of money.
 - c. As something unusual and amazing.
 - d. As the treasure mentioned in local stories.

3. The boys' teacher
 - a. helped make the caves more popular with visitors.
 - b. made sure that one of the boys was always on site to handle visitors.
 - c. was concerned that the paintings could be in danger from visitors.
 - d. was involved with the cave for many years.

Compare your answers and what you underlined or highlighted with a classmate.

Explain your thinking. How confident are you to try the full practice task?

5**Practice**

You are going to read an article about a recent discovery about the distant past. For questions 1-6, choose the answer (a, b, c or d) which you think fits best according to the text.

1. Why does the writer include the word *even* in this phrase from paragraph A: ... and *even* fish?
 - a. To emphasize the age of the paintings.
 - b. To express admiration for the artistic abilities of the people who created the paintings.
 - c. To express surprise that this animal is included in the list.
 - d. To suggest that this animal is the most important one in the list.

2. Why did Ben Bacon decide to investigate the cave paintings more closely?
 - a. Because he wanted to become an expert.
 - b. Because he wanted to show that other researchers were wrong.
 - c. Because he wasn't very busy.
 - d. Because they interested him.

3. What evidence is there that the markings relate to cycles of the moon?
 - a. Most of the animals in the paintings only give birth to single young.
 - b. Other ancient peoples used lines and dots as calendars.
 - c. The animals in the paintings all breed in the same season.
 - d. The maximum number of markings that appear on each image.

4. What does *they* refer to in paragraph E: Knowing when and where *they* gathered together to breed ... ?
 - a. The caves where they made the paintings.
 - b. The most useful animals.
 - c. The other authors of the paper.
 - d. The people who lived at that time.

5. The recent findings show that
 - a. ancient people thought in the same way that we do.
 - b. cave painters were trying to communicate with us.
 - c. early humans had some form of religion.
 - d. Stone Age hunters faced serious environmental problems.

6. How do Bacon and the other researchers expect their findings to be received?
 - a. Everyone will congratulate them once they publish their final report.
 - b. No one will believe them.
 - c. Only a few people will read their report.
 - d. Some people won't accept their ideas.

Bringing our ancestors closer

An exciting discovery

- A. Tens of thousands of years ago, Ice Age hunters across Europe and Asia created images of animals that are now familiar to us all. Those wild horses, reindeer, bison and even fish, which decorate the walls of inaccessible caves, are also accompanied by other markings. These mysterious symbols predate the oldest recognised writing systems by ten thousand years. Up to now, no one was sure of their meanings. But an exciting breakthrough has just been published, and the lead author of the paper is a furniture restorer!
- B. An article in the *Cambridge Archaeological Journal* from January 2023 has presented a totally original explanation of these dots, lines and other markings. The report has six authors, five researchers from well-known universities, and the main contributor, Ben Bacon. What's unusual here is that Mr Bacon is not an expert in prehistory. In fact, although he has a degree in English, he has taken on this academic research as a hobby.
- C. Bacon spent years of his spare time examining images of animals from prehistoric European sites, working in the British Library or using pictures from the Internet. "The meaning of the markings within these drawings has always intrigued me, so I set about trying to decode them, using a similar approach that others took to understanding an early form of Greek text." Bacon knew that previous reports had described these markings as counts of animals seen or killed. Even though a system of lines and dots has been used elsewhere in the world to express numbers, for example by the Maya of Central America, Bacon found this theory unsatisfactory.
- D. Instead, he suggested that the markings were a type of calendar, based on the breeding cycles of the animals in the paintings. One particular marking, which looks like the letter Y, may communicate the idea that, after giving birth, one animal becomes two. Many of the animals in the paintings typically give birth to just one baby at a time.
- E. A calendar followed by our Stone Age ancestors could easily have been based on the cycles of the moon to show in which month each type of animal was breeding. Just as there are never more than thirteen full moons in a year, there were never more than thirteen lines or dots associated with each image. The information was recorded for those species of animal which were frequently hunted by Stone Age populations. Knowing when and where they gathered together to breed would have been highly useful for these people's survival.
- F. After hours of independent work, Bacon reached out to the university professors who later became his co-authors. They encouraged him to continue his research and the results were eventually published.
- G. Professor Robert Kentridge of Durham University was one of the paper's authors. "The implications are that Ice Age hunter-gatherers didn't simply live in their present, but recorded memories of the time when past events had occurred and used these to anticipate when similar events would occur in the future, an ability that memory researchers call mental time-travel."
- H. Amazingly, this system of recording information may have continued unchanged for tens of thousands of years across a whole continent. This ability is an important skill for humans. Our ancestors would recognise their own thoughts in the way we are now studying and recording information about climate change over long periods of time across the whole planet. It seems we haven't changed that much since the days we lived in caves.
- I. This is not the first time that an amateur has made a significant discovery about the past. The Linear B writing used by the Mycenaean Greeks on the island of Crete around 1400 BCE was finally translated by a British architect called Michael Ventris in 1952, who figured out how the system worked after years of effort. He had been interested in the problem since meeting the famous archaeologist Sir Arthur Evans at an archaeological exhibition in London, when he was just fourteen.
- J. Meanwhile, Bacon and the other authors are waiting to celebrate until they have published all of their ideas. They expect there to be some lively discussion about whether their calendar markings can be counted as the first real writing in the world or whether it will be seen as an intermediate step in the development of this skill.

6

Language in context

Read the sentences from the article and explain what the words or phrases in bold mean.

1. In fact, although he has a degree in English, he **has taken on** this academic research as a hobby.

2. After hours of independent work, Bacon **reached out to** the university professors who later became his co-authors.

3. The Linear B writing used by the Mycenaean Greeks ... was finally translated by a British architect called Michael Ventris in 1952, who **figured out** how the system worked after years of effort.



Talk about a time when:

- you, or someone you know, took on too much work
- someone reached out to you
- you figured something out

7 Optional extension

In part 2 of the B2 First Speaking paper, you have to describe and compare two photographs. You will learn more about how to do this later in the course, but it will be helpful to get some practice now.

Work in A/B pairs. Look at your two photos and make a response according to the instructions.

Student A

Your pictures show people working with their hands. Describe and compare the pictures and say why you think these jobs are important.



Picture A



Picture B

Student B

Your pictures show people painting. Describe and compare the pictures and say why people enjoy this type of activity.



Picture A



Picture B



A WHEELIE GOOD IDEA



Scan to review worksheet

Expemo code:
1HLA-22PB-11A4

1 Warm up

Imagine that a friend is travelling to a remote island to volunteer for a month, and she is only allowed to check one item of luggage on the flight.

Look at the options below and discuss the advantages and disadvantages of each one and then say which would be the best choice for her to buy for this trip. Work in pairs and speak for three minutes.



A) a big backpack or rucksack



B) an ultralight suitcase



C) a hard-shell suitcase with two wheels



D) a suitcase with four wheels



E) a duffel bag

What kind of suitcase do you prefer to travel with? Why?

When do you think the first wheelie suitcase was invented?

2 Language point

Read the article below. Are these points similar to what you discussed in the Warm up activity at the beginning of the lesson?

I've been selling travel goods in a major department store for 20 years. Buying a new item of luggage can be a big investment, so it's important to get it right. This means considering several things. First, ask yourself how much you really need to take with you. This sounds obvious, but many people over-estimate what they need to pack. Then, consider how you will be travelling. If you're planning a driving holiday, it doesn't matter what type of bag you choose, as long as it fits in your car. The most common issue people face is finding something small enough to be used as cabin baggage across a range of airlines. We recommend checking the rules on all the carriers you are likely to use and identify the smallest possible size allowed. Finally, having a suitcase with wheels of any size allows you to move around an airport or train station more easily. However, travellers to remote destinations may find that they're actually better off with a rucksack than with a wheelie. Another important consideration for them is whether the bag is waterproof.

Skilled readers recognise how a text builds up meaning by connecting information.

A topic sentence tells you what the paragraph is about. What is the topic sentence for this paragraph?

Find key words which make these connections clear to the reader. Underline or highlight the answers.

- a. a definition or explanation of a previous statement: _____
- b. how items in a list are marked: _____
- c. a problem and a solution: _____
- d. a result: _____
- e. a contrast: _____
- f. an additional point: _____

Connections can also relate to vocabulary or pronouns.

1. Identify synonyms for *suitcase* in the text.
2. Identify another word for *airlines* in the text.
3. What do these pronouns refer to: ... as long as it fits in your car. / Another important consideration for **them** ...

What areas of the B2 First exam test your understanding of how information is connected?

3

Reading part 6

Paper 1 contains both Use of English and Reading parts. The second reading task is part 6 and contains a gapped text within which six sentences must be placed in the correct position. There are six gaps but seven options, so one option is extra. Each correct answer in this part is worth 2 points.



Information

This part of the exam tests your understanding of how information is developed throughout a whole text. For example, you need to recognise lists, orders of events, causes and effects, problems and solutions, definitions and examples, contrasting ideas, and avoidance of repetition through the use of pronouns or synonyms.



Tips

- Look through (skim) the whole text quickly before you look at the options.
- Make sure you examine the text both before and after the gap and check that your choice fits with both.
- Underline or highlight the words in the text that help you determine the correct answer.
- Always choose an answer to every question, never leave one blank.
- Make sure to leave time on the day of the exam to complete your answer sheet carefully.



Watch out!

The same word may appear in both the questions and the text, but this doesn't mean this is the correct option.



4

Mini task

Before you try a full practice task for part 6, read this shorter text and choose the correct option to fill each gap: A, B, C or D. Remember that one option is extra.

Air passengers of all ages will certainly have noticed the Trunki, a fun and practical luggage option for children.

The Trunki has a hard plastic shell and four wheels. Parents or kids can pull it along by a strap. Best of all, tired little legs can have a rest because kids can ride the Trunki through the airport or sit on it while waiting in queues. 1) _____ This means they fit easily into overhead lockers on board the plane or under the seat in front. Larger models are also available, but they must be checked.

As far as most families are concerned, the best feature is the appearance. Trunkis come in a range of colourful designs including buses, firetrucks, tigers and ladybirds. Licensed characters like Hello Kitty or the Gruffalo are also available. 2) _____ It can also be recycled if returned to the manufacturer, Magmatic.

Developed by Rob Law, the Trunki was first marketed in 2006 and has been manufactured in the UK since 2012. 3) _____ Nonetheless, sales remain high with 5 million units sold.

- A. Due to their huge popularity, Trunkis have been widely imitated, leading to legal action.
- B. In fact, Trunkis are a 21st century design classic.
- C. Standard sized Trunkis count as hand luggage.
- D. Trunkis are extremely durable and can be passed down to younger family members or friends.

Compare your answers and what you underlined or highlighted with a classmate. Explain your thinking.

How confident are you to try the full practice task?



5 Practice

You are going to read an article about the history of the wheelie suitcase. Six sentences have been removed from the article. Choose, from A-G, the sentence which fits each gap (37-42). There is one extra sentence which you do not need to use.

The invention of the wheelie suitcase

What took so long?

In the early 1970s, if you had enough money, you could travel anywhere in the world in just a matter of hours. The airplane you travelled in was partly controlled by an autopilot system and you'd be served a hot meal as you cruised above the clouds. So, it's strange to reflect that there was no technological solution to the problem of moving your own luggage around easily. That's because the wheelie suitcase hadn't been invented yet.

Throughout most of history, people moving from place to place either had very little to carry or someone to carry it for them. A travel boom at the end of the 19th century changed all that. 37) _____ Porters were on hand at stations to help transfer your bags between taxis and trains. When air travel in turn took off, this arrangement continued.

Even if someone else was handling heavy luggage at transport hubs, many people still needed to move their suitcases around themselves, for example getting on and off public transport or around city streets. 38) _____ As early as the 1940s, it was possible to buy a device called "the portable porter," wheels that could be strapped on to any suitcase. So why did it take so long for this idea to take hold?

The answer lies in cultural ideas about gender. Assuming there were relatively few unaccompanied women travelling at that time compared to today, heavy suitcases weren't seen as a problem for men. 39) _____ Men were expected to carry their own luggage as well as that of any women who were

travelling with them. Strangely, it just didn't occur to anyone that things could be otherwise.

Enter Bernard Sadow, the owner of a company called US Luggage. He fitted two wheels from a wardrobe onto a suitcase and pulled it behind him with a long strap. Sadow obtained a patent in 1972 and the device proved popular. 40) _____ Airline pilot Robert Plath added two more wheels and a pull-up handle to create the now familiar Rollaboard and thus founded the brand Travelpro.

Plath's product, initially marketed to airline crews, proved a runaway success. In addition to making travel smoother for everyone, it turned out that the wheelie has an unexpected advantage. Baggage handlers tended to throw luggage around when they loaded and unloaded the plane, so damage to the bags and their contents was fairly frequent. 41) _____ In addition, this ease of transfer meant that the handlers were experiencing fewer injuries.

Innovation never stands still, and the wheelie suitcase continues to evolve. Modern wheelies now include a huge range of features to address new problems that travellers may face. For those who expect to be working on their laptops as they travel, there are models with padded laptop sleeves or even USB ports for recharging. 42) _____ Others include an external water bottle holder so you can stay hydrated or a jacket hook to keep your suit looking fresh and unwrinkled if you take it off. Whatever the next trend is, it's clear that the wheelie is here to stay.

sources: theguardian.com, cntraveler.com, interestingengineering.com

- A. However, wheelies could simply be rolled onto and off the plane.
- B. In 1987, this basic concept was improved by someone with a great deal of travel experience.
- C. Some feature a built-in laundry bag so that your dirty clothes don't mix with your clean unworn outfits.
- D. The solution – wheeled luggage – was obvious.
- E. This is because it was thought that they would welcome any opportunity to show off their strength.
- F. Wheelies have been so successful because the basic design can be made in many different sizes.
- G. With more passengers using the railways to get around, a new role was created.

6

Language in context

Read the sentences from the article and explain what the words or phrases in bold mean.

1. Heavy suitcases weren't seen as a problem because it was assumed that most travellers were male, and they would welcome the opportunity to **show off** their strength.

2. Strangely, it just didn't **occur to** anyone that things could be otherwise.

3. In addition to making travel smoother for everyone, it **turned out** that the wheelie has an unexpected advantage.

Complete the gaps in this mini story with the correct forms of the items above.

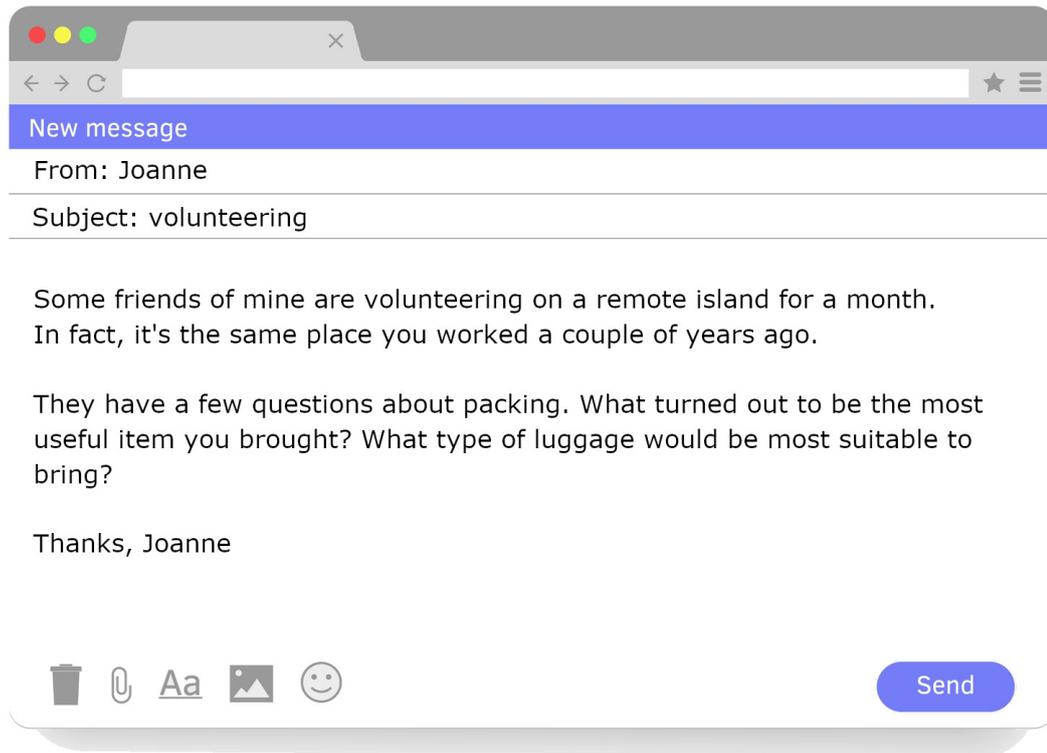
We were enjoying a family afternoon at the beach when my dad pointed out that there was someone on top of a big rock some distance away, waving their arms. We had a good look and it _____¹ that it was my brother. At first, we thought he was just _____², but then it _____³ us that he was in trouble. We called the rescue service, and they brought him down. What a drama!

7

Optional extension

On the second part of the writing paper, you may be asked to write an e-mail. Read the task instructions and student answer and complete the multiple-choice exercise.

You have received this e-mail from your English-speaking friend Joanne.



Dear Joanne,

I'm _____¹ that you remembered my volunteering. It was a great experience and I'm sure your friends will learn a lot.

For me, the most important thing I brought turned out to be a mosquito net for my bed at night. This saved me from a lot of _____² insect bites, and it was very light to pack. In fact, you can also buy these on the island but they're much better _____³ if you buy them here.

As for luggage, there are pros and cons to every option. A rucksack is easy to carry once you're on the island but not so easy to get through the airport. Wheelie suitcases are great at the airport but there were no roads to my village, so there would be some _____⁴ in carrying them up the mountain. However, your friends may be in a more _____⁵ location. It's worth checking in _____⁶.

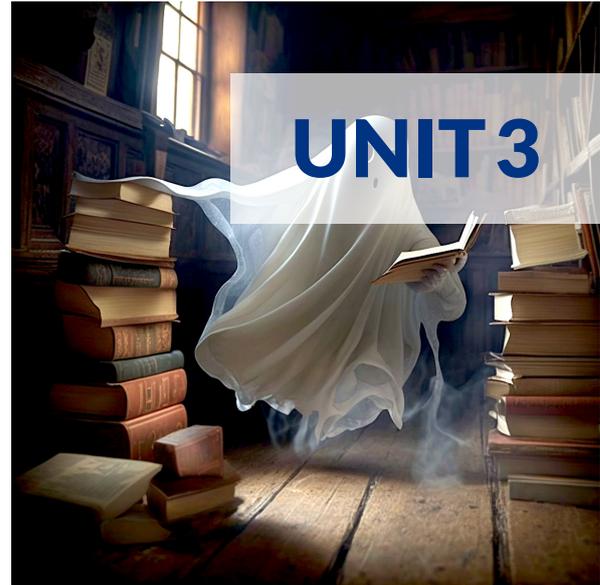
Whatever they choose, I'd recommend getting something waterproof because there are some _____⁷ storms during the _____⁸ season. They may also have to use a boat to reach the village.

I hope this helps! All the best – Lila

- | | | | |
|-------------------|---------------|---------------|----------------|
| 1. A. impressing | B. impression | C. impressive | D. impressed |
| 2. A. worrying | B. sickening | C. annoying | D. bothering |
| 3. A. equality | B. quality | C. qualify | D. quantity |
| 4. A. challenging | B. hardness | C. difficulty | D. troubles |
| 5. A. accessed | B. accessing | C. accessory | D. accessible |
| 6. A. ahead | B. before | C. previous | D. advance |
| 7. A. intense | B. intended | C. intensive | D. intentional |
| 8. A. rain | B. rainy | C. rainier | D. raining |



THAT'S THE SPIRIT!



Scan to review worksheet

Expemo code:
1HLA-22PB-436B

1

Warm up

Part A: Match the titles with the genres.

Blood Garden

Queen Victoria's Secret

Soulmates

The Moons of Charon

The Necklace of Power

The Shadow under the Stairs

- _____ : fantasy
- _____ : ghost story
- _____ : historical fiction
- _____ : horror
- _____ : romance
- _____ : science fiction (sci-fi)

Part B: Use one of the words in the box to complete the phrases related to book formats – you can use one option twice.

book / novel / reader

- a classic _____ : a famous work of literature, often written a long time ago
- an e-_____ : an electronic version of a book to read on a device like a Kindle
- a graded _____ : a book for language learners adapted to their level
- an audio _____ : a reading of a book to listen to on headphones

Answer the questions in pairs.

1. What type of fiction do you most enjoy reading?
2. How often do you read non-fiction?
3. Where and when is your favourite place and time to read?
4. What sort of things do you read in English? Have you ever read a graded reader?

2**Language point**

Read these student responses and match each one with a question from the Warm up. Are they similar to your answers?

1. I'm afraid I hardly ever read it, especially for fun. It's just not my cup of tea, although of course I have to read stuff like that for school or work. → _____
2. That's a hard question! I'm not saying I've never read one, but I don't remember the title. → _____
3. My favourite genre is sci-fi because I love imagining different worlds. It really makes you see how things could be different on this planet. → _____
4. In my opinion, you can't beat a long, hot, candle-lit bath on a Sunday afternoon. → _____

Skilled language users are able to recognise and use parallel expressions. These are expressions which share the same meaning but use different words. These include synonyms, idioms and negatives. On an exam like B2 First, the Reading and Listening papers test this by using phrasings in the questions and texts and the Use of English key word transformations test this directly.

Find examples of synonyms, idioms and phrases with negatives in the questions and responses.



Review these common idioms by matching the sentence halves.

1. This book is a **real page**
 2. Once you start reading you **won't be able to**
 3. I know it looks boring, but everyone knows **not to**
 4. When I was a kid, I guess you could say I was a **complete**
 5. Someone told me that to learn English really well you have to read the dictionary **from cover**
- a. **put it down** so it's perfect for a long flight.
 - b. **to cover**, but I don't think that can be true.
 - c. **-turner** and I read it in one sitting.
 - d. **judge a book by its cover**.
 - e. **bookworm** because I spent all my pocket money on books and comics.

Answer the following questions.

1. Explain the meanings of the idioms.
2. Do you know any other idioms that refer to books or reading?

Negative structures are sometimes used to express attitude as well as avoid repetition.

I'm not saying I've never read one, but I don't remember the title.

1. What attitude is expressed in this sentence?
2. How could you express the idea in this sentence in a simpler way?

Explain the attitude and rephrase the information in these sentences.

1. I don't doubt that it's an unsuitable story for kids, even though I enjoyed it when I was younger.

2. He's not actually refusing to take part in the activity. However, I wouldn't describe him as keen.

The information in these structures is often expressed in two clauses. How are the clauses connected?

Are negative structures like these common in your language?

3 Reading part 7

Paper 1 contains both Use of English and Reading parts. The final reading task is part 7 and contains one long text or up to six shorter texts along with ten questions. Candidates match each question with the section of text which contains the answer. Each correct answer in this part is worth 1 point.

**Information**

This part of the exam tests your understanding of detail, including attitude and opinion. You will need to identify parallel expressions of various sorts to find the answers.

**Tips**

- Employing reading strategies will help you work quickly and accurately.
- Look through (skim) the whole text quickly before you look at the questions. To match the question with the section of text, you should employ scanning skills – reading quickly to locate specific information.
- You may find unfamiliar vocabulary in the text, but it might not relate to the questions. You can guess the meaning of new words from the context but only spend time on this if you think it will help you find the answer to one of the questions.
- Always choose an answer to every question, never leave one blank. Make sure to leave time on the day of the exam to complete your answer sheet carefully.

**Watch out!**

Each section can be chosen more than once and some of the options may be correct for more than one question, although this will be made clear on the exam paper.



4

Mini task

Before you try a full practice task for part 7, you are going to work with some shorter texts and tasks. First, skim the reviews of three graded readers and answer this question.

What's the same about items A - C?

For questions 1-5, choose the correct option to fill each gap: A, B or C. The options may be chosen more than once.

A) A game of hide-and-seek in the dark takes a terrifying turn when one of the players finds they are holding hands with a ghost! In this collection of classic stories, Rosemary Border makes the work of six writers, including Dracula author Bram Stoker, accessible to B2 students of English. Audio is also available – listen late at night, if you dare! (Ghost Stories, Oxford University Press, 2007)

B) The 19th century master of fear, M R James, retains the power to scare audiences more than a century later. In all four of these stories, now retold for A2 readers by Kate Williams, travellers and explorers find themselves faced with the unexplainable, the unthinkable and the unforgettable. The 2021 edition is also available to buy as a Kindle e-book. (Ghost Stories, Penguin, 2021)

C) What would you do if you encountered a strangely silent railway worker on a lonely line late at night? Intermediate readers will enjoy this collection of stories by household name Charles Dickens. This value-for-money edition, adapted by Karen Kovacs, offers readers the opportunity to download a fifth story for free and audio versions are also available for purchase. (Ghost Stories, Read Stories – Learn English, 2021)

1. Which edition is available to read in more than one format? _____
2. Which features the work of a variety of authors? _____
3. Which offers a bonus feature at no extra cost? _____
4. Which stories promise to frighten readers even though they were written a long time ago? _____
5. Which would be most appropriate for a student preparing for the Cambridge First exam? _____

Compare your answers and what you underlined or highlighted with a classmate. Explain your thinking.

How confident are you to try the full practice task?

5

Practice task

You are going to read a bookseller's reviews of five graded readers. For questions 43-52, choose from the sections A-E. The sections may be chosen more than once.

Which section or sections describe ...

... a work that is still fresh 43. _____

... two works set in real locations 44. _____ 45. _____

... a work that is difficult to put down 46. _____

... a similar work that is recommended to readers 47. _____

... a complicated work that we can understand in more than one way 48. _____

... two works that have been successful as live performances 49. _____ 50. _____

... a work which contrasts the past and the present 51. _____

... information that some people may find surprising 52. _____



Classic Ghost Stories

A bookseller reviews some of the best, and scariest graded readers for B1/B2 students

- A. Set around and after the famous 17th century witch trials in Salem, Massachusetts, this classic 19th century novel is possibly more of a tale of horror than a ghost story. After a land dispute with a neighbour, Matthew Maule is sentenced to death for witchcraft, but before he dies, he curses the Pyncheon family who accused him. Unexplained deaths and financial losses follow, and several generations of the family suffer. The real star of the story is undoubtedly the house itself. Still standing in Salem, tourists and residents alike have reported ghostly visions. If you're planning a visit to the Boston area, you should definitely arrange a visit. Why not buy the audio version as well, and listen to it while you're travelling? (*The House of the Seven Gables* by Nathaniel Hawthorne, adapted by Gina D.B. Clemen for Black Cat Cideb.)
- B. When an American family moves into an English country house, they refuse to be put off by the increasingly terrifying appearances of the resident ghost, Sir Simon. This is much more than a classic ghost story, with themes of romance and love, but most of all, it is very funny, especially the descriptions of how the children get the better of Sir Simon via a series of practical jokes. Eventually, the teenaged daughter of the family befriends the ghost and finds a way to bring him peace. Students of intermediate level and all ages will enjoy this – just as entertaining now as it was in 1887, when first published. Buy the book, e-book or listen to the audio version, and look out for the many TV, film and theatre adaptations of this wonderful story. (*The Canterville Ghost*, by Oscar Wilde, retold by John Davage for Pearson.)
- C. This is a dark story which has been re-interpreted in many ways since its publication in 1898. Young Flora takes on a job looking after two orphan children at their uncle's remote country house. Over the summer, Flora begins to see two figures around the house and garden, but she realizes that they are not visible to any of the other servants, although the children seem to be aware of them. Her concerns that the man and woman she sees pose a danger to the children prove correct with tragic results. Intermediate students will find this short work to be a real page-turner and may find themselves staying up late to finish the story once they've started. It's available as an e-book as well but, be warned, reading the words on the screen is just as spooky as reading them on paper. (*The Turn of the Screw*, by Henry James, retold by Fiona Mackenzie for Penguin Readers.)
- D. Before it was a massively successful musical, this classic tale of a haunted theatre in Paris was a book published in 1910. At the heart of the story is a mysterious masked phantom, obsessed with the beautiful singer Christine. However, she falls for someone else, who struggles to save her from the phantom when he imprisons her. Most readers will be unaware that this isn't a work of pure fiction. The events were inspired by a terrible historical accident when a fire caused a chandelier to fall from the ceiling, killing one person and injuring several. What's more, the underground lake that features in the story actually exists beneath the Paris Opera House, although it's really a water storage tank. B2 students will be spoiled for choice with this title as it's available as a book, e-book and in an audio version, not to mention the acclaimed musical, still going strong after nearly forty years. (*The Phantom of the Opera*, by Gaston Leroux, retold by Coleen Degnen-Veness for Pearson, 2008).
- E. Upper intermediate readers who are looking for something a little different will enjoy this collection of six ghost stories from Japan, available only as a paper copy. Some are traditional folk tales: a musician loses his ears to a ghostly samurai, and a spirit who eats the dead is defeated by a clever monk. Modern stories offer a fascinating counterpoint; in fact, the spirits seem even more terrifying in a familiar setting as they encounter children, priests and even gangsters. The author is both an English language teacher and an acclaimed fiction writer. If this book is your cup of tea, you won't want to miss *The Lake Beneath the Station* by the same author with Patrick Kennedy, a collection of chilling love stories. (*Japanese Ghost Stories*, retold by Cooper Baltis for Hippo Press, 2016).

6

Language in context

Read the sentences from the article and explain what the words or phrases in bold mean.

1. When an American family moves into an English country house, they refuse to be **put off** by the increasingly terrifying appearances of the resident ghost, Sir Simon.

2. Young Flora **takes on** a job looking after two orphan children at their uncle's remote country house.

3. However, she **falls for** someone else, who struggles to save her from the phantom when he imprisons her.



Think of examples of these things.

1. Things that might put you off renting a particular flat.
2. Jobs that people won't take on unless the pay is good.
3. Famous stories where one person falls for another one.

7

Optional extension

Storytelling is an ancient art, and every culture has its own version of a ghost story. What do you think are five important things to do, to make a story really frightening?

Here are some tips to make sure your audience feels really scared when you tell one of these tales. Listen and complete each gap with one word from the recording, using the first letter you are given.



First, consider when and where you tell the story. The best places are, of course, d _____¹, q _____² and secluded and it's essential to make sure you won't be i _____³.

Second, stick to this simple structure - i _____⁴ the hero, who will have a problem. While the hero tries to find a solution, they meet someone scary, the bogeyman, who gets upset ... very upset. As the bogeyman takes revenge, make sure you leave the end of the story open so that your audience believes that the bogeyman is still o _____⁵ t _____!

Next, relate to the story directly to yourself or to your audience. You can say this really happened to your friend or neighbour, and say it took place in your local area. Make the characters like some of your l _____⁶. If you include lots of f _____⁷ and believable details, they will imagine that the story is really happening to them.

Another tip is to change the way you speak as you tell the story. Start with a quiet, casual a _____⁸. As the story continues, change your s _____⁹ and v _____¹⁰.

You should also use your voice and body to express individual characters. Plan to bring out some props as well, for example, a f _____¹¹ or a hook h _____¹².

Finally, look for someone in your audience who already seems a little jittery. If they are feeling scared, it will be easy to make them jump, so choose the scariest moment and make p _____¹³ c _____ with them!

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REFLECT ON USE OF ENGLISH AND READING



Scan to review worksheet

Expemo code:

1HLA-22PB-D4E6

1

Warm up

Paper 1 on the B2 First exam tests Use of English and Reading. There are seven parts. Number the parts in the order they appear on the test paper. One item is extra.

- gap-fill with no options given
- key word transformations
- missing sentences exercise
- multiple choice comprehension questions
- multiple choice gap-fill
- true/false comprehension questions
- word formation
- multiple matching exercise

Answer these questions.

1. In general, are you more confident with the Use of English tasks or the Reading tasks? Why?
2. Which individual exercise is your favourite, and which one is your least favourite? Why?

2

Language review

Complete the exercises. Each item is worth 1 point.

For questions 1-5, read the text below and decide which answer (A, B, C or D) best fits each gap.

A pet I'll always remember

When I was six years old, my parents let me get a gerbil. His name was Derek and he was just an ordinary _____¹ of gerbil, nothing special. He lived in a big glass tank in our dining room. Of course, he soon got interested in what we were doing at mealtimes, and before long, we decided to share certain foods from our plate with him, like vegetables or pasta. The funny thing was that Derek really liked hot food – in fact, he was hooked _____² it. If we gave him something that wasn't really hot, he would throw his dish against the side of the tank _____³ as to make a lot of noise. This also _____⁴ that if we went out for dinner, my mother had to cook a tiny amount of food just for him. Later on, I had other gerbils, but they were _____⁵ like as demanding.

- | | | | |
|----------------|-------------|---------------|--------------|
| 1. A. category | B. form | C. breed | D. pet |
| 2. A. about | B. on | C. by | D. in |
| 3. A. so | B. for | C. such | D. that |
| 4. A. caused | B. happened | C. meant | D. resulted |
| 5. A. anything | B. nothing | C. everything | D. something |

For questions 6-10, read the text below and think of the word which best fits each gap. Use only one word in each gap. Write your answers IN CAPITAL LETTERS.

Wellington boots

These knee-high waterproof boots, famously worn by Paddington Bear, have an interesting history. In the early 19th century, Arthur Wellesley, the Duke of Wellington, became a national hero for defeating the French leader Napoleon. 6) _____ he was also a fashion icon, his preferred footwear of mid-length leather boots soon caught on with the general public, and were called, unsurprisingly, Wellingtons. Then, in the mid-19th century, manufacturers made a technological 7) _____ that allowed them to produce a similar style of boot made of rubber. These proved to be essential to soldiers as they were by 8) _____ the best way to protect their feet from wet conditions, which was especially important during the First World War. When those soldiers returned home after the conflict had ended, they brought their boots with them and soon everyone wanted a pair. These days, celebrities even buy expensive top-branded Wellingtons in unusual colours to show 9) _____ at music festivals. If these boots aren't 10) _____ cup of tea, you'll just have to wait for the fashion to change. But don't hold your breath!

For questions 11-15, read the text below. Use the word given in capitals to form a word that fits into the gap. Write your answers IN CAPITAL LETTERS.

Giving gifts – top tips

Whether you're choosing a present for a birthday, Christmas or another occasion, it's important to make the right decision. Obviously, the first 11) _____ CONSIDER should be your budget. But after that, you need to think about how much 12) _____ ENJOY your gift will bring to the person receiving it. It's a good idea to choose something that will 13) _____ STRONG your relationship with each other – be 14) _____ THINK and select an item that reflects shared experiences. Some people are hard to shop for because they seem to already have everything they need. When I'm in this situation, I tend to go for something totally 15) _____ EXPECT – everyone likes to be surprised!

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write only the missing words IN CAPITAL LETTERS.

How much did that new bike cost you? (SET)

How much did that new bike 16) _____ ?

I don't mind you borrowing my stuff if you ask first. (LONG)

17) _____ you ask first, it's fine for you to borrow my stuff.

My son read the whole book in just one day. (COVER)

My son read the book 18) _____ in just one day.

I'm really tired of this weather. (FED)

I'm really 19) _____ this weather.

She was too young to go to university. (ENOUGH)

She 20) _____ to go to university.



You are going to read an article about keeping warm in winter. Five sentences have been removed from the article. Choose from sentences A-F the one which fits each gap (21-25). There is one extra sentence which you do not need to use.

Stay warm in winter

Top tips to beat the cold

People all over the world have been affected by the recent cost of living crisis, and those who live in cold climates have been suffering through the winter. Here is some advice for how to stay warm without spending a lot of money.

First of all, wearing lots of layers of clothes will help to keep your body temperature up. Look for natural materials like wool, cotton and silk. 21) _____ Having several warm blankets will provide the most warmth.

Obviously, you don't want a lot of draughts coming in. 22) _____ So, check your house and close up any little gaps or holes that you find. You should also use thick curtains and make sure to close them when it gets dark at night to keep warm air in.

Another thing that people often need to be reminded of is to only heat rooms where they are spending lots of time. 23) _____ If you do this, you should only heat your main living area during the day.

24) _____ This makes a big difference to your body temperature, and also to your long-term health. Include plenty of fruit and vegetables in your diet so that you avoid illness during the winter months.

When you're all wrapped up in blankets, it can be easy not to get enough exercise. Getting up and moving around at least once an hour will ensure that your blood is moving around your body. 25) _____

- A. Ask if there's any help available from your energy supplier or local government.
- B. It's surprising how many people haven't changed the settings on their central heating or radiators.
- C. Make sure that you're having regular hot drinks and eating hot food.
- D. These are currents of cold air which are often found around doors and windows.
- E. What many people may not realise is that this even applies to your bed.
- F. What's more, it will improve your mood.

Calculate your score for exercises 1-25 in the previous stage. There are 25 points available in total. Convert this into a percentage and write this here:

3

Self-evaluation

Think about how well you performed in each of the categories in the table. Give yourself a traffic light mark for each line: green means you performed well, yellow means your performance was ok, and red means you need to improve. You should also consider the two reading exercises that were not included in the revision activities.

Exam paper 1	green	yellow	red
Use of English multiple-choice gap-fill			
Use of English: gap-fill with no options given			
Use of English: word formation			
Use of English: key word transformations			
Reading: missing sentences exercise			
Other reading exercises: multiple choice comprehension questions			
Other reading exercises: multiple matching exercise			

Now think about how you did in each of these language areas.

Language area and the lesson it was presented in	green	yellow	red
Verb/adjective + preposition (<i>Spices</i>)			
Comparatives and superlatives (<i>Redheads</i>)			
Prefixes and suffixes (<i>Horse Power</i>)			
Phrases with "so" (<i>If You Say So</i>)			
Word families (<i>Message from the Stone Age</i>)			
Connecting information (<i>A Wheelie Good Idea</i>)			
Parallel expressions (<i>That's the Spirit!</i>)			
Phrasal verbs and other items from Language in context (all lessons)			

Choose up to three important areas from either of the tables that you need to improve in. Mark these with an X in the tables above.

There are lots of ways for you to improve in your weaker areas. Choose up to three that you need to do from the list below and make time in your schedule to complete them before the exam.

- You need to be able to read fast in the B2 First exam. Practise reading short texts online or in English-language newspapers, magazines and books. Read for 10 minutes every day.
- Look back at exam tasks in this and previous lessons. Make sure you can explain why every right answer is correct and why the wrong answers are incorrect.
- Find more B2 First practice papers online and work with those. Make sure you can explain why every right answer is correct and why the wrong answers are incorrect.
- Check a grammar book or look online for additional practice with grammar points that you don't feel confident about.
- Make a list of vocabulary, phrasal verbs and other language in context that you don't feel confident about. Write personal and original sentences which use these items.

4

Optional extension

Read the opening of the well-known Sherlock Holmes story by Sir Arthur Conan Doyle. Then look at the three multiple-choice questions which relate to the underlined areas of the text. Three incorrect options are provided – you need to write the correct option.

The Hound of the Baskervilles

Mr. Sherlock Holmes, who was usually very late in the mornings, except those not infrequent occasions when he was up all night, was seated at the breakfast table. I stood upon the hearthrug and picked up the stick which our visitor had left behind him the night before. It was a fine, thick piece of wood. Just under the head was a broad silver band nearly an inch across. "To James Mortimer, M.R.C.S., from his friends of the C.C.H.," was engraved upon it, with the date "1884." It was just such a stick as the old-fashioned family doctor used to carry—dignified, solid, and reassuring.

"Well, Watson, what do you make of it?"

Holmes was sitting with his back to me, and I had given him no sign of my occupation.

"How did you know what I was doing? I believe you have eyes in the back of your head."

"I have, at least, a well-polished, silver-plated coffee-pot in front of me," said he. "But, tell me, Watson, what do you make of our visitor's stick? Since we have been so unfortunate as to miss him and have no idea of his errand, this accidental souvenir becomes of importance. Let me hear you reconstruct the man by an examination of it."

"I think," said I, following as far as I could the methods of my companion, "that Dr. Mortimer is a successful, elderly medical man, well-liked by those who gave him this mark of their appreciation."

"Good!" said Holmes. "Excellent!"

"I think also that the probability is in favour of his being a country doctor who does a great deal of his visiting on foot."

"Why so?"

"Because this stick, though originally a very handsome one has been so knocked about that I can hardly imagine that he carried it in town. It's very worn down, so it is obvious that he has done a great amount of walking with it."

"Perfectly true!" said Holmes.

"And then again, there is the 'friends of the C.C.H.' I should guess that to be the Something Hunt, the local hunt to whose members he has possibly given some surgical assistance, and which has made him a small presentation in return."

"Really, Watson, you're very clever," said Holmes, pushing back his chair. "I must say that in all the reports which you have given of my own small achievements you have almost always underrated your own abilities. It may be that you are not yourself brilliant, but you are a conductor of light. Some people without possessing genius have a remarkable power of stimulating it in others. I confess, my dear fellow, that I am very much in your debt."

1. What does Holmes mean when he says, "What do you make of it?"
 - a. He is asking how the stick was made.
 - b. He wants to know what Watson is going to do with the stick.
 - c. He is wondering why the visitor left the stick behind

2. Holmes knows that Watson has picked up the stick because
 - a. Holmes has special powers.
 - b. Holmes is wearing his glasses.
 - c. Watson is talking about the stick.

3. What does Holmes mean when he says, "Some people without possessing genius have a remarkable power of stimulating it in others"?
 - a. He means that Watson is smarter than most other people.
 - b. He means that you don't need to be a genius to understand what's happening.
 - c. He means that someone else has helped Watson solve a puzzle.

Correct options:

1.

2.

3.

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PART 4

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GET OFF THE PHONE!



Scan to review worksheet

Expemo code:
1HLA-22PB-2806

1 Warm up

Look at the survey about mobile phone use and complete each question with one missing word.

Survey: mobile phones

- How often do you¹ at your mobile phone?
- Besides social media, what's the main way that you² your phone?
- What would you do if you were in the³ of a family dinner and your phone went off (*made a noise*)?
- Do you ever⁴ annoyed by the way other people use their phones?
- What⁵ happen if you lost your phone?

1. How would you answer these questions? Compare your ideas in pairs or small groups.
2. Discuss whether phone use is out of control in our society.



2 Language point

Read the sentences and match the words in bold with their meanings.

Group A

1. I think it's about time that schools taught students more about health and **well-being**.
 2. I've got a lot of **anxiety** about the exam next month – I don't think I'm going to pass!
 3. It's **inappropriate** to show scary films and TV programmes to young children.
 4. Lots of people put **images** of the food they're cooking or eating on social media.
 5. Teachers often talk to parents to share any **concerns** they have about students who are often absent or late.
 6. We usually provide at least two people to **supervise** the children at playtime.
- a. watch someone to make sure they are doing something well or safely
 - b. not suitable for a specific situation because it could cause harm
 - c. a feeling of worry about the future
 - d. pictures or photographs
 - e. specific worries about a person or situation
 - f. the state of feeling good in both your body and your mind



Group B

1. If you have a **device** like a phone or tablet, you can stream music or videos to watch in your free time.
2. If you suffer from **depression**, you may need to take medication to help you feel more positive.
3. Some popular **posts** on social media have hundreds of thousands of views.
4. **Violent** films and movies about war are only recommended for those over 18s.
5. We need to make sure we take **mental health** seriously and give people space to say when they're feeling unhappy or sad.
6. You can set up a special password on your TV to make sure that your young children don't **view** anything meant for older people.
 - a. how you are feeling in your mind – whether you are sad or happy, relaxed or stressed, etc.
 - b. a small machine that can connect to the Internet
 - c. a serious condition where you feel very sad and without hope for a long period of time
 - d. a message, picture or video that someone is showing on a website or social media
 - e. relating to people hurting each other
 - f. watch something

Find five pairs of words with very similar meanings: one item in each pair is from Group A and one from Group B.

Complete the word family table and underline the stressed syllables.

verb	noun	adjective
-	an <u>x</u> xiety	1
-	con <u>cern</u>	2
-	de <u>press</u> ion	3
<u>sup</u> ervise	4	-
-	5	<u>viol</u> ent

3 Writing part 1 - an essay

Paper 2 contains two writing tasks. The first is always an essay and all students must complete this task. You are recommended to spend around 40 minutes on this task and write 140-190 words.

For the essay task, a topic and two ideas are supplied. You must include both ideas and supply a third idea of your own in your response.



Information

These tasks test your ability to agree or disagree, give opinions, give reasons and examples, explain advantages and disadvantages and make conclusions. The style for the essay is neutral or semi-formal.



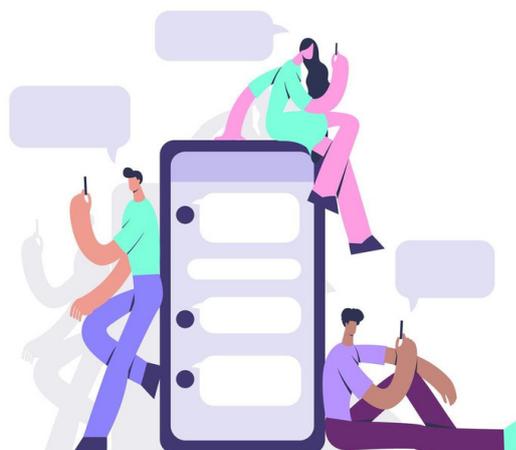
Tips

- Even though time is limited, you should take a few minutes to think about and plan your response. No title is required.
- Write your response clearly in the answer book provided. You can cross out words or phrases to make changes or corrections if you do it neatly and clearly.



Watch out!

Both British and American English are allowed on the exam, but candidates should be consistent in their usage.



4 Model answer

Look at the task and decide what third point you would include.



Writing Part 1

In your English class, you have been talking about mobile phones. Now, your English teacher has asked you to write an essay.

Write an essay using ALL the notes and giving reasons for your point of view.

Some people say that young people spend too much time looking at their phones. Do you agree?

Notes:

Write about:

- 1 importance of staying in touch
- 2 the type of content they view
- 3 (your own idea)



Read the model answer and compare the third idea with your own.

Add the missing *-ing* phrases to the gaps – one is extra.

- chatting with friends during lessons
- damaging their health and well-being.
- looking at a screen for long periods of time
- sharing and viewing posts on social media.
- spending lots of time on social media
- viewing inappropriate content

Nearly everyone these days has a smartphone and most feel that they cannot manage without this device. However, many people, particularly young people, spend so much time checking their phones that they may be _____¹.

Of course, the main purpose of a phone is to stay in touch with what's going on in the world. This includes both contact with friends or family and _____². Young people would argue that this is an important and enjoyable daily activity.

However, research shows that _____³ may lead to anxiety and depression. In addition to poor mental health, there are also concerns about _____⁴. Some easily available images and videos are violent or upsetting. Furthermore, _____⁵ may lead to eyesight problems and difficulties falling asleep.

As too much screen time can lead to a range of physical and mental problems, it is up to parents and teachers to supervise how young people use their smartphones.

How many paragraphs are in the essay? What is each paragraph about?

5 Practice

You are going to try a similar essay-writing task. Complete the activities.

Read the instructions. Then cover them and say what you think you have to do.



In your English class, you have been talking about mobile phones. Now, your English teacher has asked you to write an essay.

Write an essay using ALL the notes and giving reasons for your point of view.

Many teachers are complaining that students are looking at their mobile phones in class when they should be studying.
How can this problem be solved?

Notes:

Write about:

- 1 using phones as part of lessons
- 2 removing phones from all students at the start of lessons
- 3 (your own idea)

Work in pairs to think of a third point to include. You could think of several possibilities and then choose the strongest one.

Make some short notes about all three points. What will your conclusion talk about?

Write your essay in 40 minutes. It is helpful to double space for your teacher to make corrections as they read. You do not need to do this on the exam.

6

Writing feedback

B2 First Writing part 1 - essay	
content	You presented two points from the notes You presented your own original third point as well You wrote 140-190 words
organisation	You included four clear paragraphs You made connections between information within paragraphs You made connections between paragraphs
accuracy and range for grammar and vocabulary	You used relevant vocabulary accurately You had good control of grammar You may have made some mistakes, but it is still possible to follow your ideas
style	You used a neutral/semi-formal register
effect on the target reader	The reader understands your opinion The reader knows which solution you think is best
A positive comment	
Next time you write an essay for B2 First, the most important area for you to improve is...	

7

Optional extension / homework

In part 2 of the B2 First Speaking paper, you have to describe and compare two photographs. You will learn more about how to do this later in the course, but it will be helpful to get some practice now.

Work in A/B pairs. Look at your two photos and make a response according to the instructions.

Student A: your pictures show travellers using their phones. Describe and compare the pictures and say how useful you think phones are to travellers.



Picture 1



Picture 2

Student B: your pictures show two people using phones at the same time. Describe and compare the pictures and say how they're using their phones together.



Picture 1



Picture 2

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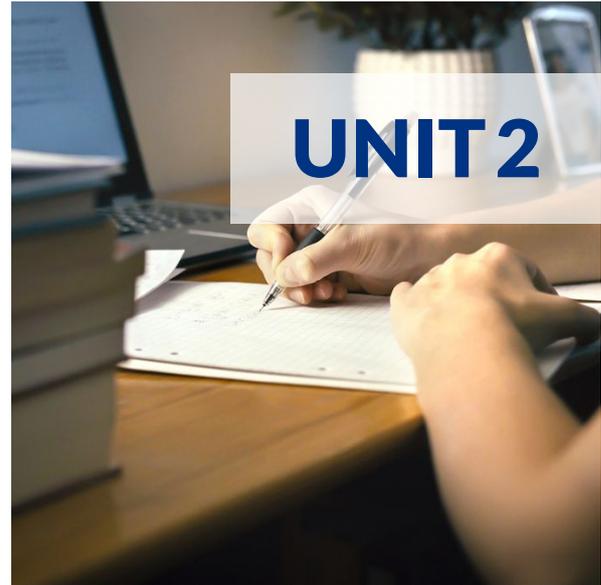
JUST THE JOB



Scan to review worksheet

Expemo code:

1HLA-22PB-80E4



1

Warm up

These six sentences are mixed up. Organise them into two different messages by labelling them like this: A1, A2, A3 and B1, B2, B3.

- Hope you didn't wait around for me for ages – will catch up with you this weekend.
- I am so sorry to have inconvenienced you and I hope we can find a time to reschedule.
- I am writing to apologise for missing my appointment with you yesterday.
- Sorry I couldn't make it yesterday!
- The train was really late and then I lost my phone, total nightmare!
- This was due to a severely delayed train and, unfortunately, I was not able to contact you because I had lost my phone.

Answer the following questions.

1. How did you decide on the solution?
2. Who are the intended readers of each message?
3. What would happen if the intended reader of one message received the wrong one?

2 Language point

Writing successful messages, e-mails and letters depends partly on getting the style right. There are several important differences in English between informal and semi-formal styles.

Compare these pairs of sentences and say which is informal and which is semi-formal. Explain your thinking.

- Dear Mr Jacobs,
- Dear Steve,

- Someone told me you were really under the weather.
- I was told you have been unwell.

- We left some flowers at your house earlier today, but we did not ring the bell so as not to disturb you.
- Left some flowers outside your door earlier – hope they don't make you sneeze even more!

- I wonder how long you will be away from the office?
- How long will you be off work?

- Later, dude! Sam, Ben and all the guys at the office
- Best wishes, Sam Jones, Ben Martin and all your colleagues

Make a note of the features of informal and semi-formal language in the table below.

informal messages, e-mails and letters	semi-formal messages, e-mails and letters
<p><i>example:</i> Greeting: Dear + first name,</p>	

3 Writing part 2

Paper 2 contains two writing tasks. The second task allows you to choose from three options and one might be an e-mail or letter (these are considered to be the same thing in the exam).

You are recommended to spend around 40 minutes on this task and write 140-190 words.



Information

Depending on the instructions, the e-mail letter tasks test your ability to use functional language like describing, explaining, reporting, giving information, suggesting, recommending, or persuading. You may need to use either an informal or semi-formal style.



Tips

Read the instructions carefully to determine who the intended reader is and which style to use. Make sure you follow the instructions and answer all the questions provided.



Watch out!

Don't waste time counting the exact number of words you have written. It's fine if you go over the word limit by 10%, but you should try to achieve a minimum of 150 words to make a good impression.

4 Model answer

Before you read the model answer, look at the task and answer the questions.

1. What specific things do you think a successful response will include for the three points?
2. Is there any additional information you could include?

You see this advertisement on a college noticeboard.

Volunteers needed!

- Have you enjoyed your college experience?
- Would you like to share your enthusiasm with others?
- Do you have free time over the spring holidays?

We're looking for student representatives to give campus tours to young people and their families who are thinking of applying for a place at this college in the next academic year.

Please write to us asking for more information and give details of your relevant experience and suitability for the role.

Write your letter in 140-190 words.

Read the model answer and compare your ideas with the response.

Dear Sir/Madam,

I saw your advertisement on the noticeboard at college, and I wanna help you out.

I am studying maths and science at the college, and I have had a wonderful time here, from the course itself to the social activities. I would welcome the opportunity to share my experiences with others. I was planning to remain on campus during the spring holidays in order to complete some revision, but, you know, I'd be pretty cool about working a couple of hours.

Furthermore, I have had some experience with this type of role. At school, someone chose me to show new students around. I was also asked to look after a small group of pupils who needed additional support in their first year, and I very much enjoyed being able to help them feel more confident in their new environment.

In the future, I would like to train as a maths teacher, and I think this role would give me some useful understanding of how young people view their educational opportunities. I hope you will consider me for this role. Drop me an e-mail.

Catch you later,

Luke

1. What style should the response be? Has the writer achieved this style?
2. Locate five items which need improving and rewrite these in the correct style.
3. How many paragraphs are in the e-mail? What is each paragraph about?



5 Practice

You are going to try a similar essay-writing task. Complete the activities.

Read the instructions. Then cover them and say what three points your response should include and what style you need to use.

**Writing Part 1**

You have received this e-mail from your English-speaking friend Carrie.

From: Carrie

Subject: summer work

I'm setting up a tutoring scheme this summer to help some of the kids at our local secondary school to prepare for their maths exams next year.

I was wondering if you want to volunteer - I know you have an excellent level of knowledge of this subject. Do you have any experience with this sort of thing?

And would you be free to meet with a small group of students for an hour once a week in July and August?

Please let me know - I'd love to work with you. Talk soon?

All the best,

Carrie

Write your e-mail in 140-190 words.

Make some short notes about all three points. What other information could you include?

Write your essay in 40 minutes. It is helpful to double space for your teacher to make corrections as they read. You do not need to do this on the exam.

6

Writing feedback

B2 First Writing part 2 – e-mail/letter	
content	<p>You wrote about the correct topic</p> <p>You answered all the questions</p> <p>You presented relevant extra information</p> <p>You wrote 140-190 words</p>
organisation	<p>You used a letter format with an opening and closing</p> <p>Paragraph 1 explains why you are writing</p> <p>The rest of the information is organised into clear paragraphs</p> <p>The final paragraph is a closing which includes a phrase like: I look forward to hearing from you.</p>
accuracy and range for grammar and vocabulary	<p>You used relevant vocabulary accurately</p> <p>You had good control of grammar</p> <p>You may have made some mistakes, but it is still possible to follow your ideas</p>
style	<p>You were consistent in your use of an appropriate informal or semi-formal style</p>
effect on the target reader	<p>The reader has all the information they need to move on to the next stage</p> <p>The reader feels positive about working with you</p>
A positive comment	
Next time you write an e-mail/letter for B2 First, the most important area for you to improve is...	

7

Optional extension / homework

You are going to review Use of English part 4 – key word transformations, working with pairs of informal/semi-formal items.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

1. Can you send me a copy of the original letter? (WONDER)

I _____ forward me a copy of the original letter.

2. It would be great if you could offer me this discount. (GRATEFUL)

_____ if you could give me this discount.

3. We are currently trying to determine why your order was lost. (OUT)

At the moment, we are trying to _____ why your order got lost.

4. We should discuss this situation at the earliest opportunity. (POSSIBLE)

We should talk about this situation _____.

5. I'm sure we can give you all the information you need (WITH)

I am confident that we can _____ all the information you require.

Find another semi-formal and informal pair of items in each of the exercises.



GETTING CRAFTY



Scan to review worksheet

Expemo code:
1HLA-22PB-6AB7

1 Warm up

In part 2 of the B2 First Speaking paper, you have to describe and compare two photographs. You will learn more about how to do this later in the course, but it will be helpful to get some practice now. Work in A/B pairs. Look at your two photos and make a response according to the instructions.

Student A: your pictures show people knitting and sewing. Describe and compare the pictures and say why people enjoy these crafts.



Student B: your pictures show people doing woodwork and pottery. Describe and compare the pictures and say how people usually learn these crafts.



Answer the questions below.

1. Can you think of any other popular craft activities?
2. Which of these crafts have you tried, and which would you like to try?
3. Why is it important for children to get the chance to learn these skills?

2

Focus on language

There are many phrases in English which use the verb *get*, for example: *get the chance to learn new skills*. These are very common in informal speaking and writing. Complete the *get* phrases in these sentences using a two-word option from the box.

any bread / it now / lost on / much worse / on well / rid of /
round to / to stay / to work / too small / with cheating / you to

1. Can I just get _____ sign here, please?
2. Did you get _____ my old school papers? I wanted to keep them.
3. Good morning! I've had my coffee and I'm ready to get _____.
4. He thinks he got away _____ on the exam, but I'm sure someone's going to find out.
5. I didn't understand what you meant, at first, but I get _____.
6. I guess I ate too much over Christmas – these trousers seem to have got _____ for me.
7. I had a bit of a headache this morning, but now it's getting _____.
8. I'm back from the supermarket, but I'm afraid I didn't manage to get _____.
9. I'm sorry I'm late. I got _____ the way here.
10. If you just leave the dirty dishes in the sink, I'll get _____ doing them later.
11. We don't get _____ with our neighbours, I'm sorry to say.
12. When I was a child, I only got _____ up late when it was my birthday.

Some uses of *get* are very easy to understand and use.

- Example: *get the chance to learn new skills* = have an opportunity to do something new, or do something that you enjoy. This is a **collocation**.
1. Which examples refer to a change in a situation?
 2. Which example refers to buying or obtaining something?
 3. Which example refers to understanding?

Other uses of *get* are more complicated.

- Example: *get to stay up late* = be allowed to do something that you really want to do and/or which is normally not allowed.
1. Which examples relate to beginning or starting a task?
 2. Which example means to ask another person to do something?
 3. Which example relates to doing something wrong, and escaping punishment?
 4. Which example relates to relationships?
 5. Which example relates to something you don't want any more?

What other phrases with *get* do you know?

3

Writing part 2 - an article

Paper 2 contains two writing tasks. The second task allows you to choose from three options and one might be an article. You are recommended to spend around 40 minutes on this task and write 140-190 words.



Information

The instructions will state that the article is for an English-language magazine or newsletter, and you can assume that the reader will have similar interests to you. You should use an informal style. Articles should have a title.



Tips

Read the instructions carefully and make a plan to respond to all the points. The main purpose of an article is to interest, inform and entertain the reader. You can do this by directly addressing the reader as *you*, asking the reader questions, and including your own opinions as well as direct speech.



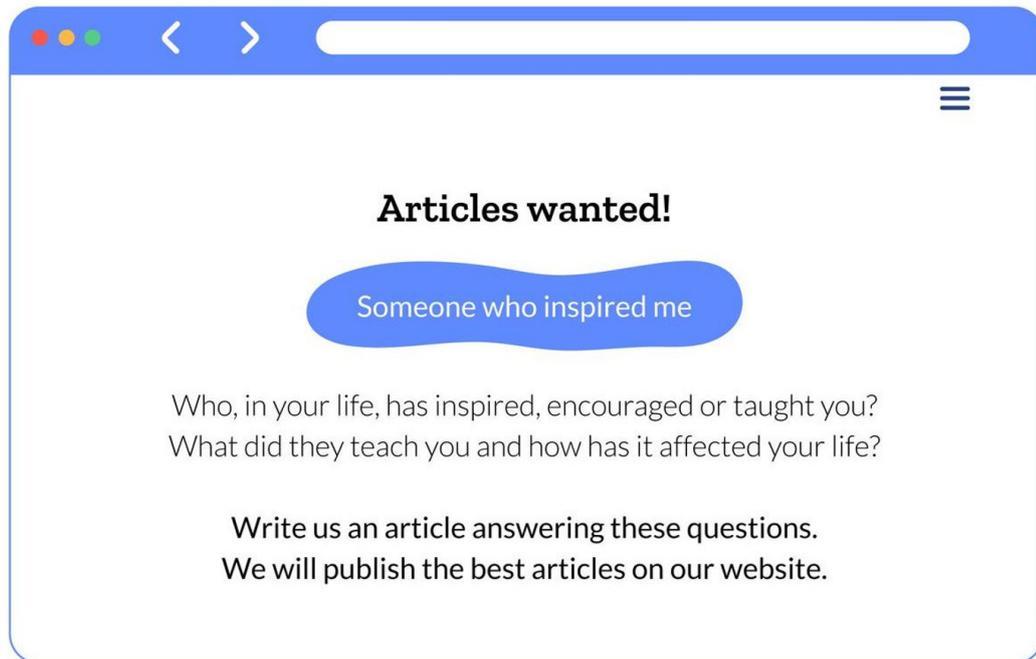
Watch out!

As you are choosing from three tasks in part 2, avoid a task if you're not sure how to respond. Select the one that you feel most comfortable with.

4 Model answer

Before you read the model answer, look at the task and answer the questions.

You see this announcement on an English-language website.



The screenshot shows a web browser window with a blue header. The main content area is white and features the following text:

Articles wanted!

Someone who inspired me

Who, in your life, has inspired, encouraged or taught you?
What did they teach you and how has it affected your life?

Write us an article answering these questions.
We will publish the best articles on our website.

1. How many questions do you have to answer?
2. The title of the model answer you are going to read is "Thanks, grandma!" Make some predictions about what the writer says in the article.

Read the model answer and compare your ideas with the response.



Thanks, Grandma!

"Now you know how to knit, I think you should start making a sweater," said my grandmother. She even bought me some wool and an easy pattern. It was time to begin working!

I was ten years old, and I have to tell you, it wasn't easy. I can't count how many times I couldn't follow the pattern and lost my place. My grandmother was on hand to help. She checked my work, and she never excused me for making a mistake! Sometimes I had to ask her to do the tricky bits. It seemed to take forever. But slowly, the sweater took shape, and I improved at knitting.

I finished the sweater and wore it for years. I even kept it when it became too small - it was too special to throw away. I'm still a keen knitter. Just before grandma passed away a few years ago, I told her, "I understand! Life is all about hard work and patience. Thanks, Grandma!"

The writer has missed some opportunities to include *get* or phrases with *get*.

- Example: "... I think you should start (get down to) making a sweater ..."

Look back at the article and find nine more places where you can substitute *get* or a phrase with *get*.

1. How does the writer achieve an informal style?
2. What does the writer do to interest, inform or entertain the reader?
3. How many paragraphs does the writer use and what is each one about?

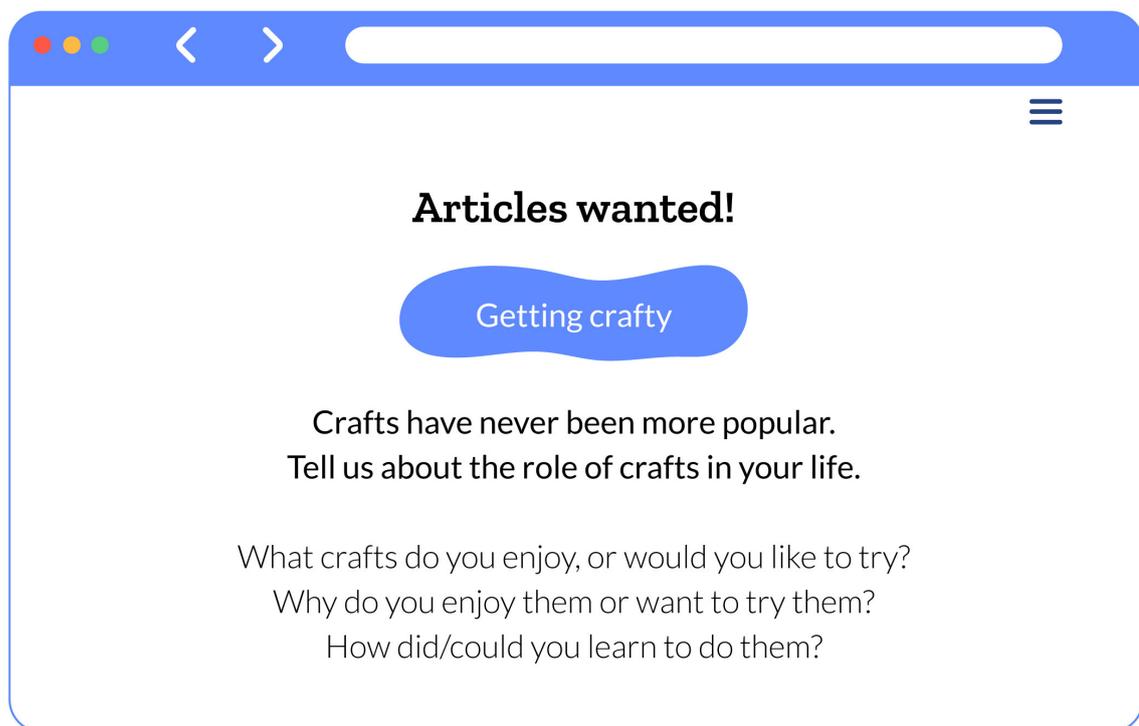


5 Practice task

You are going to try a similar article writing task. Complete the activities.

Read the instructions. Then cover them and say what you have to write about, what three points your response should include and what style you need to use.

You see this announcement on an English-language website.



Make some short notes about all three points.

1. How will you interest, inform or entertain the reader?
2. What get phrases will you use?

Write your essay in 40 minutes. It is helpful to double space for your teacher to make corrections as they read. You do not need to do this on the exam.

6

Writing feedback

B2 First Writing part 2 - article	
content	You wrote about the correct topic You included a title You responded to all the points You wrote 140-190 words
organisation	The content is organised into clear paragraphs The first paragraph introduces the main idea The final paragraph provides a satisfying conclusion
accuracy and range for grammar and vocabulary	You used relevant vocabulary accurately You had good control of grammar You may have made some mistakes, but it is still possible to follow your ideas
style	You were consistent in your use of an appropriate informal style, for example: phrases with <i>get</i> , phrasal verbs, contractions and exclamation marks.
effect on the target reader	The reader is interested, informed and entertained because you included some of these features: address the reader as <i>you</i> , ask the reader a question and include direct speech.
A positive comment	
Next time you write an article for B2 First, the most important area for you to improve is...	

7

Optional extension / homework

Read the text below and think of the word which best fits each gap. Use only ONE word in each gap.

Which craft?

Are you one of those people who love crafts? I know people like that. Every evening, they sit in front of the TV and get _____¹ to work on their latest project. They never seem to get bored _____² their work. I get _____³ – they love crafts! And I'm a bit jealous.

I've tried to learn so many different skills over the years, but I never really got _____⁴ with any of them. I wasn't having much fun, and it seemed like I never got round _____⁵ finishing anything. In the end, I had so many bags and boxes of unfinished projects that I had to get _____⁶ of them all.

But now, at last, I think I've found the right craft. I got my neighbour _____⁷ teach me how to knit. We have a regular date every week to work on our projects together. I feel very lucky to get the _____⁸ to learn this new skill and have a chat with someone I like.

Which parts of the writer's experience can you relate to?



MOVIE NIGHT



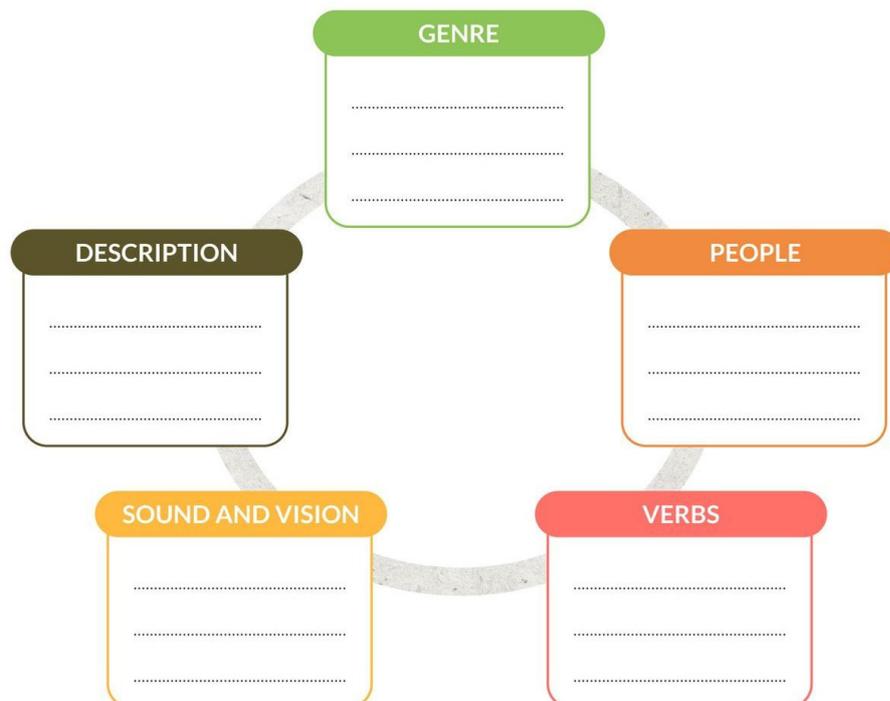
Scan to review worksheet

Expemo code:
1HLA-22PB-179A

1 Warm up

Write these film/movie words next to the correct part of the diagram. Then add any other examples you can think of.

actor / dull / play / musical / set / director / soundtrack / hilarious / documentary / animation
/ special effects / gripping / producer / star / dialogue



Answer these questions in pairs or small groups. Present yourself as if you were taking the exam, by giving reasons and examples to support your answers.

1. Do you enjoy watching movies?
2. What type of movies are your favourite?
3. Are there any types of movies that you never watch?

2 Language point

When we are writing, we cannot use our voice for emphasis, as we can in speaking. Therefore, we need to find other ways to help readers notice certain items in our sentences. Compare the pairs of examples in the table.

Normal sentence	Cleft sentence
The ending of the story was the best bit .	The best bit of the story was the ending.
The special effects really surprised me .	What/The thing that surprised me were the special effects.
A big musicals fan recommended the film to me.	The person who recommended the film to me was a big musicals fan.

Cleft sentences work by moving the information we want to emphasize to the front of the sentence. They are very useful in certain genres of writing like reviews or articles because they are more interesting to the reader. It is also possible to use cleft sentences in speaking.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. The accents were so difficult to understand. (FOUND) _____ most difficult to understand were the accents.
2. The story is that a bank robbery goes wrong. (HAPPENS) _____ a bank robbery goes wrong.
3. The costumes were my favourite thing. (LIKED) _____ best were the costumes.
4. This documentary will be appreciated by horse fans. (PEOPLE) _____ are going to love this documentary.
5. My father really wanted to see this film. (PERSON) _____ really wanted to see this film was my father.

6. I enjoyed the movie because it was so funny. (REASON) _____ enjoyed the movie was because it was so funny.
7. I found it very strange to see that actor as a young man. (STRANGEST) _____ that actor as a young man.
8. I was so disappointed with the soundtrack. (THING) _____ was the soundtrack.
9. I was wondering why the bad guys were all so handsome. (WHAT) _____ why the bad guys were all so handsome.
10. The hero looked for his missing money. (DID) _____ was to look for his missing money.

How many of the cleft sentences use superlative forms?

3

Writing Part 2 - a review

Paper 2 contains two writing tasks. The second task allows you to choose from three options and one might be a review. You are recommended to spend around 40 minutes on this task and write 140-190 words.



Information

The instructions will state that the review is for an English-language magazine or website, and the subject is something the writer has personal experience of, for example, a film, holiday, course, product or restaurant. You should use an informal style. Reviews should have a title.



Tips

- Read the instructions carefully and make a plan to respond to all the points. It's fine to invent some details, but these should be believable.
- The main purpose of a review is to describe an experience, explain a personal opinion, and make a recommendation. The reader should be interested, informed and entertained, as for an article.
- A review is a good place to show your range of specialist vocabulary related to the subject.



Watch out!

As you are choosing from three tasks in part 2, avoid a task if you're not sure how to respond. Select the one that you feel most comfortable with.

4

Model answer

Before you read the model answer, look at the task and answer the questions.

You see this announcement in your college English-language magazine.

Film reviews wanted

What film or movie made a big impression on you when you were a child?

Write us a review of the movie and explain when and where you saw it and why it was so special for you. Tell us whether you think children these days would enjoy seeing it.

The best reviews will be published in the magazine.

How many points of information do you have to include?

Read the model answer and then cover the paper. Remember what the writer said in response to the points in the task.

Mary Poppins: a movie review

You can call me old-fashioned, but the movie that I loved best as a child was *Mary Poppins*. I watched it on TV the Christmas when I was six. What I remember about seeing it for the first time is that my mother made popcorn and hot chocolate for me and my sister.

Mary Poppins is a musical produced by Disney about a magical nanny who brings an English family closer together. It's set in early 20th century London and shows a long-forgotten world of cooks and chimney sweeps. The main reason why I love this film is the singing and dancing. In fact, the songs were so catchy that I asked my parents to get the soundtrack and I learned all the words. All I wanted to do for months after that was to play *Mary Poppins* with my sister and our friends!

I'm not sure if today's children would enjoy the 1960s version of this film. One concern I have is that the animation sequences will seem dated. It may be better to show them *Mary Poppins Returns*, an update on the story made in 2018.

1. Underline the cleft sentences in the review.
2. How does the writer achieve an informal style?
3. What special film vocabulary does the writer include?
4. How many paragraphs does the writer use and what is each one about?

5 Practice

You are going to try the same review writing task that you saw in the model answer. Complete the activities.

Make some short notes about the film you are going to review. Remember that you will not be able to use the Internet during the exam!

information	notes
name of the movie	
some basic information: genre, setting, producer, director, actors	
when and where you first saw it	
why it was special for you	
recommendation for kids today and why/not?	

What special film vocabulary can you use?

Can you include two or three cleft sentences?

Work in pairs and present your ideas to your partner. If you are listening, give some feedback:

1. Did the speaker cover all the points clearly?
2. Did they use special film vocabulary?
3. Did they include a couple of cleft sentences?

Write your essay in 40 minutes. It is helpful to double space for your teacher to make corrections as they read. You do not need to do this on the exam.

6

Writing feedback

B2 First Writing part 2 – review	
content	You included a title You responded to all the points You described something, gave your opinion and made a recommendation You wrote 140-190 words
organisation	The content is organised into clear paragraphs The first paragraph introduces the main idea The final paragraph includes a recommendation
accuracy and range for grammar and vocabulary	You used relevant vocabulary accurately, including specialist film terms You had good control of grammar, including a couple of cleft sentences You may have made some mistakes, but it is still possible to follow your ideas
style	You were consistent in your use of an appropriate informal style, for example: phrasal verbs, contractions and exclamation marks
effect on the target reader	The reader is interested, informed and entertained
A positive comment	
Next time you write a review for B2 First, the most important area for you to improve is...	

7

Optional extension / homework

You are going to read five short movie reviews. For questions 1-5, choose from the sections A-E. Two answers are possible for one question.

In which section does the writer describe ...

1. a movie that has the same plot as a novel
2. a movie about a relationship that is pushed to the limit
3. a movie that is both funny and sad
4. a movie that might make you feel like you're on holiday
5. a movie that you can only watch once a year

My favourite films

Unmissable movies to enjoy again and again on TV or streaming services

- A. *Elf* (2003): this hilarious 2003 fantasy has now achieved the status of holiday classic. Starring Will Ferrell as a human raised by Santa Claus' helpers at the North Pole, it showcases all the magic of a New York Christmas. This is truly an experience for the whole family to laugh and cry over in the run-up to this very special time of the year.
- B. *Clueless* (1995): unbelievably now approaching its thirtieth anniversary, this update of a classic Jane Austen story still seems fresh and funny, with its sparkling dialogue and engaging characters. Set in Beverly Hills, high school student Cher tries to help a new girl fit in, finding love for herself in the process.
- C. *The Darjeeling Limited* (2007): although train travel can be dull, this comedy-drama about three brothers on a long-distance train journey across India certainly isn't. Director Wes Anderson's colourful style is instantly recognizable, and he also co-wrote the screenplay. Watch it for the scenery, if nothing else.
- D. *Mamma Mia!* (2008): with the soundtrack consisting exclusively of Abba songs, this fun musical, filmed on the gorgeous Greek island of Skopelos, is full of sunshine and joy. The plot, which concerns a wedding and the search for the bride's real father, hardly matters when there are so many chances to sing along!
- E. *Touching the Void* (2003): this documentary tells the story of two mountaineers who face an impossible situation when they make the descent from a peak in the Peruvian Andes. Even if you know the ending, you'll be absolutely gripped by the unfolding events. No special effects are needed when the truth is this incredible!

Answer the following questions.

1. Have you seen any of these films? Did you enjoy them? Why/not?
2. Which of these do you think you would enjoy watching?
3. What films would you add to this list of "Unmissable movies to enjoy again and again on TV or streaming services"?

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ON YOUR BIKE!



Scan to review worksheet

Expemo code:

1HLA-22PB-E202

1

Warm up

You will hear cyclists talking in five different situations. For questions 1-3, choose the best answer: A, B or C.



1. What are the cyclists complaining about?
 - a. The hills.
 - b. Their bikes.
 - c. Other people's behaviour.
2. What happens on Thursday?
 - a. The customer can collect their bike from the shop.
 - b. The shop will service the bike.
 - c. The customer can leave their bike at the shop.
3. Why does the owner like having an electric bike?
 - a. Because you don't need to charge it very often.
 - b. Because the place where they live isn't very flat.
 - c. Because it makes other people jealous.
4. What has happened?
 - a. A cyclist has nearly hit a pedestrian.
 - b. A car has nearly hit a cyclist.
 - c. A van is blocking the road.

5. Who do the cyclists need to communicate with?
 - a. Their instructor.
 - b. Each other.
 - c. Drivers.

Answer the following questions.

1. Are you a cyclist?
2. Are there many cycle paths in your town? What other facilities are available for cyclists?
3. Why do you think some people like to cycle to work or school?

2 Language point

Read these sentences from the recordings.

- But all work **must be paid for** in advance.
- So, it only needs **to be recharged** once a week ...
- For safety reasons, you've **been put** into small groups.

1. What's the same about the verb forms in bold?
2. How do we make this form?
3. How could these sentences be expressed with active verb forms?

Why do we use passive forms? Match the examples with the most appropriate reasons. Note that the agents are the people who perform an action in an active sentence.

1. I'm so excited – my book **is going to be published!**
2. After the accident, the drivers **were arrested**, and their cars **were taken away**.
3. We **were told** that there were no refunds available.
4. **It is to be assumed** that most residents would welcome better cycling facilities.
 - a. We want to achieve a more formal and impersonal style.
 - b. The agents are not known, not important or, as in this case, obvious.
 - c. We're more interested in the action than in the agents.
 - d. We want to avoid identifying the agents, perhaps to avoid blaming someone.

Read the text and complete the sentence with the correct tense and form (active or passive) of the verb in brackets.

A short history of cycling

In the early days, bicycles _____¹ (**make**) entirely of wood and had no pedals. Riders _____² (**move**) themselves forward by pushing off the ground with their feet. In the 1860s pedals _____³ (**add**), making cycling a more efficient and enjoyable experience.

The demand for more efficient and comfortable bicycles _____⁴ (**grow**) as cycling became more popular. In the late 19th century, various technical innovations _____⁵ (**introduce**), including the chain-driven bicycle, the air-filled tire, and a gear system.

Throughout the 20th century, cycling _____⁶ (**continue**) to evolve. Racing bikes, mountain bikes, and electric bicycles _____⁷ (**create**) as a result of advances in materials, design, and technology.

Today, cycling is a popular leisure activity and a competitive sport, which _____⁸ (**enjoy**) by millions of people. Cycling _____⁹ (**see**) as a healthy and environmentally friendly mode of transportation. As a result, many cities _____¹⁰ (**introduce**) bike-sharing programmes, making it easier to use bikes for short trips. In the future, more local governments _____¹¹ (**expect**) to take action to promote cycling by constructing cycle lanes in which cyclists _____¹² (**keep away**) from both pedestrians and cars for safety reasons.



3 Writing part 2 - a report

Paper 2 contains two writing tasks. The second task allows you to choose from three options and one might be a report. You are recommended to spend around 40 minutes on this task and write 140-190 words.



Information

The instructions usually indicate that the target reader is a superior (for example, a teacher, group leader or manager) or a peer group (for example, members of the same club). Reports must be clearly organised with titles and subheadings. You should use a semi-formal style.



Tips

- Read the instructions carefully and make a plan to respond to all the points. It's fine to invent some facts, but these should be believable.
- The main purpose of a report is to inform and make suggestions or recommendations. In real life, readers may interact with the different sections of a report out of order, for example, starting with the conclusion.
- A report is a good place to show your range of more formal language including passives.



Watch out!

As you are choosing from three tasks in part 2, avoid a task if you're not sure how to respond. Select the one that you feel most comfortable with.



4 Model answer

Before you read the model answer, look at the task and answer the questions.

A transport group with a special interest in cycling is coming to visit your local school. The aim of their visit is to see what the school is doing to promote this form of transport.

You have been asked to prepare a report for their leader. Your report should:

- include information about how the school encourages students to cycle
- recommend other steps the school could take

Write your report.

1. Who is the target reader and what do they want to know?
2. Why do you think they need this information?
3. Make some predictions about what the report says.



Read the model answer and compare your ideas with the response.

Cycling for all

Introduction

As part of a school-wide focus on health and well-being over the last few years, cycling rates among students have increased dramatically, both in and out of school. This report describes how this has been achieved.

Equipment

The first requirement for this scheme to work is to ensure that students have access to bicycles. When students were first surveyed, only 40% owned their own bikes. Many families reported that cost was a major factor, so a local cycling retailer was invited to make discounted bikes and equipment available to pupils. Furthermore, a successful scheme for selling second-hand bikes was set up by the parents' association. Today over 85% of students have their own bicycles. Bicycle sheds for storage during the school day have been constructed at cost price by local builders.

Education

The second element required for the promotion of cycling is education and training. Younger children are taught the basics of riding on the school playground, while older children are taken onto the roads and instructed in safe cycling.

Recommendations

Following the success of the scheme so far, it is recommended that teachers and other staff are offered the same discounts as pupils, and that this assistance is extended to the purchase of electric bikes.

1. Circle the passive verb forms in the report.
2. How does the writer achieve a semi-formal style?
3. How many paragraphs does the writer use and what is each one about?
4. How helpful do you think this report will be for the target reader?

5 Practice task

You are going to try a similar report-writing task. Complete the activities.

Read the instructions. Then cover them and say what you have to write about, what points your response should include and what style you need to use.

A representative from your local government has contacted your neighbourhood residents' association because they want to find out how local people view cycling.

You have been asked to prepare a report to send in. Your report should:

- explain local people's feelings about cycling and cyclists
- include information about local facilities for cyclists
- recommend steps the government could take to encourage people to cycle more

Write your report.

Make some short notes about the points you need to include.

How will you achieve a semi-formal style?

Write your essay in 40 minutes. It is helpful to double space for your teacher to make corrections as they read. You do not need to do this on the exam. Remember to include a title and sub-headings.

6 Writing feedback

B2 First Writing part 2 – report	
content	<p>You wrote about the correct topic You responded to all the points You provided brief but clear explanations You wrote 140-190 words</p>
organisation	<p>You used a title and sub-headings The first paragraph is an introduction which explains the purpose of the report</p> <p>Paragraphs are separated and indented The final paragraph includes recommendations</p>
accuracy and range for grammar and vocabulary	<p>You used relevant vocabulary accurately You had good control of grammar You may have made some mistakes, but it is still possible to follow your ideas</p>
style	<p>You were consistent in your use of an appropriate semi-formal style including passives, longer sentences, and avoidance of phrasal verbs and contractions.</p>
effect on the target reader	<p>The reader has all the information they need about local people’s attitudes The local government will be able to use this information to make plans that serve the needs of this area</p>
A positive comment	
Next time you write a report for B2 First, the most important area for you to improve is...	

7 Optional extension / homework

You are going to review Reading Part 7 – multiple matching. Read the article about a community cycling scheme and for questions 1-5, choose from sections A-E. The sections may be chosen more than once.

Which paragraph ...

1. talks about changes to the project? _____
2. suggests the best way to access the service? _____
3. describes how the service collects and spends money? _____
4. explains a surprising fact about the town? _____
5. gives a reason why the service may not be offered on a specific day? _____

A community that supports cycling

How Doctor Bike transforms Lewes into a bike-friendly town

- A. The county town of Lewes in East Sussex is, by anyone's accounts, not an ideal place for cycling. The town is built around a central steep hill and that means that cyclists are usually either struggling to get up or trying not to go too fast on the way down. The town's narrow old streets barely have enough space for basic pavements and cars, let alone cycle lanes. Yet the residents enjoy the services of a unique community project to promote cycling: Doctor Bike.
- B. The scheme is staffed entirely by volunteers. Once a week, weather permitting, they set up a free service in a central location, which offers basic repairs to brakes, gears and tires. This service is available to anyone. The volunteers are also happy to teach people how to fix their own bikes and/or lend specialist tools to anyone who needs them. The service is first come, first served, with no appointments, so early attendance is advised.
- C. Doctor Bike dates back at least to 1991, when local people staged a sustainable transport festival called Green Wheels Day. As part of this event, a free cycle repair workshop was offered and proved to be so popular that there was barely space to accommodate everyone. Since then, the service has been a regular event in the town, although the locations have varied over the years, as have the individual mechanics.
- D. Encouraging cycling in this way brings a range of benefits to the town. First of all, it encourages people to use cycling as a more environmentally friendly form of transport. Cycling also provides exercise and promotes good health. Doctor Bike makes cycling accessible and affordable to local people and the scheme helps create a sense of community spirit in the town. Although the service is free, users are invited to make donations which pay for spare parts and insurance, with any extra profits going to local charities.

Answer the following questions.

1. Do you have a similar project in your town? If so, how does it work and how popular is it? If not, do you think something like this should be set up?
2. Which one of the benefits described in the article do you think is the most important? Why?

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REFLECT ON WRITING



Scan to review worksheet

Expemo code:

1HLA-22PB-C9FB

1

Warm up

Paper 2 on the B2 First exam tests writing skills. The exam includes several different types of writing task. Place the types in the box in the correct place(s) on the line according to their level of formality.

an article / an e-mail / an essay / a report



1. One type of task is missing from the list. What is it and where does it belong?
2. Why is the essay different to the other types?

2 Language review

Complete the exercises. The answers in the first two sections are worth two points each and those in the final section are worth one point.

These sentences were written by students in their essays about exam preparation. Read the sentences and then the teacher's comments in *italics*. Then rewrite the sentences following the teacher's advice. Each item is worth two points.

1. During a stressful time like this, everyone should make sure that they look after both their mind and body. *Please rephrase this more formally - 4 words, the final word has a hyphen.*

2. Most people study English so they can get a better job. *Could you use a cleft sentence here to explain why? It would make more of an impact.*

3. If you don't get it, just ask the teacher. *Phrases with GET are usually informal.*

4. My parents asked me, "Do you have any homework?" *Please rewrite this as an indirect question.*

5. Once you have had a nice walk outdoors, you will feel ready to get down to studying. *Think about how you can avoid using this phrasal verb - it's quite informal.*

6. People often have a lot of worried feelings before they take an exam. *Please rephrase this as one word.*

7. I'm feeling both nervous and excited right now, and I expect you're feeling the same! *Make sure you show the examiner that you understand how punctuation can express a more formal style.*

8. The teacher instructed us to write in pencil. *This would be better as a passive.*

9. There will be someone in the room to watch people taking the exam. *Please rephrase this more formally using a verb + noun collocation.*

10. What every student waits for is the summer holidays, but exams come first. *In this case, it would be more natural to use a phrasal verb. Can you remember the correct one? We often use it in emails and letters.*

Read this student-written e-mail. There are ten mistakes, which are underlined. Correct the mistakes and say what kind of mistake each one is, using the correction code below. Each item is worth two points.

GR - grammar mistake

T - tense

WW - wrong word

WO - word order

SP - spelling

P - punctuation (including mistakes with capital letters)

word - there is an extra word – please remove it

^- insert a word or phrase

N - natural – this means the teacher understands what you mean but a native speaker would say/write it differently

Dear 1) Sir Ben Williams,

I saw your advertisement for the 2) big ben school of english on social media. I 3) write to ask for some more 4) informations about your school.

First, I would like to ask 5) are how many students in each class. A 6) school has many students is attractive for me because I want to make a lot of friends.

I would also like to ask about the resources of your school and the qualifications of the teachers. It is important for me to be taught by teachers who have qualifications. What qualifications do the teachers have? And what resources does the school have?

Finally, I would like to ask about the program, and the 7) amenties in the local 8) country. So please 9) tell to me what is included in the price and what I can do in my free time.

Thank you very much for your help in this matter. I am 10) looking forward to go to your school.

Best wishes,

Natasha

Complete this article with the missing words. You are given the first letter of each missing word. Each item is worth 1 point.

Quitting social media – my experience

Lots of people have expressed c _____¹ about the amount of time they spend on social media. The person who made me question my own use was an expert in addiction. In a recent podcast, she said the amount of time people spent online was directly related to the state of their mental h _____². People who spent more time on their devices were more likely to suffer from d _____³ - this effect was stronger for young people.

So, I decided to completely get r _____⁴ of social media apps on all of my d _____⁵, although I still used them for e-mails and phone calls. It was hard at first, especially when I knew my friends were p _____⁶ fun stuff and sharing i _____⁷. But I stuck with it and started to do things I didn't usually get the c _____⁸ to do – cooking, exercise, and face-to-face chats. It felt amazing.

Some of my friends are very worried about what their kids are v _____⁹ online – it's hard to avoid inappropriate c _____¹⁰. I would encourage the whole family to see the benefits of quitting social media for themselves.

3

Self-evaluation

Think about how well you performed in each of the categories in the table. Give yourself a traffic light mark for each line: green means you performed well, yellow means your performance was ok, and red means you need to improve.

Language area and the lesson it was presented in	green	yellow	red
Vocabulary related to social media (<i>Get Off the Phone!</i>)			
Formality markers (<i>Just the Job</i>)			
Phrases with GET (<i>Getting Crafty</i>)			
Cleft sentences (<i>Movie Night</i>)			
Passives (<i>On Your Bike!</i>)			

Now think about how confident you are to write each of these task types for the exam.

Exam paper 2: Writing	green	yellow	red
essay			
e-mail or letter			
article			
review			
report			

Which of these options would you most like to see as Task 2 on the exam paper when you take the B2 First?

Which would you least like to see?

Choose up to three important areas from either of the tables that you need to improve in. Mark these with an X in the tables above.

There are lots of ways for you to improve in your weaker areas. Choose up to three that you need to do from the list below and make time in your schedule to complete them before the exam.

- Make sure you have a strategy for the writing paper – you need to be prepared for the essay task and at least two other task types to be certain that you will show your best work on the day.
- Look back at your B2 First writing that your teacher has marked. Make sure you understand all the feedback and comments. If you haven't already done this, write the task again and improve it by making corrections and following comments.
- Find more B2 First practice writing tasks and work with those. Practise planning, writing and checking your work under timed conditions (40 mins per task).
- Check a grammar book or look online for additional practice with grammar points that you don't feel confident about.
- Make a list of vocabulary, phrasal verbs and other language in context that you don't feel confident about. Write personal and original sentences which use these items.

4**Optional extension**

This revision paper did not include an example of a Review writing task. Read the instructions and make notes showing your plan to respond to this task. Show how you will use paragraphs.

An English-language website has asked for reviews of parks and gardens in your local area. You decide to write a review of one of these places that you have visited. Describe the park or garden and say what you think of it. How do you think it could be improved?

Write your review in 140-190 words.

How many different words can you think of to refer to the park or garden without repeating these words?

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PART 5

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LISTENING IN



Scan to review worksheet

Expemo code:
1HLA-22PB-4C52

1 Warm up

You can overhear lots of interesting conversations in busy airports. Finish writing up to three of the five conversations which relate to the picture below.



A

Woman: What time is it now?
 Man:
 Woman:
 Man:

B

Woman: Hello? Pick up please, this is really important. I forgot to tell you something.
 Other person:
 Woman:

C

Man: So, what do you think of the new airport lounge?
 Woman:
 Man:
 Woman:

D

Woman: Is this the website you were talking about?
 Man:
 Woman:
 Man:

E

Woman (thinking to herself):
 I knew this would happen...

Compare your ideas in pairs.

What's the most interesting conversation that you have ever overheard?

2 Focus on language

We use lots of functional language in conversation. Functional language does a specific job in a conversation - see the examples below. Match each sentence with the correct function - think about what people really mean rather than the exact words they're using.

ask permission

disagree

express gratitude

give a compliment

give a warning

give instructions

1. _____ Are you using this chair?
2. _____ That's not how I see it at all.
3. _____ It means so much to me.
4. _____ That colour really suits you!
5. _____ I've just cleaned the floor over there so it's quite wet.
6. _____ The cat food is in the cupboard next to the sink, and he only gets half a cup.

Write one missing word in each sentence so that it matches the function. The first letter of the missing word is given to you.

1. **make an announcement:** All right everybody, can I have your a _____ ?
2. **make an apology:** We r _____ to say that the 4:40 train to Sheffield will be delayed by 20 minutes.
3. **make an offer:** I'm happy to s _____ my meal with you - I ordered way too much.
4. **make a request:** Would you m _____ holding this for me for a second?
5. **make a suggestion:** Have you e _____ thought of using a delivery service for your groceries?
6. **make a complaint:** I'm afraid the service here just isn't good e _____ !

When we talk about functional language, we use a range of collocating verbs. All the items in the second exercise collocate with *make*. Look back at the first exercise and underline more collocations.

Work in pairs to test your partner, like this: *What goes with permission?* Ask.

3 Listening part 1

Paper 3 contains Listening exercises. Part 1 includes eight short conversations or monologues which are introduced by a context sentence. This is followed by three multiple choice options. Each correct answer in this part is worth 1 point. You hear each recording twice in a row.



Information

These questions test your understanding of function, purpose, attitude, genre and agreement, among other things.



Tips

- You need to be able to read the introduction and three options quickly and efficiently so you can choose the right one. If you're very confident about your choice after the first time you hear the recording, look ahead at the next questions in this part while the recording is played a second time.
- Write your answers on the question paper while you are listening to the recording and then transfer them carefully to the answer sheet at the end of the exam - you are given 5 minutes for this. Always choose an answer to every question, never leave one blank.



Watch out!

The same word may appear in both one option and the recording, but this doesn't mean this is the correct answer.

4

Mini task

Before you try a full practice task for part 1, listen to these three conversations and choose the correct answer: A, B or C. Follow the tips you have just read.

You will hear people talking in different situations. For questions 1-3, choose the best answer: A, B or C.

1. You hear a teacher and student talking about their English class. How does the student feel?
 - a. Confident in the teacher.
 - b. Ready for the exam next year.
 - c. Worried about his reading skills.

2. You hear an announcement at a business conference. What is the announcement about?
 - a. Lunch.
 - b. Parking.
 - c. Tomorrow's schedule.

3. You hear two people talking about a TV show they've both seen. What do they agree about?
 - a. The reviews.
 - b. How it made them feel.
 - c. The way the characters looked.

Compare your answers with a classmate and explain your thinking.

Which item contained each of these types of functional language?

- a. agreeing about a negative statement
- b. giving a compliment/expressing gratitude
- c. making a request

How confident are you to try the full practice task?

5

Practice task

You will hear people talking in different situations. For questions 1-8, choose the best answer: A, B or C.



1. You hear an artist talking about her career. Why did she do so much drawing as a child?
 - a. She enjoyed it.
 - b. It helped her think.
 - c. She was bored at school.

2. You hear two university students at the end of a night out. What is the woman worried about?
 - a. Crime.
 - b. The weather.
 - c. Finding a taxi.

3. You hear two neighbours speaking. How can the man help?
 - a. Being quieter at night.
 - b. Keeping animals under control.
 - c. Making sure the bins are closed.

4. You hear two co-workers talking. How does the woman feel about public transport?
 - a. The train is better than the bus.
 - b. The bus is a good choice.
 - c. The train is as bad as the bus.

5. You hear two friends speaking about their local library. What do they disagree about?
 - a. The selection of books available.
 - b. The staff.
 - c. The types of stories they like.

6. You hear two housemates talking. Where is the woman going?
 - a. To a birthday party.
 - b. Out with her friend Dana.
 - c. To a restaurant.

7. You hear the introduction to a podcast. What does the guest do for a living?
 - a. She's a tour guide.
 - b. She's a wildlife photographer.
 - c. She's a travel writer.

8. You hear a voicemail message. Why is the speaker calling?
 - a. To explain the new work schedule.
 - b. To say that the client called.
 - c. To say that a delivery is missing.

6

Language in context

Read the sentences from the recordings and explain what the words or phrases in bold mean.

1. My teachers always used to **tell me off** because they thought I wasn't paying attention in my lessons.
2. Hi - I'm glad I **ran into** you.
3. I think someone **broke down** on the main road.

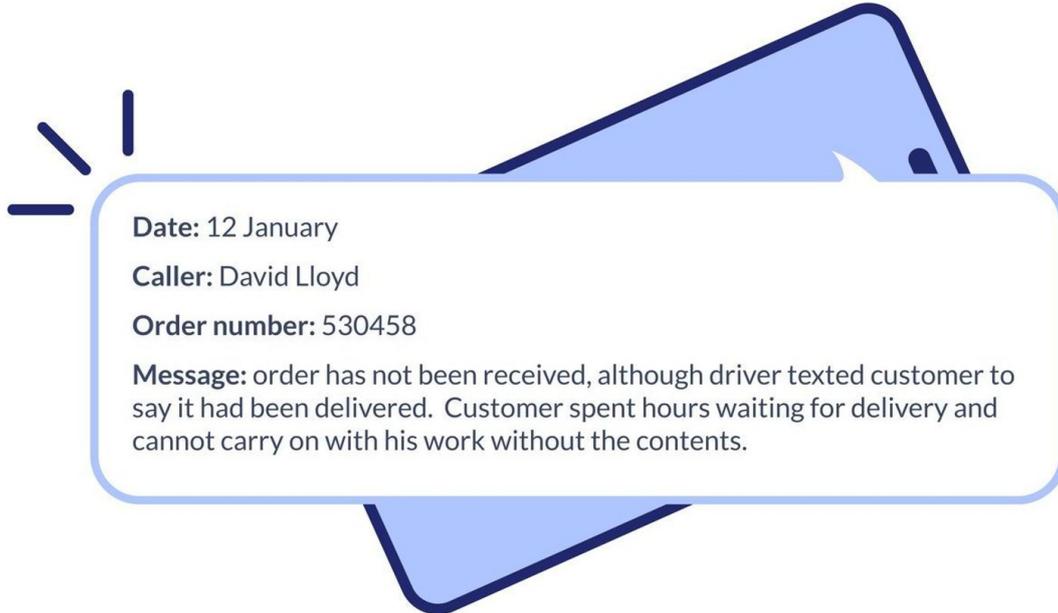
Think of at least three examples:

- People who might tell you off.
- Places where you might run into someone you know well.
- What you have to do if your car breaks down.

7 Optional extension / homework

On the second part of the writing paper, you may be asked to write a letter/e-mail and you may need to use different types of functional language. Read the task instructions and model answer and identify five different functions in the e-mail.

You receive this phone message at work. Write your e-mail in response.



Dear Mr Lloyd,

I am writing with reference to your phone call yesterday, in which you made a complaint about our delivery service. Let me start by offering you my personal thanks for bringing this matter to our attention. The situation you describe does sound unacceptable, and we regret that you experienced such inconvenience.

Our complaints process requires you to complete an online form which you can find by clicking "Let us know what you think" at the bottom left of our homepage on the company website. I wonder if you would be able to upload and attach some screenshots of the texts you received from the delivery driver so we can gain a better understanding of what occurred.

Once again, we appreciate your taking the time to engage with this process. We value the opportunity to improve our procedures to bring our customer service up to the highest standard.

Sincerely,

Joanne Newsome

Find some examples of formal language in this e-mail.

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IN BRUGES



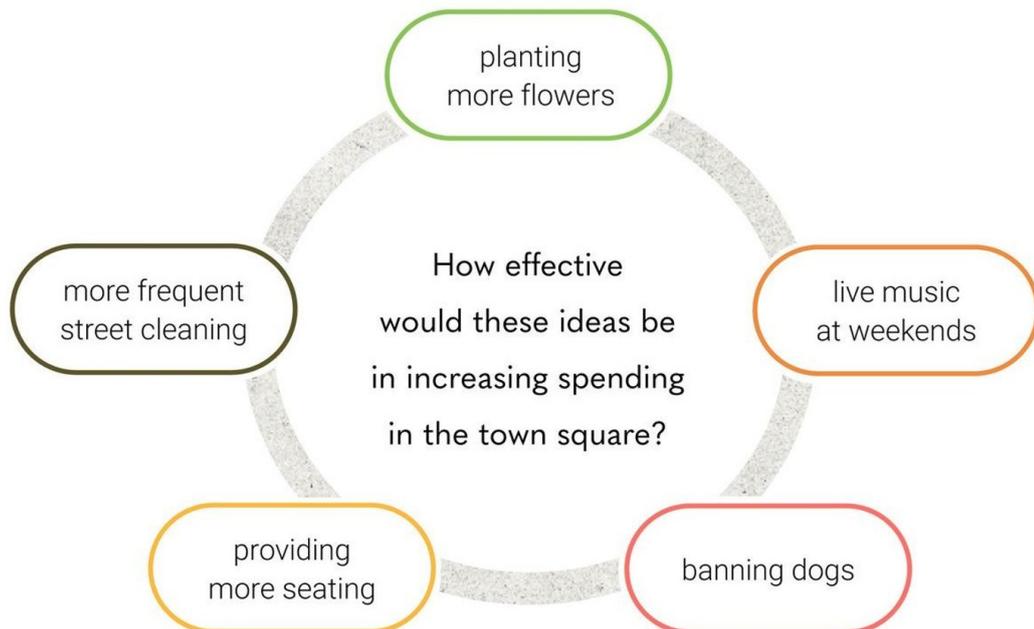
Scan to review worksheet

Expemo code:
1HLA-22PB-5A82

1

Warm up

Imagine that a historic town wants to improve the main square so that residents and tourists spend more money there. Look at the options below and discuss the advantages and disadvantages of each one. Then say which would be the best **TWO** ways to increase spending.



1. What two options did you choose and why?
2. How difficult was it to reach an agreement with your partner?

2

Language point

Read these sentences which relate to what students may have said in the discussion task from the Warm up. Complete each gap with the correct form of one of the reporting verbs in the box. There is one word you do not need to use

guess / imagine / persuade / predict / promise / recommend / remind / suggest / warn

1. Don't forget that extra cleaning services could cost a lot of money. I just want to _____ you of that.
2. Perhaps if the cleaning department _____ to empty the bins more frequently, that would be enough.
3. It's interesting to _____ what the square would look like with more flowers and trees.
4. It's quite difficult to _____ what kind of live music is popular without actually asking people.
5. OK, after hearing what you said about live music, I've changed my mind. You've _____ me.
6. I'm pretty certain that banning dogs isn't going to help. Of course, I'm not completely sure, but that's what I _____ will happen.
7. There's going to be a very negative reaction to banning dogs. I'm _____ you that this will be a really unpopular move.
8. The best thing to do is provide more seating. I'm _____ that we do this.

Which verbs relate to these ideas?

1. _____ : do something helpful in the present or future
2. _____ : choose the best option
3. _____ : explain that something dangerous might happen
4. _____ : help someone to remember something
5. _____ : present an argument that makes someone think in a different way
6. _____ : pretend that things are different to how they really are
7. _____ : say what will happen in the future
8. _____ : use limited information to make a statement

What other reporting verbs do you know?

Parallel expressions

Skilled language users are able to recognise and use parallel expressions. These are expressions which share the same meaning but use different words. These include relating functional language like reporting verbs to what people actually say, and you can find examples of this in the Listening paper, as well as in Reading and Use of English.

Parallel expressions are also useful for describing people's opinions and feelings. Put these words in the right order to complete each parallel expression so that the second sentence has the same meaning as the first.

1. **I think the town square is really special.** by / I'm / impressed / the / town square. / very

2. **In my view, we ought to invest more money in the town square.** believe that / for one, / I, / more investment. / needs / the town square

3. **Interestingly, the square is over 500 years old.** 500 years / a matter / As / dates back / of interest, / the town square

4. **I was surprised to hear that the town square was originally a horse market.** a horse market. / didn't realise / the town square / was once / was that / What I

How would you express each of these ideas in a parallel expression?

- a. I was pleased to hear that ...
- b. She's very upset about ...
- c. I'd rather not ...

3

Listening part 2

Paper 3 contains Listening exercises. Part 2 is a sentence completion task with ten items based on a monologue like a TV/radio broadcast, live talk or classroom presentation. Each correct answer in this part is worth 1 point. You hear the recording twice.



Information

These questions test your ability to recover detailed information and opinion. The questions follow the order of the information in the recording. You will not need to change the form of the word from the recording so write exactly what you hear. You will not need to write more than three words – most answers are one word.



Tips

- Make sure you read the question text both before and after the gap. Try to predict as much as you can about the missing words in the 45 seconds you are given at the start of this section. Most of the words you will need to write are information words like nouns and adjectives.
- Pay close attention to any reporting verbs, opinions or feelings in the question and listen for parallel expressions in the recording. These can tell you when an answer is coming up.
- Write your answers on the question paper while you are listening to the recording and then transfer them carefully to the answer sheet at the end of the exam - you are given 5 minutes for this. Always choose an answer to every question, never leave one blank.



Watch out!

You should be able to spell the missing words as none will be above B2 level. However, if you make a minor spelling mistake, but it's clear what word you are trying to write, you will not lose points.

4

Mini task



You will hear a tour guide introducing a group of visitors to the Belgian city of Bruges. For questions A-C, complete the sentences with a word or short phrase. Before you listen, notice the underlined phrases and also try to predict something about the missing information.

1. Sally guesses that the tourists have come to the city of Bruges to see the beautiful old buildings and walk along the A) _____.
2. You might be surprised to learn that more than one hundred years ago, Bruges was one of several important B) _____ for international visitors.
3. In the past, making and selling lace was a C) _____ industry in the local area.

Compare your answers with a classmate and explain your thinking. How were the underlined phrases in the questions expressed in the recording?

How confident are you to try the full practice task?

5 Practice task

You will hear a woman called Sally Baker, who is a tour guide, talking about an interesting aspect of the Belgian city of Bruges. For questions 9-18, complete the sentences with a word or short phrase. You now have 45 seconds to look at Part Two.



Sally predicts that walking around Bruges and 9) _____ will make everyone feel tired after a while.

Sally is impressed by how easy it is to find a place to rest in Bruges' green spaces and city 10) _____.

Visitors can find chairs in many places including near canals and in the 11) _____ of trees.

Sally suggests trying to spot slightly wider chairs which are provided for 12) _____ to share.

Sally enjoys finding a chair to sit in while she imagines she is a local 13) _____.

In Sally's opinion, it's 14) _____ to watch people using the green seats as social hubs.

Even though other cities provide similar seats for visitors, the green seats have certainly become a much-loved 15) _____ of Bruges' identity.

Interestingly, the first chairs were provided as a gift to the city by a 19th century 16) _____.

Sally reminds everyone to be careful of 17) _____ as they walk through the streets on the way to the hotel.

Sally promises to explain the full 18) _____ on the next day.

6 Language in context

Read the sentences from the recording and explain what the words or phrases in bold mean.

1. As a matter of interest, it was a mayor who personally paid for the first seats to be installed more than one hundred years ago, when he **set up** the seating scheme.
2. The chairs are locally made to be as sustainable as possible. With this in mind, they don't really **stand up to** winter weather, so when it gets really cold, the city collects them and stores them until spring.
3. Then you're free to enjoy your first evening in Bruges, before we **meet up** over breakfast at the hotel.

Talk about your experiences in pairs.

1. Have you ever set something up? Was it successful?
2. What kind of weather do your shoes need to stand up to where you live?
3. What do you usually do when you meet up with friends?

7**Optional extension / homework**

The topic of improving an area of town might also appear in a task for Writing part 2 – a report. Read this model answer and use the correct form of the reporting words in the box to complete the sentences.

advise / complain / compliment / express concern / recommend / remind / suggest / warn

Increasing customer spending in the town's main square**Introduction**

At a recent town meeting, shopkeepers and business owners from the area around the town square _____¹ that their incomes were falling. A number of ideas to address this situation were discussed at the meeting. This report is a record of these discussions.

Health concerns

Several shopkeepers _____² about the amount of dog mess that was present in the square. They _____³ that this was a danger to health and some _____⁴ banning pets altogether. Others _____⁵ simply increasing the frequency of street cleaning and adding some signs to _____⁶ owners to clean up after their pets.

Making the environment more attractive

One business owner _____⁷ the parks department on their attractive floral displays and asked if there could be more flowers and plants in the square. A local government officer agreed and also _____⁸ providing more seating for visitors. One further proposal was to arrange for a programme of live music at weekends.

Conclusions

The meeting was brought to an end before a decision could be reached. It was agreed that discussions would resume at next month's meeting and that, in the meantime, government officers would look into the costs of the various proposals.

Which reporting words are followed by these forms?

1. _____ about something
2. _____ someone on something
3. _____ someone to do something
4. _____ that + clause (subject + verb)
5. _____ verb with -ing

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CHILLAX

UNIT 3



Scan to review worksheet

Expemo code:
1HLA-22PB-F6C6



1

Warm up

Read the short text and choose the best option to complete the sentence.

How I relax

My favourite way to _____¹ is pottering around with my plants in the garden. I don't have a big garden and it's not very tidy, but I love spending time there. I have a very demanding job and I usually get really stressed _____² by the end of the week. Because of this, I need to get _____³ from it all on Saturday mornings. It's strange, but when I get out my gardening gloves, they immediately make me feel better. I _____⁴ a deep breath and get to work. I always leave my phone and other devices switched off. That means that I also get a _____⁵ detox. I find that this time in the garden really helps me to calm _____⁶ and centre _____⁷. After an hour or so, I'm ready for the weekend, whatever it brings. I really recommend gardening as a great way to _____⁸. This is what my garden means to me: a piece of heaven!

- | | | | |
|----------------|--------------|--------------|-------------|
| 1. a. distress | b. offstress | c. de-stress | d. unstress |
| 2. a. off | b. over | c. up | d. out |
| 3. a. away | b. over | c. off | d. up |
| 4. a. do | b. take | c. have | d. make |
| 5. a. digital | b. call | c. internet | d. screen |
| 6. a. by | b. it | c. out | d. down |
| 7. a. it | b. me | c. yourself | d. myself |
| 8. a. unwind | b. dewind | c. nonwind | d. offwind |

Answer the following questions.

1. What's your favourite way to relax?
2. Think of some more ways that people like to relax.
3. Why is having time to relax so important for our health?

2

Language point

Can you remember? Read these sentences from the text in the Warm up and say what the words in bold refer to.

1. ... and **it's** not very tidy, but I love spending time there.
2. Because of **this**, I need to get away from it all on Saturday mornings.
3. ... **they** immediately make me feel better.
4. **That** means that I also get a digital detox.
5. **This** is what my garden means to me: ...

Which one of these is different to the others and why?

Skilled language users are able to recognise and use references with words like *it*, *they*, *this* and *that*. Understanding how these references work can help you to identify correct answers in the Listening and Reading papers by thinking about what comes before or after these words. You will also be able to use these in the Speaking and Writing papers to add complexity.

Note: *This* and *that* are very similar in their use in this context. These words are more emphatic than *it* and suggest that a new, interesting fact has been mentioned.



Tip

- Remember that *it* is also used as an "empty subject" with adjectives or to talk about distance, temperature, time or weather: It's easy to see what you mean. / It's 10 kilometres to the beach from here. / It's already over 35 degrees. / It's half past seven. / It's raining quite hard now.
- Don't forget to use contractions in speaking and informal writing.

Use *it* / *that* / *they* / *this* to complete this short description. There may be more than one answer possible and you may need to add a verb.

_____ ¹ is how I unwind – I just sit and do nothing! _____ ² cheap and requires no preparation. Because of _____ ³, I find I can calm down anywhere and anytime. When people see me relaxing in a chair with my eyes closed at work, _____ ⁴ often ask what I'm doing. So, I tell them, and _____ ⁵ always seems to amaze them. But maybe they'll try _____ ⁶ themselves sometime, and then they'll see.

Now change the information in the last text to describe your own way of relaxing.

3 Listening part 3

Paper 3 contains Listening exercises. Part 3 is a multiple matching task with five short monologues and eight options. Each correct answer in this part is worth 1 point. You hear the recording twice.



Information

These questions test your ability to identify general ideas, detailed information, attitude and opinion. All the monologues relate to the same topic but have different speakers. You can use each option (A-H) only once, and three options are extra.



Tips

- Use the time you are given to read through the questions carefully before the recording begins, so that you know what you are listening for. Highlight or underline important ideas in the options.
- Listen for reference words and lists, as these may indicate the best answer. You should also be aware that a speaker may change topic part of the way through the monologue.
- Write your answers on the question paper while you are listening to the recording and then transfer them carefully to the answer sheet at the end of the exam - you are given 5 minutes for this. Always choose an answer to every question, never leave one blank.



Watch out!

Don't make a decision about the correct answer too quickly – wait for the second repetition before you make up your mind if you're not sure. If you choose the answer too soon, you may use an answer which really belongs to another option and end up making two mistakes.

4 Mini task

Before you try a full practice task for part 3, you are going to complete a shortened task. Read options A-C and underline the key words. Then listen to the speaker talking about how they like to relax, and decide which option is the best match.



1. This speaker needs time alone to relax.
2. This speaker relaxes at the weekend.
3. This speaker doesn't know exactly why this way of relaxing works.

Compare your answers with a classmate and explain your thinking.

Think of relaxation activities that might match the two extra options.

How confident are you to try the full practice task?

5

Practice task



You will hear five short extracts in which people are talking about how they like to relax. For questions 19-23, choose from the list A-H what each person says about the way they relax. Use the letters only once. There are three extra letters which you do not need to use. You now have 30 seconds to look at Part Two.

- A. Exercise and fresh air are what really helps.
- B. It takes years of practice to develop the skills.
- C. It's important to have the right person to help you.
- D. Only older people should try this.
- E. This activity takes a long time.
- F. This method has proven health benefits.
- G. This speaker doesn't like being interrupted.
- H. You need a lot of expensive special equipment.

19. Speaker 1 → _____

20. Speaker 2 → _____

21. Speaker 3 → _____

22. Speaker 4 → _____

23. Speaker 5 → _____

Extra → _____

6

Language in context

There are many expressions relating to *stress*, for example, *de-stress* and *get stressed out*. Read these sentences from the recording and add the missing word or part of a word, using the letter you are given.

1. But none of them lasted long, maybe because my job was always getting more and more **stressf** _____.
2. The teacher creates a **stress-f** _____ environment and that's what I really value the most ...
3. As far as I'm concerned, the best **stress b** _____ is taking the dog out for a walk.
4. I take a deep breath and **the stress just m** _____ away.
5. I can't stand that - it really **stresses m** _____ **out** and that's the opposite of what I want!
6. ... there's a lot of research showing that forest bathing helps your body fight **stress-r** _____ **diseases** like heart disease and cancer.

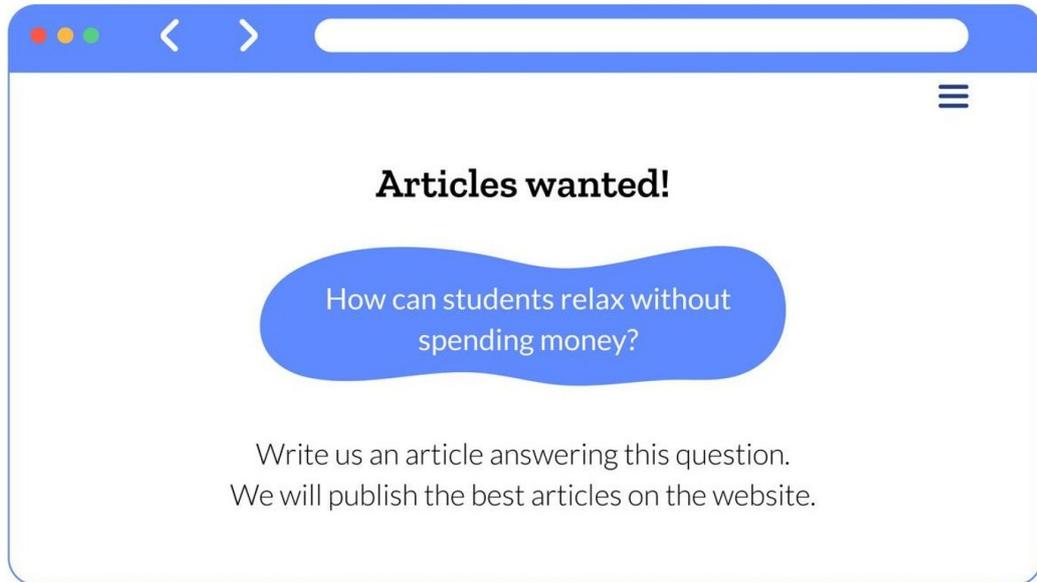
Pose the follow up questions to the class.

1. Which items are opposites?
2. Which items are or include phrasal verbs?
3. Why is the second item different from all the others?

7

Optional extension

On the second part of the writing paper, you may be asked to write an article. Read the task instructions. Then decide where the missing sentences go – two options are extra.

**Relax****It doesn't cost a thing**

Even though everyone says these are the best days of your life, we all know that coursework and exams can really stress you out. _____¹ So how can you unwind without breaking the bank?

My best advice is to go outside. Go for a walk around campus or around a park. _____² Take a deep breath and smell the flowers. If it's a nice day, take your books outside and study under a tree. After half an hour in the fresh air, I promise your stress will just melt away. That's what I have always done, and I've found it very helpful. _____³

Sometimes going outdoors isn't an option, and you really need to de-stress. _____⁴ And the best stress buster of all is a digital detox – even an evening away from social media can help you calm down.

_____⁵ So, this is my final piece of advice: remember that the student services mental health team is there if you need them.

- A. Animal charities need people to help them exercise their dogs.
- B. I even have my favourite study tree.
- C. I've learned that finding the best way way to chillax is very personal.
- D. This can really help you get away from it all.
- E. While some stress is helpful to us, too much can affect your mental and physical health.
- F. And what's more, students are usually on a tight budget.
- G. You know, there's nothing wrong with taking five minutes to look out the window.

Extra challenge: write one more paragraph for this article which contains one of the extra sentences.

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TWIN STYLE



Scan to review worksheet

Expemo code:
1HLA-22PB-B388

1 Warm up

In part 2 of the B2 First Speaking paper, you have to describe and compare two photographs. You will learn more about how to do this later in the course, but it will be helpful to get some practice now.

Work in A/B pairs. Look at your two photos which show people who are wearing matching clothes. Compare the photos and say why you think the people are dressed this way. Try to speak for around one minute.

Student A



Student B



Answer the following questions.

1. Have you ever dressed or would you ever dress like this?
2. What are some advantages and disadvantages of dressing in these ways?

2**Language point**

Some words have more than one use. Complete the gaps in each pair of sentences with the same correct word from the box.

coordinate dressing identify individual influence look
match outfit pattern style trend uniform

1. Being able to choose what to wear is an important way to express your _____.
You can lose a lot of money if your _____ is stolen online.
2. Casual _____ is not really appropriate for this workplace.
All the young people today seem to be _____ like I did when I was a teenager.
3. Do you like my _____ today? I got everything I'm wearing second-hand, except the shoes.
He runs a pretty profitable _____ – it's actually a family business.
4. Her dress had a bright striped _____ on it.
Use the _____ to cut out the material and then sew the pieces together.
5. If you're looking for something to _____ with your green trousers, let me suggest this blue shirt.
I've asked Melissa to _____ the project because she's so well-organised.
6. Is there anything I can say to _____ your decision?
My brother was such a big _____ on me when I was growing up.

7. Lots of secondary schools require their students to wear a _____ .
Try to achieve a _____ thickness when you spread the icing on the cake.
8. Pink coat, orange tights and red shoes – that's quite a colourful _____ !
Why have you got such a strange _____ on your face?
9. Teachers should treat each student in their class as an _____ .
Everyone received an _____ appointment to speak with the recruiter.
10. That _____ of jacket really suits you.
Before I became a makeup artist, I used to _____ celebrities on social media.
11. Why are you wearing your T shirt backwards? Is that some kind of new _____ ?
The graph shows a downward _____ in car sales over the last five years.
12. Your pyjama top doesn't _____ the bottoms!
Do you think I can _____ your best performance in the 50m race?

Answer the following questions.

1. Which pairs have different grammar?
2. What people-nouns are related to these words: *influence* / *style* / *trend*?

3 Listening part 4

Paper 3 contains Listening exercises. Part 4 is a multiple-choice task with seven questions based on an interview or discussion. Each answer has three options and every correct answer in this part is worth 1 point. You hear the recording twice.



Information

These questions test your ability to identify general ideas, detailed information, attitude and opinion.



Tips

- Pay close attention to the written and spoken introduction to this part so you understand the context of the conversation.
- Use the time you are given to read through the questions carefully before the recording begins, so that you know what you are listening for. Highlight or underline important ideas in the options.
- Write your answers on the question paper while you are listening to the recording and then transfer them carefully to the answer sheet at the end of the exam - you are given 5 minutes for this. Always choose an answer to every question, never leave one blank.



Watch out!

Don't make a decision about the correct answer too quickly - wait for the second repetition before you make up your mind if you're not sure. You may only be able to eliminate one incorrect answer after the first listening, but that will still be helpful.

4 Mini task



Before you try a full practice task for part 4, you are going to complete a shortened task where a speaker called Letty talks about being an identical twin. Read questions 1-3 and their options A-C and underline the key words. Then listen to the recording, and decide which option is the best match.

1. What does Letty say about birthday celebrations when she was a child?
 - a. She loved going to birthday parties with her sister.
 - b. She and her sister always went to the same birthday parties.
 - c. She and her sister had separate birthday parties.

2. What does Letty say about wearing matching clothes as a child?
 - a. Her mother only dressed the twins alike on special occasions.
 - b. Her father thought this was bad for the twins' development.
 - c. Her mother can't identify individual twins in family photos.
3. How does Letty look now, compared with her twin sister?
 - a. They always try to look totally different.
 - b. They often wear similar items without meaning to.
 - c. They use the same makeup because it suits them.

Compare your answers with a classmate and explain your thinking.

How confident are you to try the full practice task?

5 Practice task

You will hear part of a podcast interview with a woman called Maya Mackintosh, who is an expert on fashion. For questions 24-30, choose the best answer, a, b or c.



24. What problem does Maya identify with wearing twin style?
 - a. It only works if the outfits are exactly the same.
 - b. It's not in fashion at the moment but may become trendy again in the future.
 - c. It's the parents who are making this decision.
25. If people want to dress twin style, what does Maya recommend doing?
 - a. Wear the same colours but on different items of clothing.
 - b. Buy men's styles in different colours.
 - c. Try to find the same items of clothing but with different patterns.
26. How can accessories be included in twin style outfits?
 - a. They shouldn't be included as part of the look, as they make it too complicated.
 - b. They can be used to show either similarities or differences.
 - c. People could make their own accessories to coordinate with their outfits.

27. What does Maya say about why some famous people dress in twin style?
- They are promoting a particular brand of clothing.
 - They are looking for more media attention.
 - They want to send a message to the public.
28. In what situation would Maya be concerned about twin style?
- If choosing clothes took so long that there wasn't any time for other fun activities.
 - If there wasn't the same level of interest from both people in the couple.
 - If they chose to wear twin style even when they weren't together.
29. Why does Maya think that twin-style dressing makes for a healthy relationship?
- It demonstrates that both people in the couple can reach an agreement.
 - People who care about their appearance tend to have stronger relationships.
 - Knowing what looks good on you makes you more attractive to your partner.
30. What extra information does Maya share about twin-style dressing?
- It was also a big trend 100 years ago.
 - It's useful if you need to identify the other person in a busy place.
 - It means you and your partner can borrow each other's clothes.

6

Language in context

Involve is another word that we use in several different ways. Read the sentences from the recordings and explain what the phrases in bold mean.

- Everyone knows that Maya is **very involved with documenting** current trends, ...

- So, if this doesn't **involve wearing** the same outfits, how do you achieve this look?

- But as long as they're both **involved in the choice** and enjoying themselves, it's fine.

Complete these sentences in a logical way.

My uncle does a lot of charity work and he's always been very involved with ...

Teaching effectively involves three main things:

It's important that children feel involved in ...

7

Optional extension / homework

In part 3 of the Use of English paper, you have to complete a gapped text using the correct form of the stem words you are given. Read this short text and use the word in brackets to form a word that fits in the gap. Write the answer in capital letters.

School uniforms

In many countries around the world, you can see pupils _____¹ (DRESS) in school uniform. However, not everyone enjoys seeing a crowd of young people in _____² (IDENTITY) outfits. Probably the people who are most critical of this rule are the students themselves. Young _____³ (TREND) often want to be able to express themselves _____⁴ (INDIVIDUAL). One of the things that they often complain about is that the uniforms they have to wear aren't at all _____⁵ (STYLE). Many parents and teachers would argue this isn't the point, but young people often say they want to be more _____⁶ (INVOLVE) in deciding what the uniform looks like. Surely, it wouldn't take much _____⁷ (COORDINATE) to include students in the decision-making process.

Extra challenge: write a paragraph describing some positive aspects of school uniforms using vocabulary from the lesson.



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REFLECT ON LISTENING



Scan to review worksheet

Expemo code:
1HLA-22PB-360E

1

Warm up

Paper 3 on the B2 First exam tests listening skills. Complete the description of each part of this paper by choosing the correct options.

Part 1: You hear **one or two** / **two** people talking in **five** / **eight** different short situations. You need to answer a multiple-choice question about each situation, with **three** / **four** options.

Part 2: You hear **one** / **two** speaker(s) delivering information and you have to fill in **eight** / **ten** missing words or short phrases.

Part 3: You hear **four** / **five** recordings of individual people speaking about related topics. You have to match each one with a statement. **Two** / **Three** statements are extra.

Part 4: You hear two people talking and answer **seven** / **eight** multiple-choice questions. Each question has **three** / **four** options.

You hear each recording **once** / **twice**.

Where do you write your answers to these questions?

2 Language review

Complete the exercises. The first activity is a sample of part 2 of the Listening paper, and your teacher will play the recording. Each answer in this part is worth 2 points.



Part 1: You will hear a woman called Jo Bourneville talking about the student concern procedure at the language school where she works. For questions 1-10, complete the sentences with a short word or phrase from the recording.

Before you start, you have a minute to look at the exercise.

1. The Sunny School of English tries to be a _____ and supportive outfit.
2. To achieve this goal, the school has _____ a system for supporting students.
3. Instead of _____ for doing something wrong, they want to find out why they are behaving in this way.
4. Teachers with concerns about _____ in their group will organise a meeting with them.
5. Most of the time, students need help because of a _____ situation in their lives.
6. The school can offer support which _____ meeting with a counsellor.
7. Trained volunteer students can be a _____ on other students.
8. Teachers will _____ a warning if there is a regular problem with your attendance.
9. Sometimes the downward _____ continues and then students have to meet with Jo to talk about their absences.
10. Students can also _____ to their teacher or directly to Jo.

Part 2: Choose one item from column A and one from column B to complete the sentences. You may have to change the form of the verb to fit the sentence. Each answer is worth two points.

A

break

calm

centre

get

meet

melt

run

stand

stress

take

B

away

away from

a deep breath

down x2

into

myself

out

up

up to

1. After I lost my job, it took a long time for me to _____ and find a new direction.
2. As soon as I get into a nice hot bath, all of my stress just starts to _____.
3. He was getting really upset so I got him a glass of water and told him to _____.
4. I _____ an old college friend in the street, and we went to have a coffee.
5. I'm looking forward to having a holiday soon – I really need to _____ everything for a while.
6. It _____ my dog _____ when she sees us packing the car because she thinks we're going to leave her behind!
7. Just before I jump into the pool, I _____ so I can swim all the way to the end.
8. The bus _____ and we had to wait two hours before it was fixed.
9. Those garden chairs won't _____ cold weather, so I put them away for the winter.
10. Why don't we _____ next weekend so you can tell me about your plans?

Part 3: Match each mini dialogue with one of the functions in the box. Three options are extra. Each answer is worth one point.

announcement / apology / compliment / gratitude / guessing / instructions / offer / persuasion / prediction / promise / recommendation / request / suggestion

1. A red sky at sunset means good weather tomorrow. → _____
2. Can I have your attention please? The 4:15 train to York has been delayed. → _____
3. How can I ever repay you? → _____
4. I love your earrings! → _____
5. I wonder if someone could make sure all the windows are closed. → _____
6. I'll never let you down. → _____
7. Ok, you're right. I'll change my plans for tomorrow. → _____
8. The best place to eat is that café on the corner. → _____
9. When the clothes are in the machine, turn the dial to thirty degrees and press the ON button. → _____
10. Would you like me to put all the chairs away? → _____

Calculate your score for all the exercises in the previous stage – remember that some items are worth two points. There are fifty points available in total. Convert your score into a percentage and write this here:

3 Self-evaluation

Think about how well you performed in each of the categories in the table. Give yourself a traffic light mark for each line: green means you performed well, yellow means your performance was ok, and red means you need to improve.

Language area and the lesson it was presented in	green	yellow	red
functional language (<i>Listening in</i>)			
reporting verbs (<i>In Bruges</i>)			
vocabulary related to stress and relaxation (<i>Chillax</i>)			
words with two uses (<i>Twin Style</i>)			
phrasal verbs and language in context (all lessons)			

Now think about how confident you are with each of these task types for the exam.

Exam paper 3: Listening	green	yellow	red
short recordings – multiple choice			
monologue – gap fill			
monologues – multiple matching			
interview or dialogue – multiple choice			

Choose up to three important areas from either of the tables that you need to improve in. Mark these with a * in the tables above.

There are lots of ways for you to improve in your weaker areas. Choose up to three that you need to do from the list below and make time in your schedule to complete them before the exam.

- Listening skills take a lot of practice to develop. Listen to English-language podcasts, TV shows or films online for at least 10 minutes every day. Using subtitles can help to train your ear.
- Look back at exam tasks in this and previous lessons. Make sure you can explain why every right answer is correct and why the wrong answers are incorrect.
- Find more B2 First practice papers online and work with those. Make sure you can explain why every right answer is correct and why the wrong answers are incorrect.
- Make a list of grammar, vocabulary, phrasal verbs and other language in context that you don't feel confident about. Write personal and original sentences which use these items.
- Write your own versions of any or all of the parts of the listening paper, using tasks from previous lessons. Writing questions for these will also help you understand more about how the exam works.

4

Optional extension

Work with these sentences again. If you heard them on an exam recording, which words would be stressed? Underline these words.

1. A red sky at sunset means good weather tomorrow.
2. Can I have your attention, please? The 4:15 train to York has been delayed.
3. How can I ever repay you?
4. I love your earrings!
5. I wonder if someone could make sure all the windows are closed.
6. I'll never let you down.
7. Ok, you're right. I'll change my plans for tomorrow.
8. The best place to eat is that café on the corner.
9. When the clothes are in the machine, turn the dial to thirty degrees and press the ON button.
10. Would you like me to put all the chairs away?

Practise saying the sentences with the correct sentence stress.

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PART 6

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WE'D LIKE TO KNOW SOMETHING ABOUT YOU



Scan to review worksheet

Expemo code:
1HLA-22PB-FDC4

1 Warm up

These pictures show typical topics on the B2 First speaking exam, part 1. Complete the questions with one missing word. Then, in pairs, think of another question that relates to each topic.



1 How many people are there in your ?



2 What is there for to do in your town or city?



3 What do you usually like to do at the ?



4 Do you prefer to watch or to play yourself?



5 How often do you buy online ?



6 What kind of computer do you like to play?

2

Language point

You need to give personal opinions in all parts of the B2 First speaking exam, as well as on the writing exam. We often show when we are giving personal opinions by using these phrases.

Exercise A: Add the missing vowels to these words.

1. From my point of v _ _ w , it's much more fun to be an only child!
2. I have no d _ _ bt that local shops really need our support these days, so I try not to buy things online.
3. I r_ck_n there's almost too much for visitors to do here!
4. I s_pp_s_ that I like classic stuff like Mario Brothers.
5. I'm _fr_ _ d that I'm a bit lazy - I usually just catch up on my sleep.
6. P_rs_n_ll_ speaking, I think there's nothing as exciting as a live football match.

Exercise B: Add a word from the box to complete each phrase.

am / far / for / if / to x2

1. _____ you ask me, gaming is a big waste of time. I'm much more into social media.
2. As _____ as I'm concerned, Saturday night is party night!
3. I _____ convinced that you can learn a lot from having brothers and sisters.
4. _____ be honest, there's not much to do around here. I guess maybe the scenery is attractive if you like that kind of thing.
5. _____ me, getting out there and being active is way more fun than sitting in front of the TV.
6. _____ my way of thinking, clothes shopping is boring. I'd prefer it if my mother bought all my clothes.

Answer the following questions.

1. Which of the topics from the Warm up does each opinion relate to?
2. Do you strongly agree or disagree with any of the opinions?
3. Which phrases do you think are the most formal?
4. How is one negative opinion introduced to sound less strong?

3 Speaking part 1

Paper 4 contains Speaking exercises. Part 1 is a conversation between the examiner and each candidate individually.

This part of the exam lasts for two minutes. You are assessed on your use of grammar and vocabulary, your organisation and linking of ideas and your pronunciation. In other parts of the speaking exam, you are also assessed on how interactive you are with the other candidate and the examiner.



Information

These questions test your ability to interact naturally and give basic personal information about yourself. The examiner will speak to each of the two candidates in turn and it will be clear which candidate they are addressing.



Tips

- Answer your own questions with a couple of full sentences. Your response should relate to the question, and you can offer one more piece of information which could include an opinion, a reason or an example.
- When the other candidate is speaking, look alert and interested but don't interrupt or add your own ideas unless the examiner specifically invites you to.
- Use this part of the exam to settle in and get used to the voices and accents of the examiner and the other candidate.



Watch out!

Don't give an overly long answer to the questions in part 1. You will be able to give longer answers to the discussion questions and interact more with the other candidate in part 4 of the exam.



4

Model answer



Listen to two candidates, Maria and Franz, answering questions for part 1 of the B2 First speaking exam. The interview always starts with the examiner asking to see the mark sheets and for the students to say where they're from. For each of the next questions, choose the best option to describe their performance.

1. Question: *How many people are in your family?* Maria's answer **does not relate to the question at all / sort of relates to the question / relates to the question very well.**
2. Question: *And do you live in a house or a flat?* Maria's answer is **too long / too short / the right length.**
3. Question: *Franz, where do you live?* Franz's answer is **too long / too short / the right length.**
4. Question: *Franz, what do you like to do at the weekends?* Franz's answer is **too long / too short / the right length.**
5. Question: *Maria, do you have any special plans for this weekend?* Maria's answer is **too long / too short / the right length.**
6. Question: *Franz, do you prefer to watch sports or to play yourself?* Franz's answer **does not relate to the question at all / sort of relates to the question / relates to the question very well.**
7. Question: *Maria, what do you do to keep fit and healthy?* Maria's answer is **too informal / too negative / too soft to hear.**



Answer the following questions.

1. How could Maria improve her final answer?
2. What do you think Franz needs to do to improve?

5

Language in context

Read the sentences from the recording and explain what the words or phrases in bold mean.

1. From my point of view, watching football or whatever on TV is a bit boring. I'm **all about** extreme sports ...

2. ... and I'm **really into** skateboarding and surfing. I want to do some snowboarding this winter!

3. Oh my god! I hate exercise. I'm **not keen on** getting hot and sweaty.



Finish these sentences so they are true for you.

1. When it comes to food, I'm all about ...

2. I don't usually like grammar but I'm really into ...

3. One holiday destination I'm really keen on is ...

Share your ideas in pairs.

6 Practice

You are going to try speaking for part 1. Although there is no time for planning in the exam, when you practise in class, it is helpful to prepare some ideas before you answer the questions.

Complete the table by making a note of just ONE key word in each column that you would use to answer each question.

question	my answer	extra information - could be an opinion, reason or example
1. What is there for tourists to do in your town or city?		
2. What sort of things do you like to do when you're on holiday?		
3. How often do you buy clothes online?		
4. When you buy something new to wear, whose opinion is important to you?		
5. What kind of computer games do you like to play?		
6. What's the main way that you use your mobile phone?		

Work in pairs to ask and answer the questions.



How did you do? Complete the table and answer the final question.

Part 1	Part 1 Speaking	yes	sometimes	no
content	I can give a long enough answer: an idea plus one extra piece of information and my answer relates well to the question.			
vocabulary and grammar	I can use a good range of language, accurately, including opinion phrases.			
fluency	I can speak without too much hesitation.			
pronunciation	I can speak clearly enough to be understood.			
self-presentation	I can present myself in a friendly and positive way.			

What is the most important thing that you need to do to improve before the exam? How can you do this?

7

Optional extension

Read the text below and think of the word which best fits each gap. Use only ONE word in each gap.

Let me tell you a bit about myself. I'm an _____¹ child, but if you count cousins, I come from a big family because I have fourteen! I live in Rome, and obviously there's lots for tourists to do there, like seeing _____² monuments or visiting museums. At the weekends, I usually get _____³ with friends to play computer games. We like role-playing games because solving puzzles really appeals _____⁴ us. I'm afraid I'm not really _____⁵ team sports. I prefer to get exercise by hiking or cycling. Another thing that's very important to me is clothes. I like to _____⁶ in second-hand or vintage stuff. You can actually get that sort of thing online these days, so I keep _____⁷ eye on a couple of sites to see if anything good has come _____⁸

Read the text out loud in pairs but change the details so they are true for you.





GET THE PICTURE



Scan to review worksheet

Expemo code:

1HLA-22PB-56DE

1

Warm up

Work in A/B pairs and answer these questions for your picture.

1. What's the picture of?
2. What can you see in the background?
3. Where do you think this picture was taken?
4. What time of year does this picture show?
5. How do you think the child feels?
6. What do you think children can learn from this activity?
7. Which of these two activities would you have preferred when you were a child?



Picture A



Picture B

Think of three situations in real life when you might have to talk about photos or pictures.

2 Language point

You need to describe a pair of photos on the B2 First speaking exam, part 2. Read what one student said when they had their turn on the exam and compare it with your answers in the previous stage.

Both pictures show children enjoying trees. The first picture shows a girl, and she is sitting on a branch. She has climbed quite high in the tree, and she **looks** really happy. She **could be** in a park or **maybe** she's even at home, and it **appears to be** autumn, as the leaves are starting to change colour.

However, in the second picture, **there is** a girl who is picking some fruit and **there are** two apples in her hands. She has a big smile on her face, and she **must be** looking forward to eating or cooking with the apples she has picked. This picture was also **probably** taken in the autumn since that's when apples are ready to eat.

These two activities are really fun for kids, but they can also learn something from them. Climbing trees is important for physical development and kids also learn how to take risks and manage danger when they play like this. In addition, it helps them appreciate nature. Picking fruit can also have the same benefits, but it has extra importance because it teaches kids more about food and farming.

Find words or phrases in the response with these functions.

1. Comparing, or saying how things are the same: _____
2. Contrasting, or showing how things are different: _____
3. Describing what is in the picture: _____
4. Speculating or making a guess about what you see: _____

What tense is used to describe the actions in the picture?



There are different ways to speculate.

Adverbs

Use *maybe*, *perhaps*, *possibly*, and *probably* to indicate that you're not completely sure about the information in your sentences.

1. Where do you put *possibly* and *probably* in a sentence?
2. Where do you put *maybe* and *perhaps* in a sentence?

Modal verbs

Use *could*, *may*, *might*, *must* or *can't + verb* to show different levels of certainty or probability.

1. Which two verbs show the highest level of certainty or probability and how are they different?
2. Which other two verbs mean the same thing?

Speculating about what we see

Use *looks*, *seems*, and *appears* to show that we are not completely certain about the content of the photo.

Explain these different grammar patterns.

1. She **looks/seems** happy.
2. She **seems/appears** to be happy/sitting in a tree.
3. It **looks as if** she's happy.
4. It **looks like** autumn in the picture.

3 Speaking part 2

Paper 4 contains Speaking exercises. Part 2 is a long turn picture description where each candidate speaks on their own about a different pair of photos for around one minute.

You are assessed on your ability to organise your answer and express your ideas. When one candidate has finished speaking, the examiner asks the other candidate a quick question about the first candidate's pictures.



Information

When it's your turn, the examiner will show you both of your photos and introduce the topic. They will also set you a topic to comment on, for example, "Say what children can learn from these activities." You will be able to read the instruction on the exam materials as well as hear it.

When it's not your turn to speak, listen quietly and don't interrupt. Remember that you have to answer a short question about the other candidate's pictures. This usually relates to your personal opinion or experience with this topic.



Tips

You can expect photos about a wide range of topics. A plan like this provides you with a good structure for any pair of photos:

1. Compare the pictures by saying what's the same about them but avoid "we can see".
2. Briefly describe the first photo and speculate about the content.
3. Contrast the second photo with the first – start your brief description with "However ...". Then speculate about the content.
4. Comment on the topic the examiner has set for both photos.



Watch out!

Don't waste time as you only have one minute. Making the comment in the instructions is more important than giving a very detailed description of the photos.



4

Model answer

You are going to listen to a student describing two photos for part 2 of the B2 First speaking exam. First, work in pairs. Look at the pictures and read the instruction and plan an answer according to the tips.



Say why it can be difficult to make a choice in these situations.

Listen to the recording and compare your ideas with what you heard.

1. How could this response be improved?
2. What did the examiner ask the other candidate? How would you answer this question?



5

Language in context

Read the sentences from the recording and explain what the words or phrases in bold mean.

"If the food isn't what you expected, it's a lot of time and trouble to **send it back** and you **end up eating** it anyway. ... Then, if you change your mind later, you can always **take it back** to the shop."

- a. send something back: _____
- b. end up doing something: _____
- c. take something back: _____

Think of examples of the following things.

1. Other reasons why you might send food back in a restaurant.
2. Something you sometimes end up ordering from a menu.
3. Items of clothes that you can't take back to the shop.

6 Practice

You are going to try speaking for part 2. Although there is no time for planning in the exam, when you practise in class, it is helpful to prepare some ideas before you try the task.

Look at your set of pictures and think about what you would like to say for each part, referring to the four points in the table on the next page.

Student A

Your pictures show people interacting with animals. Compare and contrast the photos and say how the people are feeling about the animals. Speak for one minute. Your partner's question is: What's your favourite animal?




Student B

Your pictures show people using computers. Compare and contrast the photos and say how these activities are important for young people. Speak for one minute. Your partner's question is: What's the main way that you use a computer?




What to do	Key language
1. Compare the pictures by saying what's the same about them.	both these two avoid "we can see"
2. Briefly describe the first photo and speculate about the content.	there is / there are present continuous for action speculation: adverbs, modal verbs, look/seem/appear
3. Briefly describe the second photo and speculate about the content.	However, ... there is / there are present continuous for action speculation: adverbs, modal verbs, look/seem/appear
4. Comment on the topic the examiner has set for both photos.	This is the most important part! Relate your answer to both photos.

Work in pairs to describe your two pictures. Speak for one minute. Then ask your partner to answer the question provided.



How did you do? Complete the table on the next page and answer the final question.

Part 2	Part 2 speaking	yes	mostly	no
Content	I can speak for one minute, describing the photos, speculating and commenting on the examiner's question.			
Vocabulary and grammar	I can use a good range of language, accurately, including a range of phrases to speculate.			
Fluency	I can speak without too much hesitation.			
Pronunciation	I can speak clearly enough to be understood.			
Self-presentation	I can present myself in a friendly and positive way.			

What is the most important thing that you need to do to improve before the exam? How can you do this?



7

Optional extension

Look at the pictures and instructions and think about how you would respond.



Picture 1



Picture 2

These pictures show people exercising in different ways. Compare the photographs and say what the advantages are of each type of exercise.

Read the model answer and complete the multiple-choice exercise.

_____ ¹ pictures show people exercising in different ways. In the first picture, there is a man at home. He is sitting on the floor and appears to be _____ ² yoga. There is a laptop open on the floor in front of him, and he might be following an online yoga class.

_____ ³, the second picture shows a woman at the gym. She is working _____ ⁴ on an exercise bike and there is a personal trainer _____ ⁵. It looks like he is timing her.

There are definitely advantages to both ways of exercising. If you follow a class from home, it's possible to do your exercise when it _____ ⁶ you. This means you can't _____ ⁷ any excuses about exercise not being convenient. It is also less time-consuming and maybe even less expensive than going to a gym. But working out at the gym with a trainer or in a group class is much more motivating than exercising at home. You have to work harder, and you get a _____ ⁸ of scene and some social interaction at the same time!

- | | | | |
|------------------|-------------|-------------|------------|
| 1. A. Both | B. Each | C. This | D. Two |
| 2. A. sitting | B. doing | C. making | D. going |
| 3. A. Despite | B. Moreover | C. Whatever | D. However |
| 4. A. it | B. off | C. on | D. out |
| 5. A. keeping | B. watching | C. looking | D. seeing |
| 6. A. helps | B. suits | C. wishes | D. works |
| 7. A. make | B. be | C. do | D. take |
| 8. A. difference | B. new | C. change | D. type |

What question do you think the examiner will ask the other candidate?

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COMBINED EFFORTS



Scan to review worksheet

Expemo code:
1HLA-22PB-3094



1

Warm up

Work in pairs to complete this picture description task, speaking about one photo each.

These pictures show families having a day out. Describe the photos and say what you think each family is enjoying the most.



Picture A



Picture B

Answer the following questions.

1. Which would you prefer to visit?
2. What kind of running expenses do museums and zoos have?
3. There are lots of ways for museums and zoos to make more money. Put these ideas in order according to how much money you think they would make for an art museum.
 - ask local businesses for donations
 - hold special events to raise money
 - run classes for adults and children
 - sell a wider range of items in the gift shop

Think of other ideas for them to make money.

2 Language point

When people are discussing options, they use a range of functional language. It's important to be accurate when you use these phrases, whether the discussion is informal (for example, with friends or family) or more formal (for example, at work or on an exam like B2 First).

Correct mistakes in some of the sentences in the middle column of the table. Then label the groups in the column on the left and add your own ideas to the column on the right.

function	examples - correct mistakes in some of these sentences	more examples - your own ideas
14.	1. Let's discussing this one. 2. Shall we to consider holding special events to raise money? 3. What about asking local businesses for donations?	19.
15.	4. I'm afraid I am disagree. 5. That's (not) how I see it. 6. That has a good point.	20.
16.	7. I can think of one important benefit/drawback. 8. I'd say this idea has both proze and cones. 9. One major (dis)advantage here is cost.	21.
17.	10. I'd rather go for the third option. 11. I had prefer the last suggestion.	22.
18.	12. Rightaway - we have to make a decision now. 13. So, we think asking local businesses for donations is the best idea.	23.

Practise saying all the sentences correctly.

3 Speaking Part 3

Paper 4 contains Speaking exercises. Part 3 is a collaborative task/two-way discussion where both candidates evaluate five written options in the context of a discussion question.

You have 15 seconds to read the options and two minutes to discuss the various options. The examiner then announces that you have one more minute to make a final decision. You may have to choose more than one item.



Information

This task tests your ability to take turns and interact meaningfully with another person. You will need to use a range of functional language to both make and respond to suggestions and evaluations, agree and disagree and express opinions. There is no one correct solution to the task. You will not lose points if you don't discuss all the options or don't agree on a final decision.



Tips

- Plan to begin the discussion immediately by saying, "Would you like to start, or shall I?" Then work through each option one by one, taking turns to make short contributions. Listen to each other and build on your partner's ideas.
- Remember this is not real situation – the most important thing is to demonstrate good collaborative skills and a good level of English. Be polite and respectful throughout the discussion, even if you disagree with your partner.



Watch out!

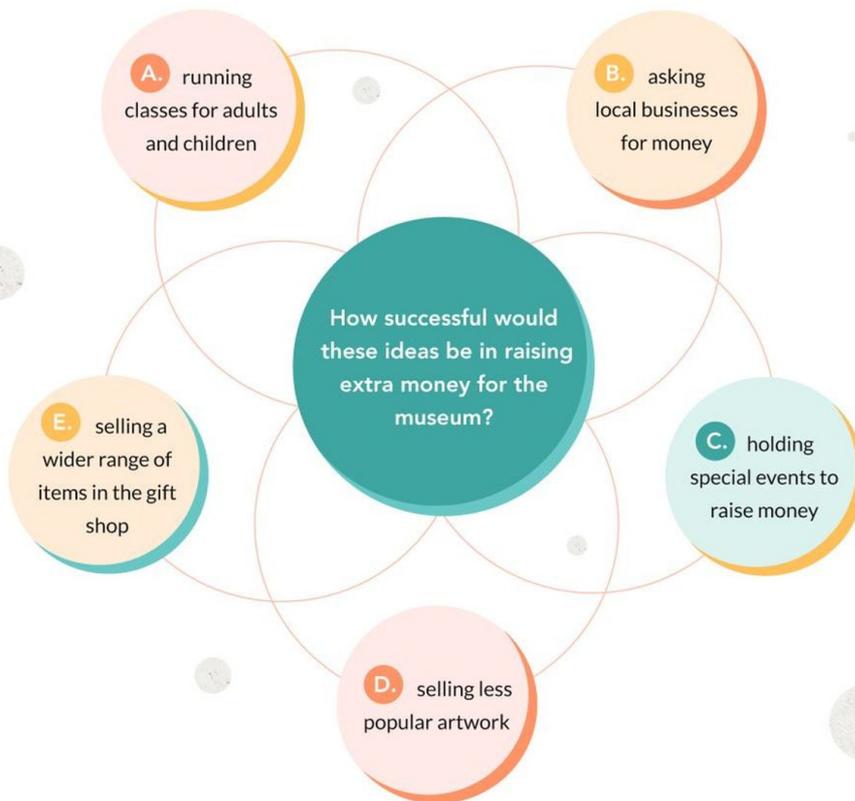
The question is written on the exam materials in the central box, so if you didn't hear or understand the examiner, you can check it here.



4 Model answer



You are going to listen to two candidates working on part 3 of the B2 First speaking exam. The written materials are below. As you listen, mark the order that each item is discussed (1, 2, 3 etc). Also mark how the pair decide to evaluate each item after some discussion: positively (+) or negatively (-). Are all the items discussed? Which item is chosen?



1. How well do you think the students shared the speaking time?
2. Do you agree with their solution?

5 Language in context

Read the sentences from the recording and explain what the words or phrases in bold mean.

1. For me, that's a **no-brainer**. If the collection includes art that people aren't interested in, they should definitely sell those items.

2. Art can go in and out of fashion, so they might regret it if they **get rid of** something, and it turns out to be important or popular later.

3. From what we've been saying, I think holding special events is **the way forward**. I'd rather go for that option.

Finish these sentences in a logical way.

1. It's a no-brainer, the best way to prepare for the B2 First exam is ...

2. I really wish that I hadn't got rid of the ... that I had when I was younger.

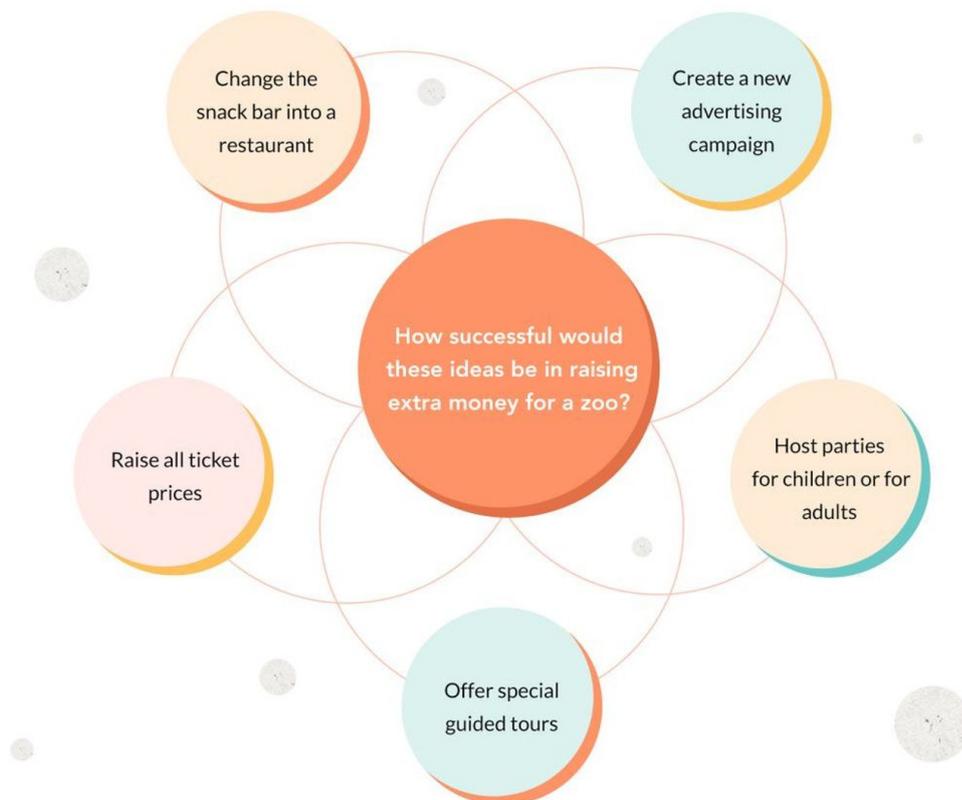
3. In terms of climate change, I'm convinced that ... is/are the way forward.

Share your ideas in pairs.

6

Practice

You are going to try speaking for part 3. Although there is no time for planning in the exam, when you practise in class, it is helpful to prepare some ideas before you try the task. Look at the materials and think about what you would like to say for each part.



Work in pairs to discuss the options. You have two minutes to evaluate the options and one minute to make a decision.

How did you do? Complete the table and answer the final question.

Part 3	Part 3 speaking	yes	mostly	no
Content	I can explain positive and negative aspects of a situation.			
Vocabulary and grammar	I can use a good range of language, accurately, including a range of functional language.			
Fluency	I can speak without too much hesitation.			
Pronunciation	I can speak clearly enough to be understood.			
Self-presentation	I can take turns 50/50 with my partner and disagree politely with them.			

What is the most important thing that you need to do to improve before the exam? How can you do this?



7

Optional extension

The topic of raising extra money might also appear in a task for Writing part 2 – a report. Read this model answer and match the words in bold with their meanings.

Raising extra funds for the City Zoo

Introduction

As costs for energy, food and staff rise, the City Zoo is finding it difficult to meet their running expenses. At a recent **board** meeting, proposals were made to raise extra money for the zoo. The purpose of this report is to evaluate these ideas.

Ticket prices

The simplest solution would be to raise ticket prices by 20%. This would not put too many visitors off but would cover some of the most serious spending increases that the zoo has seen this winter. This action would be accompanied by a social media **campaign** to ensure visitors understood the reasons for the price **hike**.

Focus on visitor experiences

Two suggestions related to developing new visitor experiences. Other zoos in the country offer special tours, guided by a zookeeper, allowing opportunities to feed or interact with animals. Visitors are willing to pay high prices for these **exclusive** experiences and the staffing costs would be low. The zoo could also host parties for children or adults. The board's marketing experts recommend putting out a major advertising campaign to ensure high **take-up** for these new **offerings**.

Recommendations

It is likely that most local visitors would respond negatively to a price rise even if they were made aware of the reasons. Therefore, although they require significant **investment**, actions to improve visitor experiences are predicted to be the most **profitable**.



Group 1

- 1. _____ (n): a plan to sell more products or services by making people aware of what's available
- 2. _____ (n): a sudden and large increase in price
- 3. _____ (adj.): available to only a small group of people, and no one else
- 4. _____ (n): how much people want to or choose to use a service
- 5. _____ (n, plural): money that is needed to meet costs or to spend on projects

Group 2

- 1. _____ (phr. v.): producing information and making it available for people to read or hear
- 2. _____ (n): products or services that are made available for customers to buy
- 3. _____ (adj.): resulting in extra money after the costs of production have been subtracted
- 4. _____ (n): the group of people who make decisions about how a business is run
- 5. _____ (n): the money (and time and energy) it takes at the beginning of a project to make it successful later on

Choose three words from this list that you think will be useful for you to remember and write a personal sentence for each one.

- 1. _____
- 2. _____
- 3. _____



UNDER DISCUSSION



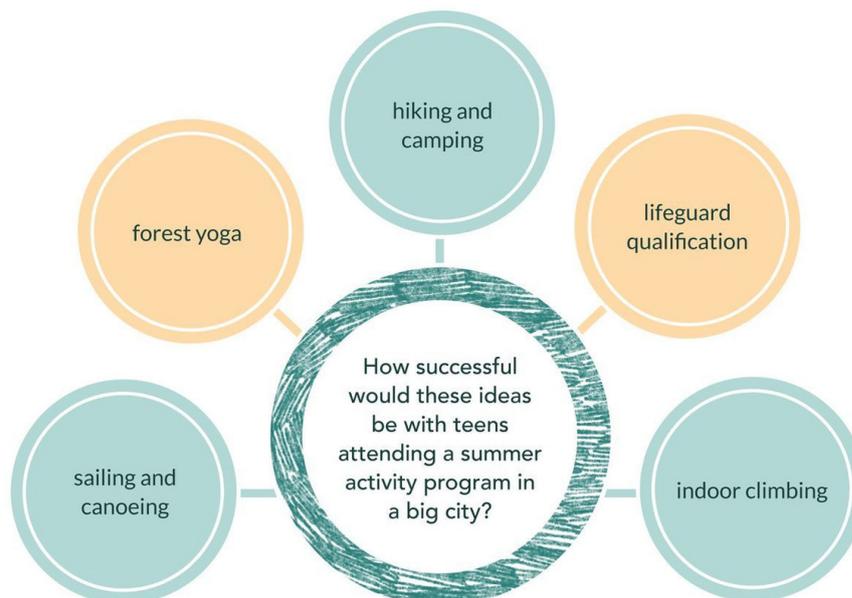
Scan to review worksheet

Expemo code:
1HLA-22PB-FC0D

1 Warm up

Work in pairs to complete this collaborative task, speaking for no more than three minutes.

Examiner: I'd like you to imagine that a summer activity program for teens in a big city are thinking about the best activities to include next year. Here are some ideas they're thinking about and a question for you to discuss.



Explain your choice to the class and give reasons.

1. Why do you think it's important for people to spend time outside?
2. Why do you think some people avoid spending time outside?

2 Language point

When we are answering questions about complicated issues, like the last two questions in the Warm up, we should use a range of functional language. These help us to explore various important factors and give a full answer to the question.

A full answer to this type of question might have several parts. Read this answer and identify the four types of information it includes. How are these introduced?

Why do you think it's important for people to spend time outside?

As far as I'm concerned, the greatest benefit to spending time outside is emotional. This is because being outdoors in nature makes people feel happy and less stressed. For instance, one study I read about showed that just spending just fifteen minutes a day in a park or green space made most of the participants feel much more positive about their lives. However, this wasn't true for everyone in the study – perhaps they had more serious problems.

Complete the answer to the question below with your own ideas.

Why do you think some people avoid spending time outside?

From my point of view, some people avoid going outside because _____¹. I think this may be partly due to _____². I sometimes find it difficult to go out, even to do simple things such as _____³, even though I know _____⁴.

There are different ways to explore contrasting ideas. Read these sentences and decide which one contrasts positive and negative aspects of the same thing. What two things does the other sentence contrast?

1. I love going for a walk in the evenings – everyone in my town does. **However,** / **In contrast,** in some countries, this is not a popular pastime.
2. Lots of people find that going for a daily walk has a number of benefits for fitness. **On the other hand,** not everyone enjoys this type of exercise.

In a full answer, we may need to use language for generalizing about what other people think and do, especially if it's different to our own thoughts and actions.

Add one missing word from the box to each of these phrases. You are given the first letter of each word, and the number of missing letters.

1. As a r _ _ _
2. G _ _ _ _ _ _ _ speaking,
3. In most c _ _ _ _
4. M _ _ _ often than not
5. What often h _ _ _ _ _ is

Use these expressions to talk about how young people in your country or city like to spend time outdoors in the summer. What about in the winter?

Talk about popular ways for older people in your country or city to spend time outdoors in the summer and in the winter.



3 Speaking part 4

Paper 4 contains Speaking exercises. In Part 4 the examiner asks questions for both candidates to answer. The topic of these questions is related to the collaborative task in Part 3.

These questions invite students to explore this topic more generally and more deeply, unlike the interview questions in Part 1, which require a shorter and more personal response. This part of the exam lasts four minutes and the examiner might ask six questions during this time.



Information

This part of the exam tests your ability to express and justify opinions, agree and disagree, generalize, and speculate. The examiner will direct questions at one candidate or the other and may then invite the other candidate to respond as well, by asking something like, "What about you?" They might also ask an "open question" to both candidates without saying who should answer. The ideal situation is that the questions lead to a genuine discussion between the candidates. There are no right answers to the questions.



Tips

- Listen carefully to what your partner is saying. If you are invited to offer an additional response to their question, try to add an extra reason or example or explore another point of view. If you have nothing to add, don't simply repeat what they said, just say something like, "I feel the same way."
- Aim to give a full answer with four parts, but when you've made your points, stop speaking. Don't continue for a long time if you're just repeating the same information. If you haven't got much experience or knowledge of the topic, you can admit that, but give a speculative answer: "I'm not really sure, but I think ..."



Watch out!

You can disagree with the other candidate but try not to be impolite or overly negative.

4

Model answer

You are going to listen to two candidates, Teresa and Charlie, working on part 4 of the B2 First speaking exam. For each of the questions they answer, decide if the statement is true or false.



1. Question 1: What are some popular outdoor activities in your country? Charlie reacts to Teresa's remarks. _____
2. Question 2: Why do you think it's important for people to spend time outside? Teresa's answer is too long. _____
3. Question 3: Why do you think some people avoid spending time outside? Teresa and Charlie share a negative opinion of people who avoid spending time outside. _____
4. Question 4: How can schools encourage young people to be outside more? The examiner invites Charlie to speak. _____
5. Question 5: Do you think people spend less time outside than they did in the past? Both candidates give reasons for their ideas. _____
6. Question 6: Is it necessary to spend a lot of money to have a more outdoor lifestyle? Only Teresa makes a generalisation about other people. _____

What did you find interesting or surprising about listening to this part of the exam?

5

Language in context

Read the sentences from the recording and explain what the words or phrases in bold mean.

1. Lots of studies have shown that outdoor time improves people's **well-being**.

2. However, I'm afraid that many people are also just lazy, you know, **couch potatoes**!

3. For this reason, they were often **out of shape** and died at a much earlier age than people do now.

Explain why these things might happen.

- someone is worried about their son or daughter's well-being
- someone thinks they have become a couch potato
- the vet tells someone their dog is out of shape

6 Practice

You are going to try speaking for part 4. The questions in this part of the lesson could follow on from the collaborative task you tried in the Warm up.

Work in A/B pairs. Complete your part of the table by making a note of just ONE key word in each column that you would use to answer each question. Although there is no time for planning in the exam, when you practise in class, it is helpful to prepare some ideas before you answer the questions.

B – ask A their questions. A – ask B their questions.

Student A				
Prepare to answer these questions.	opinion and reason	example	contrast	generalisation
How can local governments encourage people to keep fit?				
What are some of the advantages of having a fit population?				
What are some other ways to stay healthy besides exercise?				

Student B				
Prepare to answer these questions.	opinion and reason	example	contrast	generalisation
Is it necessary to spend a lot of money to keep fit?				
Do you think people are less fit than they were in the past? Why?				
Why do you think some people avoid team sports?				



How did you do? Complete the table and answer the final question.

Part 4	Part 4 speaking	yes	mostly	no
Content	I can give a full answer: my opinion, reasons, examples and a contrast.			
Vocabulary and grammar	I can use a good range of language, accurately, including generalisations.			
Fluency	I can speak without too much hesitation.			
Pronunciation	I can speak clearly enough to be understood.			
Self-presentation	I can present myself in a friendly and positive way.			

What is the most important thing that you need to do to improve before the exam? How can you do this?



7 Optional extension

The topic of health and fitness may appear in Writing task 1 – an essay. Read this student essay and supply the words that you cannot see.

Task

In your English class, you have been talking about keeping fit. Now your English teacher has asked you to write an essay.

Some people say that outdoor exercise is the best way to keep fit. Do you agree?

Notes:

1. whether it works
2. the cost
3. your own idea: extra benefits – well-being

Modern life is unhealthy. We drive to work, sit at a desk all day, and watch TV or look at our phones in the evenings. This leads to a number of physical problems, including heart disease, diabetes, stress and obesity. Luckily, the solution to the common modern lifestyle is simple: outdoor exercise.

It is possible to get in shape simply by going for a walk or jog. The key is to do it regularly and challenge yourself to walk quickly. If you're getting out of breath, that's a good sign. Running is even better and if you have a bike, this is also a great way to exercise and get around the city at the same time. Furthermore, these forms of exercise are very cheap. There are plenty of free apps that monitor your distance and heart rate.

Outdoor work has also been shown to benefit our well-being, lifting our moods and reducing stress. Some people say this is because it provides a connection to the seasons. Seeing flowers bloom and leaves fall helps us forget our problems.

Even if it's cold and raining, we can all benefit from outdoor exercise, and it should be more popular.

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TRICKY SITUATIONS



Scan to review worksheet

Expemo code:

1HLA-22PB-CEFD

1

Warm up

Some English language students have posted remarks about tricky situations on an exam website. For questions 1-5 below, choose from items A-E on page two. Two answers are possible for one question.

In which section does the writer describe ...

1. two possible explanations for someone else's behaviour?
2. something they are worried about now?
3. a time when they were disappointed in themselves?
4. something that requires extra time?
5. a difficult situation that turned out well?



A. I took the Cambridge B1 Preliminary exam last year. As soon as I met the other candidate, I could see they had a much higher level of English than I did – it seemed more like C1! I was worried that the examiner would fail me because I was so much less fluent and accurate, but that didn't happen.

B. I've just taken the B2 First and I'm waiting for the results. It went okay, but during the picture description, my mind just went blank, and I couldn't remember the word *coach*. I felt so stupid, and it was difficult to keep going when I just needed that one easy word to finish my description.

C. Listening is my weakest skill, and I sometimes can't understand the teacher's instructions or questions in class. What if that happens on the exam? I don't know what to do if I can't understand the examiner or the other candidate.

D. My cousin told me that when they took a speaking exam once, their partner kept interrupting them. I don't know why someone would do that. Were they trying to help or were they just being rude? Anyway, my cousin said that the examiner handled it very professionally.

E. My teacher said that we might have to work in a group of three people for the speaking exam, instead of in pairs, if there are an odd number of candidates at the exam centre. She said we'd have more time to make sure everyone had a chance to speak, but I'll be really stressed if this happens to me.



Answer the following questions.

1. Have you ever experienced any of these situations in an exam context? How did you handle it?
2. Which of these situations are you most worried about for your B2 First Speaking exam? What do you think you can do to prepare yourself?

2 Language point

Speaking exams can be stressful, but you can be prepared for tricky situations by practising functional language. This helps you feel more confident before the exam. Read the left column of the table and add the correct word from this list: clarify / help / hesitate / interrupt.

function	examples – put words in order to make useful phrases	more examples – your own ideas
I need time to think: 1. _____	a / good / question / that's / very 5. _____ about / before / I've / never / really / that / thought 6. _____ an/ interesting / what / question 7. _____	
I'm not sure I understand my partner: 2. _____	can / check / I / just / saying / what / you're 8. _____ as / I / it, / saying / that... / understand / you're 9. _____ following / I'm / not / quite / sorry / you 10. _____	
My partner can't answer the question, but I have some ideas: 3. _____	I / mean / that... / think / you 11. _____ perhaps / is... / say / to / trying / what / you're 12. _____ be... / examples / maybe / some / would 13. _____	
I really want to say something, but it's not my turn: 4. _____	come / could / here? / I / just / in 14. _____ add / here / I'd / like / that... / to 15. _____ be/ but... / may / so, / that / 16. _____	

Put the words in the middle column in the correct order to make useful phrases. Add your own ideas to the column on the right.

Why might you interrupt your partner?

Sounding positive when you say things in tricky situations is really helpful. Practise saying all the phrases fluently.

Work in pairs. Test each other so that you can say at least one phrase for each function accurately and fluently.

3 The Speaking paper - parts 1-4

The B2 First speaking exam is, above all, a test of how effectively you can communicate. This skill includes so much more than knowing vocabulary and grammar at B2 level. You need to be able to listen and respond appropriately to both the examiner and the other candidate, co-operate with your partner, and generally present yourself positively. If you focus on these things when you prepare for the exam, you will have a better experience.

i Information

Students who do the speaking exam in groups of three will not be at a disadvantage. Extra time is allowed (20 minutes, instead of 14) - follow the examiner's instructions carefully to make sure everyone gets a fair chance to speak.

Tricky situations can work in your favour! If the examiner sees you hesitating, clarifying, helping your partner or interrupting appropriately, they will be impressed by your communication skills.

💡 Tips

- Trust the examiner! Candidates can have confidence that examiners are fully trained to handle a range of common situations.
- Be aware that both examiners in the room offer a mark for both candidates.
- In part 4 of the exam, the examiner may ask one candidate more questions than the other. This may be because they need more information about this candidate's level, perhaps because they haven't produced enough language in parts 1-3.

! Watch out!

The speaking exam is not a competition. Candidates are measured against a standard for the B2 level, not against their partner. Be friendly and cooperative.

4 Model answer



You are going to hear three exam situations. For each one, listen and decide what problem the candidates are having and how they deal with it. Your teacher will stop the recording so you can discuss each situation.

Situation 1	Situation 2	Situation 3
1	2	3

5 Language in context

Read the sentences and explain what the words or phrases in **bold** mean. One sentence is from the Warm up and the others are from the recording – all the phrases have the same function.

- "It went okay, but during the picture description, **my mind just went blank**, and I couldn't remember the word *coach*."
- "Even though it's a small space, there are lots of flowers and trees and ... and also ... **it's on the tip of my tongue** ... what's the word? **It's slipped my mind**. What I mean is something like a small tree. A bush – that's it!"

Answer the following questions.

1. When was the last time you needed one of these expressions?
2. Which one do you like the most? Why?
3. Do you have any similar expressions in your language?

6 Practice

You are going to practise part 3 and 4 of the exam and you will work in a group of three (student A, B and C) instead of in a pair. As you go through the questions, try to use functional language for hesitating, clarifying, helping each other and interrupting. You can look back at the phrases on your worksheet to help you remember what to say.

Part 3: collaborative task

Here are some ways that young people might learn how to cook. Talk to each other about how easy it is to learn from each method and then say which is the best way for them to learn. You have two minutes to evaluate the options and one minute to make a decision.



Part 4: discussion questions

- Student A, why is it important for young people to know how to cook?
- Student B, what do you think?
- Student C, in what ways is cooking enjoyable?
- Student A, do you agree?
- Student B, what can you do if something you've cooked doesn't turn out right?
- Student C, and you?
- Student C, how much has the way we cook changed in the last 50 years?
- Student A, what do you think?
- Student B, how do you think the way we cook will change in the future?
- Student C, and you?
- Student A, how can people be encouraged to eat more healthily?
- Student B, do you agree?

**How did you do? Answer these questions.**

1. What was it like working in a group of three?
2. What went well for you in these parts of the exam and why?
3. Did you encounter any tricky situations? How did you deal with them?
4. What do you need to improve before the exam and how can you do this?

7

Optional extension

Some people find it helpful to prepare for an exam by imagining what's going to happen in a positive way. This is called visualization and there's an example below. You can add your own personal comments for each part of the exam.

It's the day of my speaking exam. I wake up on time after a good night's sleep. I've been working hard for ages, so I didn't need to stay up all night preparing. I eat a good breakfast and then arrive at the exam centre on time with my ID and entry form.

My partner is there. They seem friendly but we're both a little bit nervous, of course. When we go into the exam room, the two examiners are waiting for us. We sit down and make ourselves comfortable in the chairs. I make sure I can see the faces of my partner and the main examiner.

Here we go – part 1, interview questions. I wait until the examiner asks me a question and I give an answer that's the perfect length, with just one extra piece of information. When my partner's answering their questions, I ...

It's time for part 2 – long turn picture description! When it's my turn to speak, I listen carefully to the examiner's introduction and question. I remember the structure that we practised in class and easily speak for one minute, focusing mostly on answering the question. I listen to my partner describing their photos and then answer the question the examiner asks me. I feel ...

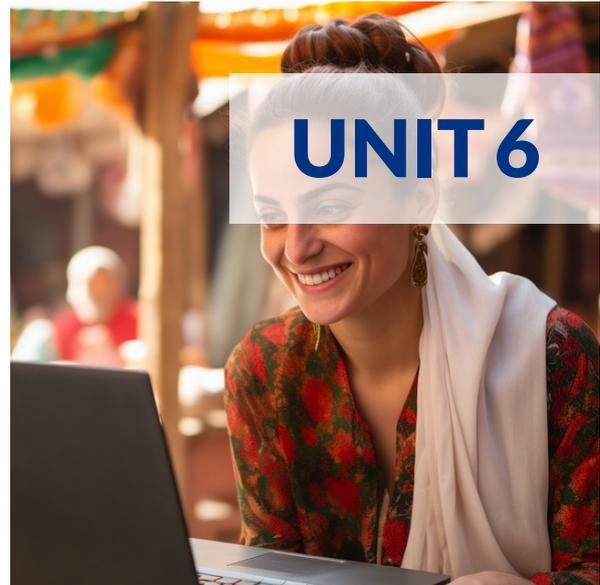
Now for part 3 – the collaborative task. The discussion opens when I say, "Would you like to start, or shall I?" I know the most important thing here is to ... We go through most of the options in two minutes and then we have one minute to try to reach a final decision.

At last – part 4, discussion questions. I remember that the topic is related to part 3, and also that I should include reasons and example in my answers. I even manage to explore a contrasting point of view when I disagree with my partner. The time goes quickly, and before I know it, I'm calling my family/friends to let them know how it went. I tell them ...

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REFLECT ON SPEAKING



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Expemo code:
1HLA-22PB-718E

1

Warm up

These four student responses all relate to the same topic. Match each one with the correct part of the B2 First speaking exam.

1. In my experience, most students don't really enjoy PE at school because they are worried about what other people think of them.
 2. To keep fit, I try to go to the gym about twice a week. There's one quite near my house.
 3. If we consider the next option, cycling, there are quite a few advantages.
 4. The two people in the picture are doing some exercise in the park together – they might be friends.
- a. collaborative task
 - b. interview questions
 - c. long turn - picture description
 - d. discussion questions

Answer the following questions.

1. What order do these parts go in on the exam?
2. Which ones do you do alone, and which do you do with a partner?

2

Language review

Complete the exercises.

Part 1: For questions 1-12, read the three texts below and decide which answer (A, B C or D) best fits each gap. Each correct answer is worth one point.

Text 1

What did we do last night? Well, we just couldn't agree on where to eat so we ended _____¹ staying home. I'm really _____² Thai food, but Jason's not that keen _____³ spicy stuff. We couldn't find a way _____⁴, so we just had baked potatoes at home.

Text 2

You know I'm all _____⁵ getting a bargain, but this time I think I made a mistake. I bought this dress in the sales, and now I've decided the colour is all wrong for me. I need to _____⁶ rid of it, but I don't think I can take it _____⁷ because I can't find the receipt. But it would look great on you so it's a _____⁸, I want you to have it!

Text 3

So, I went out for a meal with my cousin. He's a _____⁹ of a couch potato, you know, he's quite out _____¹⁰ shape. I think it's because he always has a lot _____¹¹ with his business and doesn't have time to cook at home. Anyway, he told me that he wants to lose a bit of weight and so he doesn't eat meat anymore. Then he ordered a meat pizza! Of course, when it arrived, he had to _____¹² it back and ask for something else.

- | | | | |
|----------------|--------------|---------------|----------------|
| 1. a. it | b. up | c. out | d. with |
| 2. a. for | b. in | c. into | d. on |
| 3. a. with | b. in | c. for | d. on |
| 4. a. out | b. over | c. forward | d. through |
| 5. a. about | b. above | c. onto | d. up |
| 6. a. get | b. come | c. do | d. have |
| 7. a. back | b. away | c. out | d. over |
| 8. a. no-brain | b. non-brain | c. no-brainer | d. not-brainer |
| 9. a. little | b. bit | c. lot | d. one |
| 10. a. a | b. of | c. for | d. the |
| 11. a. open | b. of | c. off | d. on |
| 12. a. give | b. send | c. hand | d. turn |

Part 2: Complete these sentences with the missing words. You are given the first letter of each missing word. Each correct answer is worth one point.

1. As a **r** _____, I'll have something light, like a salad, for lunch.
2. As far as I'm **c** _____, people waste too much food.
3. **F** _____ me, there's no such thing as too much coffee!
4. **F** _____ my point of view, plant-based food is perfectly acceptable.
5. I have no **d** _____ that things will change in the future.
6. I'm **a** _____ that I don't always eat healthy food, but I try.
7. I'm completely **c** _____ that people will eat a lot less meat in the future.
8. More **o** _____ than not, students don't really know how to cook for themselves.
9. **O** _____ the other hand, supermarkets tend to have lower prices.
10. Sorry, I'm not quite **f** _____ you.
11. The word is on the **t** _____ of my tongue.
12. To be **h** _____, I don't really enjoy cooking.
13. What's the word? My mind's gone **b** _____.



Part 3: Find and correct thirteen mistakes in the student's response to this task. Each correct answer is worth one point.

Examiner: These pictures show families playing games. Compare the photographs and say what children learn from each type of game.



These two pictures show families with young children playing games. In the first picture there are only one child. He plays a board game with his parents. He look very serious, may because it's difficult for him to count the spaces to move along. He can be enjoying spending time with both of his parents together. Besides, the second picture shows a family who are having two children. They were playing football outside. They probably in the park and they seem like very energetic, although it looks the little boy is enjoying himself more than anyone else. Children are learning a lot from playing games. Board games teach number and reading skills, and sports like football help kids to stay fit and healthy. Most importantly, two types of game teach children about winning and losing.

Part 4: The responses to these discussion questions could be improved by adding one more point to each one. Indicate where this point should go by adding this symbol ^in the correct place.

Write the additional point on the line under each response. You can earn three points for each correct answer.

1. Why is it important for everyone to have a good understanding of mathematics?

In my opinion, a good understanding of mathematics is important for all of us because we need it to make decisions about government policies on important issues. However, there are some issues that relate more to understanding right and wrong, rather than data.

2. Do you believe that some people are just naturally talented at maths and science? Why/not?

Personally, I think some people might just be naturally better at maths than others. This might be because they have a different type of brain – we don't all think in the same way, do we? For example, one of my friends never seems to understand our math homework and I just don't know why.

3. How well is maths taught at school in your country?

This problem is because there is a shortage of maths teachers. Not a lot of people study maths at university these days and even fewer go into teaching. At my school, basic maths classes were taught by our history teacher. Having said that, she was very good!

4. What can teachers do to make maths and science more accessible to everyone?

As far as I'm concerned, maths lessons just aren't relevant enough. For example, you learn all these formulas for the exam, and then you never use them again. Even so, I guess we have to learn a lot of things which don't seem useful at the time but become important later on in life.

Calculate your score for all the exercises in the previous stage – remember that the items in the final exercise are worth three points. There are 50 points available in total. Convert your score into a percentage and write this here:

3**Self-evaluation**

Think about how well you performed in each of the categories in the table. Give yourself a traffic light mark for each line: green means you performed well, yellow means your performance was ok, and red means you need to improve.

Language area and the lesson it was presented in	green	yellow	red
language in context including phrasal verbs (all lessons)			
phrases to introduce opinions (<i>We'd like to know something about you</i>)			
functional language: compare, contrast, describe and speculate (<i>Get the picture</i>)			
functional language: suggest, agree/disagree, explain positive and negative aspects, choosing an option, announcing the choice (<i>Working together</i>)			
functional language: giving reasons, examples, and contrasts, and generalising (<i>Under discussion</i>)			
functional language: hesitating, helping your partner, clarifying, interrupting politely (<i>Tricky situations</i>)			

Now think about how confident you are to speak in each stage of the exam.

Exam paper 2: Speaking	green	yellow	red
interview questions			
long turn – picture description			
collaborative task			
discussion questions			

Choose up to three important areas from either of the tables that you need to improve in. Mark these with a * in the tables above.

There are lots of ways for you to improve in your weaker areas. Choose up to three that you need to do from the list below and make time in your schedule to complete them before the exam.

- Make sure you have a strategy in mind for all four parts of the speaking exam, following the advice presented in all the lessons.
- Look back at the interview and long turn tasks in these lessons and try them all again. Work in front of a mirror. Do each one twice, and make sure to improve the second time.
- Practise the collaborative and discussion tasks with a classmate or friend. Do each one twice, and make sure to improve the second time.
- Make a poster of all the functional language you need to know for this paper and hang it on the wall in a place where you can see it every day. (The bathroom is a great place to display posters – you can review them while you brush your teeth).
- Take every opportunity to speak English in your daily life – in class, with friends or family, even talking to yourself.



4 Optional extension

When you are speaking in the exam, your pronunciation needs to be clear. Practising pronunciation is part of exam preparation and there is also evidence that working on pronunciation helps you to remember words and phrases.

Choose five words or phrases from this revision lesson that you want to practise pronouncing and write them here. What aspect of pronunciation do you need to work on with each item? Choose from the list in the box.

- individual sounds (example: *To be honest* - the H is silent)
- syllable number and stress (example: *I'm convinced that* - only 2 syllables, not 3)
- sentence stress and intonation (example: *I **DON'T** think I can take it **BACK*** - the particle in phrasal verbs is usually stressed)
- linking final consonant and initial vowel sounds (example: *For instance* - these sound like one word in fast natural speech)

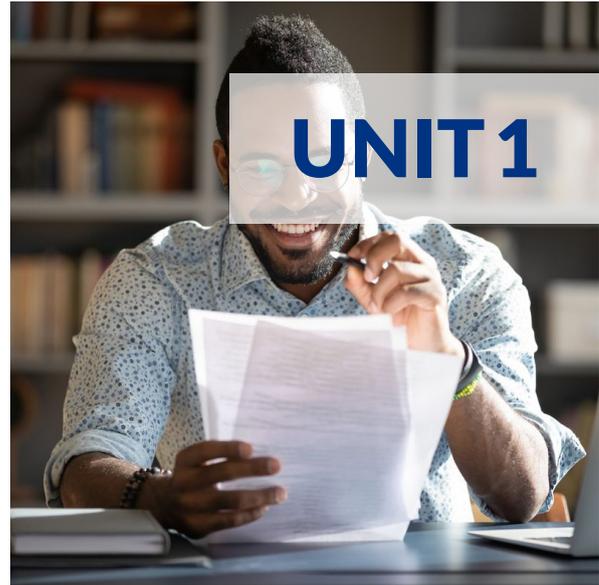
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PART 7

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B2 FIRST PRACTICE PAPER 1: USE OF ENGLISH AND READING



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Expemo code:
1HLA-22PB-43E5

1 Use of English: Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example: A. over B. about C. for D. up

0.	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
----	----------------------------	---------------------------------------	----------------------------	----------------------------

Banoffee pie

You might not think English cooking has much to boast (0) _____, but there is one sweet treat that's pure genius: banoffee pie.

Banoffee pie

You might not think English cooking has much to boast (0) _____ about but there is one sweet treat that's pure genius: banoffee pie. It was invented in the 1970s at The Hungry Monk restaurant in East Sussex. The story (1) _____¹ that owner Nigel Mackenzie challenged his business partner Ian Dowding to create a new dessert using only the ingredients they had available in the kitchen that day. He paired bananas with toffee, and the rest is history!

The dish soon became so popular (2) _____² other restaurants put it on the menu. Supermarkets began to offer ready-made (3) _____³ and people (4) _____⁴ the recipe so they could make it at home. It's (5) _____⁵ simple to prepare.

You start with a crust made from crushed biscuits mixed (6) _____⁶ melted butter. This is covered by a (7) _____⁷ of toffee, followed by some sliced bananas. Finally, you add a thick topping of whipped cream. It's served chilled, from the refrigerator.

If you ever get the chance, you should try it (8) _____⁸.

- | | | | |
|------------------|---------------|-------------|-------------|
| 1. A. says | B. starts | C. goes | D. tells |
| 2. A. resulting | B. so | C. that | D. then |
| 3. A. versions | B. goods | C. range | D. stock |
| 4. A. asked | B. called | C. liked | D. demanded |
| 5. A. apparently | B. relatively | C. easily | D. rightly |
| 6. A. by | B. with | C. to | D. up |
| 7. A. level | B. layer | C. material | D. stuff |
| 8. A. for | B. on | C. out | D. up |

2 Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example:

0.	T	U	R	N	S				
----	---	---	---	---	---	--	--	--	--

Walk this way

We all know that we need to exercise regularly to stay healthy, but it (0) _____ out that we don't need to go to the gym or even for a run to achieve (9) _____ positive effects.

Walk this way

We all know that we need to exercise regularly to stay healthy, but it (0) _____ out that we don't need to go to the gym or even for a run to achieve (9) _____ positive effects. Scientists have discovered that an eleven-minute daily walk (10) _____ deliver similar results.

Research has shown that regular walkers are much less likely (11) _____ develop dementia or other memory problems when they get older. Not (12) _____ is walking good for the brain, but it also benefits the heart. In fact, going for regular walks is a more sustainable activity for many people than higher-intensity workouts like running. What's more, walking results in nothing (13) _____ as many injuries.

Surprisingly, walking has other benefits, including boosting the immune system, (14) _____ is responsible for fighting off diseases. (15) _____ outdoors reduces stress and leads to lower levels of cancer and other illnesses.

If you want to include walking in your exercise programme, it's important to do it right. It doesn't matter what distance you cover – the main thing is to walk fast (16) _____ to get slightly out of breath.

3**Part 3**

For questions 17-24, read the text below. Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example:

0.	E	X	A	C	T	L	Y		
----	---	---	---	---	---	---	---	--	--

Twin towns

Most people in Europe have heard of the term twin towns. But what (0) _____ (EXACT) does this mean? Twin towns in Europe developed as a way of promoting peace and understanding following the (17) _____ (DESTROY) of the Second World War. They provide opportunities for people to meet across (18) _____ (NATIONAL) borders, have new experiences and make friends. This often involves school visits – many young people have benefited from exchanges with hosts in their twin towns. The (19) _____ (RELATION) can also promote strategic business links and even lead to the (20) _____ (CREATE) of works of art. Towns are paired up because they share some kind of (21) _____ (SIMILAR). This may be location, size or (22) _____ (INDUSTRY) background. Some of the earliest twinning reflects shared (23) _____ (HISTORY) experiences – for example twins Coventry in the UK and Dresden in Germany were both heavily bombed during the war. Schemes like town twinning can lead to a more positive and (24) _____ (HOPE) future for people all over the world.

4 Part 4

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0. My neighbour gave me this recipe. (GIVEN)

I our neighbour.

The gap can be filled by the words "was given this recipe by", so you write

0. WAS GIVEN THE RECIPE BY

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25. If you take an umbrella, you won't get wet.

THAT

Take an umbrella get wet.

26. George said to me, "Take it away."

TOLD

George take it away.

27. I met James last week.

FOR

I a week.

28. You shouldn't go so fast on this road.

DOWN

You on this road.

29. This building is nowhere near as tall as I thought it would be.

THAN

The building is I thought it would be.

30. You can't park here on Sundays.

ALLOWED

You park here on Sundays.

5 Reading paper: Part 5

You are going to read an extract from the 19th-century novel *Treasure Island*, in which the narrator describes his first meeting with one of the main characters. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Squire Trelawney, Dr. Livesey, and the rest of these gentlemen having asked me to write down the whole story about Treasure Island, from the beginning to the end, keeping nothing back but the location of the island, and that only because there the treasure is still there, I take up my pen and go back to the time when my father kept the Admiral Benbow inn and the brown old seaman with the scar first came to stay under our roof.

I remember him as if it were yesterday, as he came up to the inn door, his luggage following behind him in a **barrow**—a tall, strong, heavy, nut-brown man, his pigtail falling over the shoulder of his soiled blue coat, his hands ragged and scarred, with black, broken nails, and the sabre cut across one cheek, a dirty white. I remember him looking round the bay and whistling to himself as he **did so**, and then breaking out in an old sea-song and knocking on the door with a bit of stick that he carried, and when my father appeared, calling roughly for a drink. This, when it was brought to him, he drank slowly, and looked about him at the cliffs and up at our signboard.

"This is a handy bay," he said; "and a pleasant place to stay. Is there much company, mate?"

My father told him no, very few customers, unfortunately.

"Well, then," said he, "this is the place for me. Here you," he cried to the man who had pushed the barrow; "Unload my chest. I'll stay here a bit," he continued. "I'm a plain man; bacon and eggs is what I want, and that head up there to watch the ships. You can call me captain."

And indeed, bad as his clothes were and roughly as he spoke, he had none of the appearance of a sailor, but seemed like an officer or mate, used to being obeyed. The man who came with the barrow told us he had arrived the morning before at the Royal George, that he had inquired what inns there were along the coast, and hearing ours well-spoken of, I suppose, and described as lonely, had chosen it from the others for his place of residence. And that was all we could learn of our guest.

He was a very silent man. All day he hung round the bay or upon the cliffs with a brass telescope; all evening he sat in a corner next to the fire. Mostly he would not speak when spoken to, only look up suddenly and fiercely; and we and the people who came to our house soon learned to let him be. Every day when he came back from his stroll he would ask if any sailors had gone by along the road. At first, we thought it was the lack of company of his own kind that made him ask this question, but at last we began to see he was keen to avoid them. When a seaman did stay at the Admiral Benbow (as now and then some did, making by the coast road for Bristol) he would look in at him through the curtained door before he entered the room; and he was always sure to be as silent as a mouse when any such person was present.

I took an interest in these sailors as well, because he had promised me a silver fourpenny on the first of every month if I would only keep my "eyes open for a sailor with one leg" and let him know the moment he appeared. Often enough when the first of the month came round and I applied to him for my wage, he would only stare me down, but before the week was out, he was sure to think better of it, bring me my four-penny piece, and repeat his orders to look out for "the sailor with one leg."

31. Why is the narrator recording these events?
- a. to ask other people for help in finding the treasure
 - b. to help him remember what happened a long time ago
 - c. to respond to a request from people he knows
 - d. to share important information about the treasure with other people
32. In the second paragraph, what is the meaning of the word **barrow**?
- a. a particular area
 - b. a short time
 - c. a type of bag
 - d. a vehicle
33. What does **did so** refer to in the second paragraph?
- a. arriving at the inn
 - b. checking the surroundings
 - c. knocking on the door
 - d. making a musical sound
34. Why did the man decide to stay at this place?
- a. He liked the staff.
 - b. It was cheap.
 - c. It was remote.
 - d. The food was good.
35. Why did the man ask if anyone had seen other sailors?
- a. He didn't want to see any.
 - b. He disliked sailors in general.
 - c. He was lonely and wanted some company.
 - d. He wasn't a real sailor himself.
36. How did the man feel about paying the narrator?
- a. He always paid him on time.
 - b. He would change his mind.
 - c. He complained about paying him.
 - d. He never paid him.

6

Part 6

You are going to read an article about the Northern Lights. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (37-42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Can you hear the lights?

The Aurora Borealis

I recently returned from a once-in-a-lifetime holiday to Finland. It's long been my dream to see the Northern Lights, and, although no tour operator can guarantee sightings, I'm pleased to say that I wasn't disappointed. What's more, I didn't just see the lights, I heard them as well! Let me explain.

The Northern Lights, or Aurora Borealis, are coloured lights that appear naturally in the sky around the Arctic circle, although you can sometimes see them further south. The lights are multi-coloured and appear as bands moving across the sky. They are caused by tiny particles in the solar wind which interact with gases in the earth's atmosphere, under the influence of the planet's magnetic field. 37)_____

The Aurora Borealis has always fascinated explorers and researchers working in the frozen north. From the 19th century, as they gathered more data, experts figured out how the lights were produced. However, interviews with native peoples revealed a new aspect. 38)_____ This was the subject of a fascinating lecture that we heard on the tour.

The sounds that observers were reporting could be described as whistles, whooshes and whizzes and they were very rare. 39)_____ Others suggested that they were some kind of strange psychological effect, a trick of the mind similar to the way that a shooting star, or a meteor, may seem to produce a sound in a witness' brain even though the event is silent. Despite these explanations, reports of these noises kept coming in, and debate continued throughout the 20th century.

Finally, in 2016, a group of researchers decided to investigate. They set up some recording equipment

in a remote Finnish village (which happened to be near where we were staying), expecting to lay these stories to rest once and for all. To their surprise, they found that certain displays did seem to produce sounds. It was rare, to be sure, present in only around 5% of the strongest auroras. Interestingly, the noisy lights only occurred when there was a type of weather known as a temperature inversion, when cold air is trapped under a layer of warm air. 40)_____ Some observers also reported the smell of ozone, similar to what we experience just before a thunderstorm.

To my amazement, on the last night of the trip, we experienced exactly the right conditions and we both saw and heard the aurora. To me, it sounded two pieces of rough silk rubbing together. I had feelings of wonder and amazement, and even a little fear. 41)_____

Recently, artists have been exploring the Northern Lights, looking for new ways to interact with this spectacular natural event. 42)_____ The Latvian composer Eriks Esenvalds refers to the sounds in an original piece, which also includes the melody of the only Latvian folksong which mentions them. If you're curious about the phenomenon, you may prefer something more accessible to listen to. There are plenty of authentic recordings available on the Internet and the BBC has also translated the very low sounds the aurora always produces into higher frequencies so that humans can hear them. I'm making a slideshow on my phone which shows all the photos I took on holiday, and now I can even include an authentic soundtrack!

- A. I have to say that they are even more magnificent than I expected.
- B. Musicians in particular have tried to capture the magic of the aurora in their work.
- C. No wonder – native peoples say that the sound of the lights is their ancestors speaking.
- D. Some researchers simply dismissed these claims as legends.
- E. The lights were also said to produce sounds that humans could hear.
- F. The sounds appeared to be much more frequent on mountaintops than in lower lying areas.
- G. The sounds are caused by a release of electrical charge in these conditions.

7

Part 7

You are going to read about five unusual racquet sports. For questions 43-52, choose from the sections A-E. The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which paragraph ...

- 43. suggests that players would like to develop the sport further?
- 44. expresses some sadness about the sport's future?
- 45. states that the sport includes features of three different games?
- 46. suggests that the sport was never played by many people throughout its history?
- 47. describes a common sports facility provided for the use of local people?
- 48. says that the sport's most unusual feature is how it can be played?
- 49. describes a sport that always includes a large number of players?
- 50. describes how technology has led to a change in the sport's popularity?
- 51. explains how a change to someone's private facilities resulted in a new sport?
- 52. explains the origins of two modern sports?

Special sports

Five unusual racquet sports that you might want to try

- A. Pickleball may have a funny name, but it's a serious sport that has 2.8 million active players in the United States alone. It was invented by Joel Pritchard, a Washington state father, to entertain a bored teenager on vacation, using homemade items and equipment taken from other sports. The game is a combination of badminton, table tennis and tennis. Players hit a light plastic ball over a low net on a small court. The game only requires half of the area of a tennis court, and you can play on any type of surface, indoor or outdoor, winter or summer. Pickleball quickly became popular with the Pritchards' friends and neighbours, and it continued to spread farther afield through word-of-mouth. Pickleball sets have been commercially available since 1972. However, it was thanks to the Internet that the game really took off. Since 2010, there has been a 385% increase in the number of pickleball courts worldwide.
- B. In 1969, Mexican businessman Enrique Concuera decided to have his home squash court remodelled in a unique way, which included some features of another game called platform tennis. He named the new game Padel. Visiting friends fell in love with the new sport, and in the mid-1970s, padel was exported to Spain and Argentina with the rules adapted to make play more competitive. Since then, padel has been a firm favourite throughout the Spanish-speaking world, but is also popular in Italy, France and the USA. Padel is always played as doubles, so there are four people on the enclosed court for every game. Players use a short solid racquet to hit a tennis-like ball over a central net. The scoring is the same as for tennis. International championships have been taking place regularly since 2005, and there are hopes that the sport might one day be included in the Olympics.
- C. If you could go back to the time of King Henry VIII, you would find people playing a game that reminded you a lot of tennis. In fact, it was tennis, real tennis, the ancestor of the modern game, and popular in royal households in both England and France during the 16th and 17th centuries. Real tennis is played on an indoor walled court, with players using pear-shaped racquets to hit a very hard and very heavy ball made of cloth across a net. Today, it is played in England, France, Australia and the USA, but there are only forty real tennis courts in the world. They are difficult and expensive to build, and as the number of players is decreasing, the game is in a state of decline. This is a shame because it's a fast-paced and thrilling sport. However, if you visit Henry VIII's palace at Hampton Court, just outside central London, you can still see where he played real tennis.
- D. The Basque people, who live along the Spanish-French border, practise a shared culture famous for its ancient language, delicious food, and the sport of pelota. In fact, pelota is not just one sport but a family of related ball games, all played against a wall. You can play singles, doubles or even in teams, but it's the incredible variety of game play which really stands out. In some versions of pelota, players hit the rubber ball with a racquet, but other versions involve using gloves or bare hands, and one even uses a basket to catch the ball. It has been described as the fastest game on earth. Pelota has origins in the sports of ancient Greece and most Basque villages have a court for residents to play, often attached to the local church. In 1900, pelota featured in the Paris Olympic games, but despite being popular in South America, the Philippines and the USA, it has not been included as an official Olympic sport since then.
- E. Not all racquet games are played on a court. Stoolball, which later developed into the games of cricket and baseball, is played on a village green, an open grassy space at the centre of some villages in England. Players use a racquet shaped like a long table tennis paddle to defend upright posts called wickets from a ball. The game is challenging because the field is not level so players must run carefully between wickets or to catch the ball. The name comes from the fact that early versions of the sport had players defending stools (items of furniture like chairs, but without backs). Another unusual feature of the game is that teams are composed of male and female players of any age - truly an activity for the whole village to enjoy. There is evidence that stoolball was played as early as the 15th century, but only in the south-eastern counties of England. People still enjoy the game in this area today.

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Candidate Name

Assessment Date

Candidate Signature

B2 First Reading and Use of English Candidate Answer Sheet

Instructions:

Use a PENCIL (B or HB)

Rub out any answer you want to change using an eraser.

Parts 1, 5, 6 and 7:

Mark ONE letter for each question.

For example, if you think A is the right

answer to the question,

mark your answer

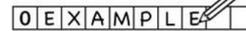
sheet like this:



Parts 2, 3 and 4:

Write your answer clearly in CAPITAL LETTERS.

For parts 2 and 3, write one letter in each box.



Part 1

1	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2

Do not write below here

9	<input type="text"/>	9	1	0																
	<input type="radio"/>																			
10	<input type="text"/>	10	1	0																
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11	<input type="text"/>	11	1	0																
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12	<input type="text"/>	12	1	0																
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13	<input type="text"/>	13	1	0																
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14	<input type="text"/>	14	1	0																
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15	<input type="text"/>	15	1	0																
	<input type="radio"/>																			
16	<input type="text"/>	16	1	0																
	<input type="radio"/>																			

Part 3 Do not write below here

17		17 1 0 <input type="radio"/> <input type="radio"/>
18		18 1 0 <input type="radio"/> <input type="radio"/>
19		19 1 0 <input type="radio"/> <input type="radio"/>
20		20 1 0 <input type="radio"/> <input type="radio"/>
21		21 1 0 <input type="radio"/> <input type="radio"/>
22		22 1 0 <input type="radio"/> <input type="radio"/>
23		23 1 0 <input type="radio"/> <input type="radio"/>
24		24 1 0 <input type="radio"/> <input type="radio"/>

Part 4 Do not write below here

25		25 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/>
26		26 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/>
27		27 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/>
28		28 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/>
29		29 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/>
30		30 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/>

Part 5

31	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 6

37	A	B	C	D	E	F	G
	<input type="radio"/>						
38	A	B	C	D	E	F	G
	<input type="radio"/>						
39	A	B	C	D	E	F	G
	<input type="radio"/>						
40	A	B	C	D	E	F	G
	<input type="radio"/>						
41	A	B	C	D	E	F	G
	<input type="radio"/>						
42	A	B	C	D	E	F	G
	<input type="radio"/>						

Part 7

43	A	B	C	D	E
	<input type="radio"/>				
44	A	B	C	D	E
	<input type="radio"/>				
45	A	B	C	D	E
	<input type="radio"/>				
46	A	B	C	D	E
	<input type="radio"/>				
47	A	B	C	D	E
	<input type="radio"/>				
48	A	B	C	D	E
	<input type="radio"/>				
49	A	B	C	D	E
	<input type="radio"/>				
50	A	B	C	D	E
	<input type="radio"/>				
51	A	B	C	D	E
	<input type="radio"/>				
52	A	B	C	D	E
	<input type="radio"/>				

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B2 FIRST PRACTICE PAPER 2: WRITING



Scan to review worksheet

Expemo code:
1HLA-22PB-334A

1 Writing paper: Part 1

You must answer this question. Write your answer in 140-190 words in an appropriate style on the separate answer sheet.

1. In your English class, you have been talking about cars and traffic. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and giving reasons for your point of view.

Many places have problems because there are too many cars, vans and lorries on the roads. Do you think these problems can be solved?

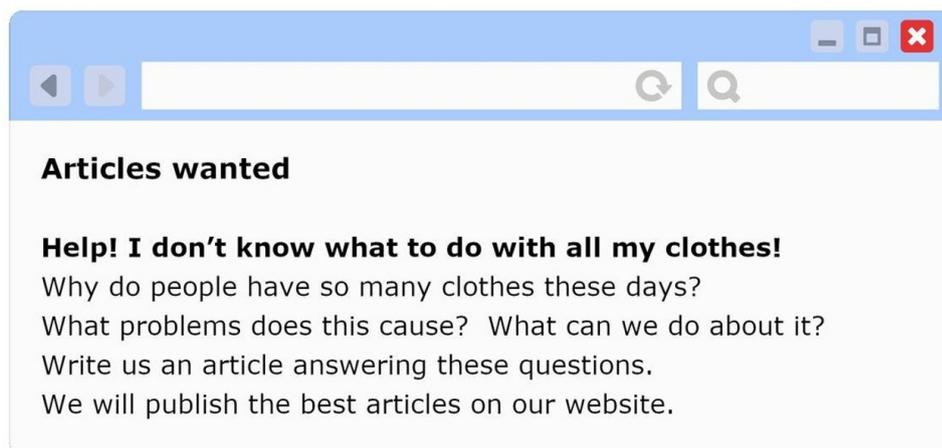
Notes
Write about:

1. the number and size of roads
2. alternatives to delivering goods by road during busy times
3. (your own idea)

2 Part 2

Write an answer to one of the questions 2-4 in this part. Write your answer in 140-190 words in an appropriate style on the answer sheet. Put the question number in the box at the top of the answer sheet.

2. You see this announcement on an English-language website.



Write your article.

3. You have received this letter from your English-speaking friend Nadine.



Write your email.

4. Read the instructions for writing a report.

The city government has set aside some money to improve the facilities at your local swimming pool. They have asked you to speak to some residents and write a report.

Your report should:

- include information about who uses the pool and for what purposes
- recommend changes to the current facilities so that the pool continues to be popular.

Write your report.**Notes:**

3 Appendix

This generic form can be used to offer feedback for any type of writing for the B2 First exam.

Candidate name:

	Mark out of 3	Criteria
Content		the content is relevant the target reader is informed. all points in the instructions are covered
Communicative achievement		the writing follows the conventions of the task in terms of layout on the page and register or style the writing achieves its purpose
Organisation		the text is well-organised with a clear structure, including effective use of paragraphs linking words connect ideas the use of pronouns and synonyms produces a cohesive text
Language		there is a good range of vocabulary and grammar, used accurately occasional errors do not stop the reader understanding the main point

On the day of the exam, make sure that you:



B2 FIRST

PRACTICE PAPER

3: LISTENING



Scan to review worksheet

Expemo code:

1HLA-22PB-7105

1

Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).



1. You hear two flatmates talking in the morning. What is the result of their conversation?
 - a. One borrows a sweater.
 - b. One decides to buy a new shirt.
 - c. One offers to wash some trousers.
2. You hear a voicemail message. What problem might Tom face?
 - a. locating the key to the house
 - b. not knowing when the other person will return
 - c. running out of pet food
3. You hear a manager and employee at work. Why does the manager want to talk to the employee?
 - a. because he has a problem with timekeeping
 - b. to ask permission to use something he created
 - c. to tell him to produce a sales report

4. You hear two friends talking about their experiences of visiting New York. What do they feel differently about?
 - a. how much the theatre tickets cost
 - b. the entrance charges for museums
 - c. the prices in the shops

5. You hear an announcement in an airport. What is the announcement about?
 - a. a change to a departure time
 - b. a change to a gate number
 - c. a change to airport security rules

6. You hear a customer in a shop trying to return a pair of shoes. Why can't they do this?
 - a. The customer bought the shoes last year.
 - b. The customer has worn the shoes already.
 - c. The company has a policy about shoes.

7. You hear two friends speaking. Why is one apologising to the other one?
 - a. They cancelled some plans to go out.
 - b. They didn't tell the other person about a change in plans.
 - c. They've been difficult to get on with recently.

8. You hear someone talking about a craft they do. Which craft is it?
 - a. painting
 - b. pottery
 - c. sculpture



2 Part 2

You will hear a man called Bill Lundt, who works as a garden designer, talking about how we can help wildlife by redesigning our green spaces.



For questions 9-18, complete the sentences with a word or short phrase.

Garden Biodiversity

Bill warns that the recent loss of wildlife will lead to a 9) _____ for everyone on earth.

He suggests that the right kind of gardens can improve the situation and stop this 10) _____.

The show garden looks a bit messy, but, surprisingly, this is 11) _____.

Hedgehogs are an example of a type of animal that could use piles of wood for 12) _____ during the winter.

People with ponds in their gardens often enjoy watching 13) _____ like frogs and newts.

An easy way to make a garden pond is to place a 14) _____ into the ground.

Bill advises making sure that 15) _____ and fat are available for birds at every season.

He also suggests that people attract bees and butterflies by putting flowerpots in a window box or on a 16) _____.

Planting wildflowers in parks looks lovely and will save local governments lots of money 17) _____.

It's common for some people to complain about the new look of their park but after a while they see the 18) _____.

3 Part 3

You will hear five short extracts in which people talk how they use their local library. For questions 19-23, choose from the list A-H what they like best about using their library. Use the letters only once. There are three extra letters that you do not need to use.

- A It saves you money and frees up space in your home.
- B It's a good social space.
- C It's the right atmosphere to concentrate.
- D The staff always do their best to help you.
- E The Wi-Fi is free and fast.
- F They offer a range of classes for all ages.
- G You can get help with your homework.
- H You can find what you want more easily than using the internet.

- 19) Speaker 1 _____
- 20) Speaker 2 _____
- 21) Speaker 3 _____
- 22) Speaker 4 _____
- 23) Speaker 5 _____

4 Part 4

You will hear part of a podcast interview with a woman called Monica Sanders, who works as a personal shopper, helping clients to choose clothes and accessories. For questions 24-30, choose the best answer (A, B or C).

- 24. Why do some people need help from a personal shopper?
 - a. They're changing jobs.
 - b. They're too busy to shop for themselves.
 - c. They've lost or gained a lot of weight.
- 25. How did Monica learn how to do this job?
 - a. She got a job at a major department store.
 - b. She studied at college.
 - c. She worked in the fashion industry.

26. What sort of thing makes a big difference when choosing an outfit?
- If the client is hungry or tired.
 - If the sales staff are helpful.
 - If the little details are right.
27. What does Monica talk about on the phone with clients?
- how much time they have for shopping
 - their budget
 - their height and weight
28. What is the main way that Monica finds new clients?
- She approaches people directly in stores.
 - People recommend her.
 - She creates social media campaigns.
29. What difficult situation does Monica often experience with clients?
- They can't afford the outfits she suggests.
 - They don't really want to change the way they dress.
 - They want to look younger than they actually are.
30. What does Monica suggest people do if they want to get started in this career?
- Practise choosing items for people they know.
 - Update their social media account.
 - Make sure their own clothes, hair and makeup are fashionable.



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Candidate Name

Assessment Date

Candidate Signature

B2 First Listening Candidate Answer Sheet

Instructions:

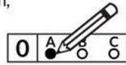
Use a **PENCIL (B or HB)**

Rub out any answer you want to change using an eraser.

Parts 1, 3 and 4:

Mark **ONE** letter for each question.

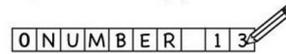
For example, if you think **A** is the right answer to the question, mark your answer sheet like this:



Part 2:

Write your answer clearly in **CAPITAL LETTERS**.

Write one letter or number in each box. If the answer has more than one word, leave one box empty between words.



Turn this sheet over to start.

Part 1

1	A	B	C	D	5	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C	D	6	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C	D	7	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C	D	8	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2 (Remember to write in CAPITAL LETTERS or numbers)

Do not write below here

9	<input type="text"/>	9	1	0
			<input type="radio"/>	<input type="radio"/>
10	<input type="text"/>	10	1	0
			<input type="radio"/>	<input type="radio"/>
11	<input type="text"/>	11	1	0
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16	<input type="text"/>	16	1	0
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17	<input type="text"/>	17	1	0
			<input type="radio"/>	<input type="radio"/>
18	<input type="text"/>	18	1	0
			<input type="radio"/>	<input type="radio"/>

Part 3

19	A	B	C	D	E	F	G	H
	<input type="radio"/>							
20	A	B	C	D	E	F	G	H
	<input type="radio"/>							
21	A	B	C	D	E	F	G	H
	<input type="radio"/>							
22	A	B	C	D	E	F	G	H
	<input type="radio"/>							
23	A	B	C	D	E	F	G	H
	<input type="radio"/>							

Part 4

24	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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B2 FIRST PRACTICE PAPER 4: SPEAKING



Scan to review worksheet

Expemo code:
1HLA-22PB-6AEC

1

Speaking paper

Part 1 (2 mins.)

Good morning/afternoon/evening. My name is ...

And your names are?

Can I have your mark sheets please?

Thank you.

To Candidate A: Where do you live?

To Candidate B: And you?

First, we'd like to know something about you.

Select one or more questions from any of the following categories, to ask either or both candidates, as appropriate.

Food and drink

- How often do you prepare food for yourself? What sort of things do you usually make?
- Do you have a favourite restaurant or café where you like to eat?
- What kind of food would you have at a family celebration?
- Do you ever watch shows about cooking on TV or the Internet?

Holidays

- What sort of things do you like to do on holiday?
- Do you think it's better to go on holiday with friends or with family?
- What are some advantages of returning to the same place every year for a holiday?
- Is there anywhere in the world that you'd really like to visit?

Music

- What type of music do you enjoy?
- When and where do you usually listen to music?
- Do you play a musical instrument, or would you like to learn?
- How often do you listen to live music, for example at concerts?

2 Part 2

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 question about your partner's photographs.

Candidate A, it's your turn first. Here are your photographs. They show **people who are working as volunteers in different situations.**

Place relevant photos in front of Candidate A.

I'd like you to compare the photographs and say **why you think these people have decided to work as volunteers in these situations.**

All right?

Candidate A to speak for one minute.

Thank you.

Candidate B, **would you ever consider working as a volunteer? Why/not?**

Candidate B has 30 seconds for their response.

Thank you. Can I have the photographs please?

Now, *Candidate B*, here are your photographs. They show **people using skills to repair different things.**

Place relevant photos in front of Candidate B.

I'd like you to compare the photographs and say **how useful these repair skills are.**

All right?

Candidate B to speak for one minute.

Thank you.

Candidate A, **do you have any special repair skills like these?**

Candidate A has 30 seconds for their response.

Thank you. Can I have the photographs please?

Candidate A: Why have these people decided to work as volunteers in these situations?



Candidate B: How useful are these repair skills?



3 Part 3

Now I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a group of students want to buy a present for their teacher at the end of the school year. Here are some things they're thinking about and a question for you to discuss. First you have some time to look at the task.

Place diagram in front of both candidates. Allow 15 seconds.

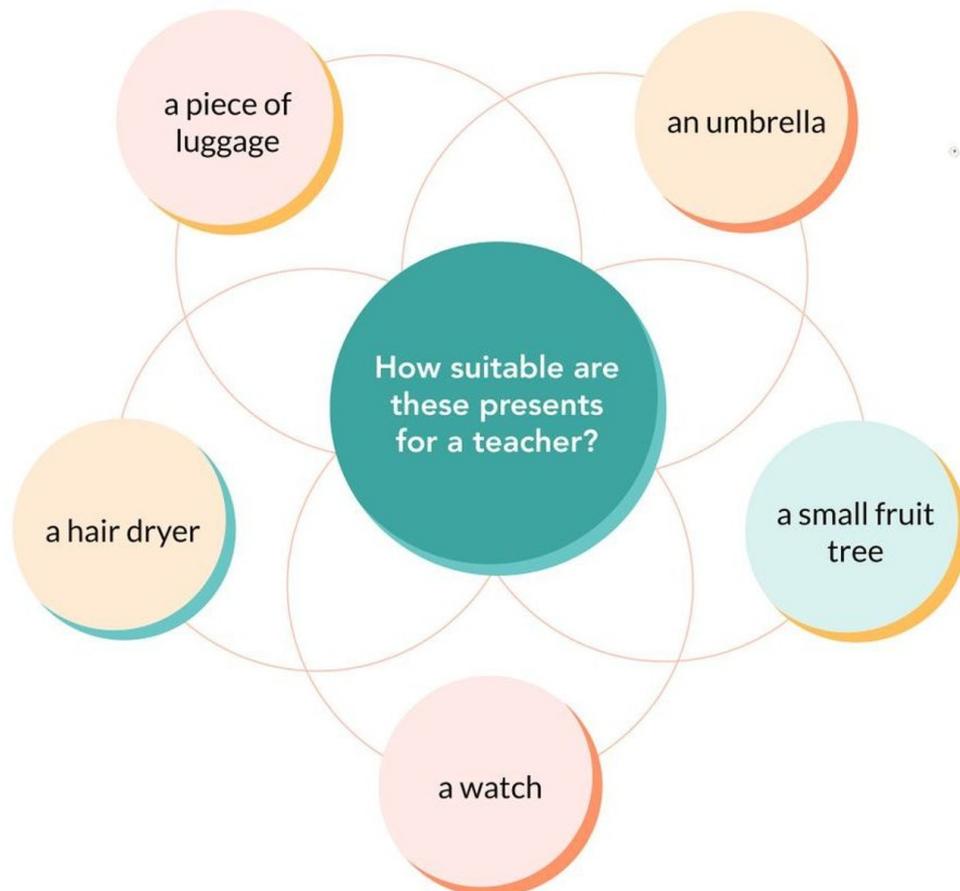
Now talk to each other about **how suitable the presents are for a teacher.**

2 minutes for discussion.

Thank you. Now you have a minute to decide **which present would be the best choice.**

1 minute for discussion.

Thank you. Can I have the materials please?



4 Part 4

Ask the following questions, in order, to either or both candidates, as appropriate.

- In general, do you think people prefer giving presents or receiving presents?
- Do you think children receive too many presents these days?
- How can you let someone know what gift you'd like them to buy for you?
- What's the best way to thank someone for a gift?
- What would you do with a gift that you really don't like?
- Is it ever acceptable to return a gift to the person who gave it to you?

Thank you. That is the end of the test.

5 Appendix

This form can be used to offer feedback on the Speaking paper of the B2 First exam.

Candidate name:

	Mark out of 3	Criteria
grammar and vocabulary		uses a good range of vocabulary and grammar, accurately
discourse management		speaks without too much hesitation presents relevant and well-organised ideas uses linking devices and discourse markers
pronunciation		speaks intelligibly uses appropriate intonation produces syllable stress, sentence stress and individual sounds clearly
interactive communication		takes turns with the other speakers develops interaction and negotiates an outcome independently

On the day of the exam, make sure that you:

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