

How to Teach for B2 First

Reading and Use of English

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Reading and Use of English

- How many parts are there?
- What are they testing?
- Which one is the easiest?
- Which one is the most difficult?



B2 First

Reading and Use of English
(75 mins)

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
4	6	12	Key word transformation	Grammar, vocabulary, collocation.	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
5	6	12	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	6	12	Gapped text	Cohesion, coherence, text structure.	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
7	10	10	Multiple matching	Detail, opinion, specific information, implication.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	52	70			

Part 1 – Multiple-choice Cloze

Example: 0 A well B much C lots D far

- | | | | |
|--------------------|---------------|----------------|----------------|
| 1 A along | B away | C out | D beyond |
| 2 A referred | B known | C called | D named |
| 3 A include | B enclose | C cover | D range |
| 4 A high | B rapid | C light | D fast |
| 5 A assessed | B supposed | C estimated | D regarded |
| 6 A largely | B greatly | C importantly | D absolutely |
| 7 A arrived | B reached | C finished | D closed |
| 8 A caught up with | B put up with | C come up with | D kept up with |

Space junk

The Space Age began (0) over half a century ago, and ever since then the area just (1) the Earth's atmosphere has been filling up with all kinds of man-made objects that have become (2) as 'space junk'. The items up there (3) from old satellites and parts of rockets to hundreds of thousands of pieces smaller than one centimetre, all of them travelling at extremely (4) speed. Over the last five years, the number of such objects in space is (5) to have risen by 50 per cent, and this has (6) increased the risk of damage to working satellites or space vehicles with crews on board.



International agreement has therefore now been (7) on limiting the amount of new space junk. Scientists have also (8) some interesting suggestions for tidying up space. These include using laser beams, giant nets and even an enormous umbrella-like device to collect tiny bits of junk.

1		5	
2		6	
3		7	
4		8	

Part 2 – Open Cloze

Chewing gum

We still tend **(0)** think chewing gum is a fairly recent invention, even **(9)** there is evidence it was used 5,000 years ago in Finland. The Ancient Greeks also chewed gum, as **(10)** the Aztecs in Mexico during the sixteenth century. As far as we know, however, it wasn't **(11)** 1869 that chewing gum became popular in its present form, **(12)** a New York inventor called Thomas Adams first had the idea of adding flavour to it.

Nowadays, of course, it is chewed around the world, **(13)** the fact that it continues to be regarded by some **(14)** an unpleasant habit. Unfortunately, far too many people drop used gum onto the pavement, **(15)** it remains for some time because it is extremely difficult to remove once it has stuck to the surface. On the other hand, those **(16)** favour of chewing gum claim it helps them relax, improves their concentration, and helps keep their teeth clean.

- 0 TO
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

Part 3 – Word Formation

Remembering people's names

Most of us have suffered the (0) of forgetting someone's name. Often we fail to pay attention when (17) are made, but later on in the conversation we don't want to appear (18) by asking them what they're called.

Fortunately, there are some simple ways you can (19) this problem. One is to improve your powers of (20) Practise studying faces in public places, making a mental note of physical (21) such as high foreheads or narrow eyebrows. You'll be surprised what a wide (22) of shapes and sizes people's features have. Then, when you first meet someone, remember them as 'Laura with the small nose', for example.

With surnames, make (23) associations. For instance, imagine people called Cook, Ford or King making a meal, driving a car or wearing a crown, respectively. Finally, ending with the person's name, as in 'See you later, Max.' is a good way of (24) that you don't forget it.

EMBARRASS

INTRODUCE

POLITE

COME

OBSERVE

CHARACTER

VARY

VISION

SURE

• 0 EMBARRASS-MENT

• 17

• 18

• 19

• 20

• 21

• 22

• 23

• 24

Part 4 – Key Word Transformations

• INSTRUCTIONS

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 During our holidays, we eat out rather than cook at home.

You have to change the underlined words.

INSTEAD

During our holidays, we eat out at home.

Change of verb form needed.

The gap can be filled by the words 'instead of cooking' so you write:

1 mark for 'instead of', 1 mark for 'cooking'.

Example:

0	INSTEAD OF COOKING
----------	--------------------

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

Part 4 – Key word transformations

- 25

25 Thomas spoke so quickly I had difficulty understanding him.

IT

Thomas spoke so quickly I him.

Part 5

Multiple choice

Part 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. 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.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go *anywhere*, but despite the typical sighs and moans – why can't he get a taxi? what's wrong with the bus? – I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable – that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

31 In the first paragraph, what is Caitlin's main point about the island?

- A It can be dangerous to try to cross from the mainland.
- B It is much smaller than it looks from the mainland.
- C It is only completely cut off at certain times.
- D It can be a difficult place for people to live in.

32 What does Caitlin suggest about her father?

- A His writing prevents him from doing things he wants to with his family.
- B His initial reaction to his son's request is different from usual.
- C His true feelings are easily hidden from his daughter.
- D His son's arrival is one event he will take time off for.

33 Caitlin emphasises her feelings of discomfort because she

- A is embarrassed that she doesn't understand what her brother is talking about.
- B feels confused about why she can't relate to her brother any more.
- C is upset by the unexpected change in her brother's behaviour.
- D feels foolish that her brother's attention is so important to her.

34 In the fourth paragraph, what is Caitlin's purpose in describing the island?

- A to express her positive feelings about it
- B to explain how the road was built
- C to illustrate what kind of weather was usual
- D to describe her journey home

35 In 'because of that' in line 31, 'that' refers to the fact that

- A locals think it is odd to walk anywhere.
- B it is easier for people to take the bus than walk.
- C people have everything they need on the island.
- D there is nowhere in particular to walk to from the island.

36 What do we learn about Caitlin's reactions to the boy?

- A She felt his air of confidence contrasted with his physical appearance.
- B She was able to come up with a reason for him being there.
- C She realised her first impression of him was inaccurate.
- D She thought she had seen him somewhere before.

Part 6

Gapped text

Part 6

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. 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.

Good preparation leads to success in ballet dancing



A former classical ballet dancer explains what ballet training actually involves.

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

- | | |
|--|---|
| A Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement. | E The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result. |
| B The ballet shoe offers some support, but the real strength is in the muscles, built up through training. | F No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits. |
| C As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine. | G It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline. |
| D Ballet technique is certainly extreme but it is not, in itself, dangerous. | |

Part 7 – Multiple matching

Part 7

You are going to read a newspaper article about a young professional footballer. For questions 43 – 52, choose from the sections (A – D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which paragraph

- states how surprised the writer was at Duncan's early difficulties?
- says that Duncan sometimes seems much more mature than he really is?
- describes the frustration felt by Duncan's father?
- says that Duncan is on course to reach a high point in his profession?
- suggests that Duncan caught up with his team-mates in terms of physical development?
- explains how Duncan was a good all-round sportsperson?
- gives an example of how Gavin reassured his son?
- mentions Duncan's current club's low opinion of him at one time?
- mentions a personal success despite a failure for the team?
- explains how Duncan and his father are fulfilling a similar role?

Rising Star

Margaret Garellly goes to meet Duncan Williams, who plays for Chelsea Football Club.

- A** It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.
- B** Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'
- C** Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'
- D** Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

Reading Part 1 - Multiple Choice Cloze

- Dependent prepositions
- Phrasal verbs
- Collocations
- Nuances in meaning of the individual words

Reading Part 1

Multiple Choice Cloze

- | | | | | |
|---|---------------|---------------|-------------|--------------|
| 0 | A market | B promote | C drive | D push |
| 1 | A outlines | B specifies | C expresses | D defines |
| 2 | A rapidly | B completely | C widely | D heavily |
| 3 | A significant | B central | C vital | D compulsory |
| 4 | A function | B role | C task | D position |
| 5 | A attend | B participate | C involve | D contribute |
| 6 | A matter | B theory | C case | D theme |
| 7 | A Concerning | B Despite | C Besides | D Among |
| 8 | A distinguish | B enhance | C highlight | D expose |

International Youth Day

The United Nations (UN) organisation held the first International Youth Day (IYD) in 1991. It is celebrated on 12th August each year, and its aims are both to support young people and (0) the benefits they bring to society.



The UN (1) 'youth' as 15–24 year olds. This age group makes up one-sixth of the human population, and is growing (2) The UN believes it is (3) that young people are given the tools to enable them to play a major (4) in their own development, as well as that of their communities. IYD helps to make this happen.

On the day, young people across the world (5) in events. There are usually youth conferences on issues connected to the IYD (6), which changes each year. In 2021, for instance, it was 'Transforming Food Systems: Youth Innovation for Human and Planetary Health.' (7) conferences, there are also concerts, sporting events, parades and mobile exhibitions that (8) young people's achievements.

Reading Part 1 Multiple Choice Cloze



Communicative Phrasal verbs race

New English File Teacher's Book Intermediate
Photocopiable © Oxford University Press 2006



- 1 What's the first thing you usually ask for when you get to a restaurant?
- 2 Can you name a celebrity couple who have recently **broken up**?
- 3 Can you think of two places where you have to **check in**?
- 4 Can you think of two things you can **do up**?
- 5 How can you **find out** what's on at the cinema?
- 6 Can you name three things you should **give up** if you're on a diet?

Use of English Part 2 - Open Cloze

Grammatical words vs. Lexical words

Activity: daydreaming about the words

Use of English Part 3 – Word Formation

- Changing the word – the word has to be changed
- Substantial changes
- Negative prefixes
- Checking so that the answer fits the sentence grammatically as well

Use of English Part 4 – Sentence Transformations

What are the instructions for this task?

Fill in the _____ in the _____ sentence using the _____.

You must use _____ words including the _____.

You _____ change the word given. The meaning of the second sentence should be _____ to the original sentence.



Use of English Part 4 – Sentence Transformations

1. Identify what needs to be transformed, what is missing in the second sentence.
2. Try to identify what kind of grammar/vocab is tested.
3. Try to answer the question.
4. Check the new sentence:
 - Is the number of words within the limit?
 - Is the key word included?
 - Is everything there re the meaning of the sentence?

Use of English Part 4 – Sentence Transformations

I'm always disappointed when the teacher gives me low marks.

WHEN

I always find it _____ low marks by the teacher.

- What is missing in the second sentence?
- What is tested?
- Answer the question.
- Check the answer.

Use of English Part 4 – Sentence Transformations

PLAY HANGMAN

I used to run but I stopped about six months ago.

UP

I _____ about six months ago.

Use of English Part 4 – Sentence Transformations

My dad asked: ‘Are you going out on Saturday?’

KNOW

My dad wanted _____ going out on Saturday.

This is the answer:

to know if I was

What is tested?









Which part is worth one point? Which part is worth the second point?

Reading Part 5

Multiple Choice

MARGIN

What does the word mean?

- 1 the empty space at the side of a written or printed page
 - the **left-hand/right-hand margin**
 - a **narrow/wide margin**
 - notes scribbled **in the margin**
- 2 [usually singular] the amount of time, or number of votes, etc. by which somebody wins something
 - He won by a **narrow margin**.  
 - She beat the other runners **by a margin of ten seconds**.  
 - Members voted by a margin of 7-1 to become a public limited company.
- 3 (business)
 - = **profit margin**
 - What are your average operating margins?  
 - a gross margin of 45%
- 4 [usually singular] an extra amount of something such as time, space, money, etc. that you include in order to make sure that something is successful
 - a **safety margin**
 - The narrow gateway left me little **margin for error** as I reversed the car.  
 - SEE ALSO **margin of error**
- 5 (formal) the extreme edge or limit of a place
 - the eastern margin of the Indian Ocean
- 6 [usually plural] the part that is not included in the main part of a group or situation
 - SYNONYM **fringe**
 - people living **on the margins** of society

Reading Part 5

Multiple Choice

- 1 What is the writer doing in the first paragraph?
 - A explaining recent changes in how people buy things
 - B identifying the most effective internet-selling method
 - C outlining ways of using the internet for financial gain
 - D suggesting solutions to problems with online shopping
- 2 In the second paragraph, what do we learn about Jade's business?
 - A Its fast growth has created a storage problem.
 - B Its profits are expected to rise.
 - C Its products vary across marketplaces.
 - D Its costs are relatively low.
- 3 What does the writer say about how Jade started reselling?
 - A She hadn't planned to take her business activities in that direction.
 - B She did it in response to failing in one business venture.
 - C She hadn't shown a talent for selling until recently.
 - D She didn't make a large profit at first.
- 4 In the third paragraph, what does **margin** mean?
 - A the level of Jade's losses
 - B the amount that Jade increased her sales
 - C the difference in profit between the different types of product Jade sold
 - D the amount of money Jade made
- 5 What point is the writer making in the fourth paragraph?
 - A Jade has managed to succeed surprisingly fast.
 - B Jade is operating in a highly competitive market.
 - C Jade's ability to recover from losses is remarkable.
 - D Jade's line of business involves some challenges.
- 6 What is Jade's attitude towards her business practices?
 - A She sees no reason for people to be critical of them.
 - B She believes they are standard trading techniques.
 - C She would like to change certain aspects of them.
 - D She thinks it's important to try to ensure they are fair.

Jade Conti: twenty-first century entrepreneur

If you were born this century, the internet has always been part of the world you live in. This is likely to mean you have the ability to take advantage of all it has to offer, including new opportunities for getting rich – even if you're still at school! You can be an **influencer**, for example, creating online content to promote **brands**, or a seller of **second-hand goods** on **auction** sites. Or you could do what 15-year-old Jade Conti does. She makes money from buying new products and 'reselling' them at a higher price on various apps and websites that provide a marketplace for all kinds of sellers.

Last year, Jade resold £1.25 million worth of products through a handful of online marketplaces. Apart from packaging and delivery to customers, her only expense is a fee to the marketplace on each sale. To avoid paying rent on warehouse space, Jade keeps her stock in a barn on her uncle's farm. As a consequence of these factors, her profit of £92,000 for the year was higher than other business models would allow. With this amount in their pockets, many teenagers would spend like there's no tomorrow, but Jade's invested most of it back into her business.

Jade describes herself as 'kind of creative, and passionate about business', and these characteristics became evident at a very young age. Even though she's only 15 now, her business activities go back a couple of years before she became a reseller. To begin with, she sold toys she'd grown out of online, and when she had none left, began selling snacks to other kids at school.

Then Jade tried selling home-cooked biscuits, thinking that creating her own products would boost the margin she achieved on her sales. However, fitting in buying ingredients, baking and selling around schoolwork was tough, and she went back to selling second-hand goods online. She was doing fine with that, but then got into resale by chance, when she bought herself a hoodie on special offer. It was too small, but instead of sending it back, she resold it for double what she'd bought it for. Before long, the new business took off, and she spent everything she earned on more stock to sell.

It may seem as if Jade's success has come without much effort, but the contrary is true. She has to put hours of work into researching on social media which products are 'hot', so she knows what's currently popular enough to resell for significantly more than their original retail price. Jade also gets tips from other resellers on messaging platforms that she's joined. Even so, not all her choices turn out to be good ones, and some products 'brick', selling for less than she's paid for them. Luckily, others go for up to 400% more!

So what about the ethics of Jade's business practices? One criticism often levelled at the resell industry is that it pushes up the price of the things people most want, making them unaffordable for many. While Jade understands why no one's going to be happy about paying premium prices, she says, 'All I do is take advantage of rises in demand for certain products, especially when supply is limited, just like all entrepreneurs do!' But she adds that she only sells luxury brands in this way, never anything that is essential to people's health or well-being.

Reading Part 5 – Multiple Choice

Then Jade tried selling home-cooked biscuits, thinking that creating her own products would boost the margin she achieved on her sales. However, fitting in buying ingredients, baking and selling around schoolwork was tough, and she went back to selling second-hand goods online. She was doing fine with that, but then got into resale by chance, when she bought herself a hoodie on special offer. It was too small, but instead of sending it back, she resold it for double what she'd bought it for. Before long, the new business took off, and she spent everything she earned on more stock to sell.

- 4 In the third paragraph, what does **margin** mean?
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 - C the difference in profit between the different types of product Jade sold
 - D the amount of money Jade made



Reading Part 5 – Multiple Choice

So what about the ethics of Jade's business practices? One criticism often levelled at the resell industry is that it pushes up the price of the things people most want, making them unaffordable for many. While Jade understands why no one's going to be happy about paying premium prices, she says, 'All I do is take advantage of rises in demand for certain products, especially when supply is limited, just like all entrepreneurs do!' But she adds that she only sells luxury brands in this way, never anything that is essential to people's health or well-being.

- 6 What is Jade's attitude towards her business practices?
- A She sees no reason for people to be critical of them.
 - B She believes they are standard trading techniques.
 - C She would like to change certain aspects of them.
 - D She thinks it's important to try to ensure they are fair.



Reading Part 6 – Gapped text

- Surroundings of the gap are the most important
- Structure of the text
- Reference words and connections

Activity: Find the connections in the text



Reading Part 7 – Multiple Matching

Reading for detail

Ability to deal with the **distractions** in the texts – raising awareness

Reading Part 7

Multiple Matching

Which section

recommends paying the entrance fee?

43

states that the beach has featured in advertisements?

44

says visitors may be surprised by the water temperature?

45

points out that the water is quite shallow?

46

suggests visitors should take photos of the beach?

47

says visitors can walk on the beach in their bare feet?

48

mentions a pleasant smell from the trees?

49

advises visitors to get to the beach early in the day?

50

states that it is not always possible to visit the beach?

51

warns visitors to the beach to protect their skin?

52

Four of the world's best beaches

Which are the best beaches on Earth? Here are our top four.

A Rodas Beach, the Cies Islands, Spain

Some of Spain's most spectacular beaches lie in Galicia on the Atlantic coast, and perhaps the most stunning of these are on the Cies Islands. These unspoilt and uninhabited islands are a national park, with public access limited to the summer months, and contain the perfectly-shaped Rodas Beach with its pure white sand and clear blue sea. At first sight it almost seems tropical, until dipping your toe in the water encourages you to spend a lazy day on the beach rather than dive in for a swim. There you can enjoy the quiet, the warmth of the sun and the scent of pine from the nearby woods, and later on have an excellent meal in the reasonably-priced fish restaurant close to the beach.

C Matira Beach, Bora Bora, Tahiti

Matira Beach on the Pacific island of Bora Bora has incredibly white sand, beautiful fish swimming in clear blue-green water, and stunning sunsets. The air temperature hardly varies around the year, and neither does that of the ocean – which is only waist-high even hundreds of metres from the shore. And unlike windier beaches nearby, Matira is quite well sheltered. There isn't, however, much shade, so it is advisable to use plenty of sun cream, and the sand can feel uncomfortably hot unless you wear beach shoes or something similar. There is no charge to visit the beach, yet it rarely becomes crowded at any time of day. Everyone should go there at least once in life, and when you do, make sure you have your photo taken as the sun goes down.

B Whitehaven Beach, Whitsunday Islands, Australia

Australia is famous for wonderful beaches, and Whitehaven must surely be one of its very best. Set against a background of amazingly-green tropical forest, and with views across the clear blue ocean to distant small islands, the sandy white beach is like something from a picture postcard or a TV commercial. As you would expect in such a sunny climate, the water is pleasantly warm, ideal for swimming on or below the surface. The sand, in contrast, always remains cool as it is of a type that reflects the sunlight, so you won't need sandals. As the island has no permanent inhabitants, and most day trippers leave by boat quite early, in the late afternoon and evening you can have the place almost to yourself.

D Anse Source d'Argent Beach, Seychelles

This must be one of the most photographed beaches in the world, so don't forget to get some shots of your own, especially of the sea and the sand framed by the background of enormous pink rocks, with tall palm trees right behind them. It's easy to see why commercials have been made there. The patches of brilliantly white sand between those beautiful rocks make it the perfect place to spend a relaxing day, and it is well worth the small amount it costs for access. The best spots – those with both sunshine and shade – quickly get taken, so make sure you arrive well before the sun starts to beat down and the sand heats up.

Resources

- Compact First for Schools, 3rd ed. (CUP 2023)
- First Trainer 2nd ed. (CUP 2015)
- New English File Intermediate (OUP 2006)
- Handbook for Teachers
- www.cambridgeenglish.org



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😊 **Thank you for your attention** 😊

Are there any questions?

