



# 8 | YELLOW

## UNIT OVERVIEW

### Opener

- Language focus: Adverb + adjective collocations
- Topic: Honey bees

### Reading and Use of English – Reading

- Part 7 Multiple matching
- Topic: Favourite seasons

### Reading and Use of English – Vocabulary

- Part 3 Word formation
- Language focus: Adjective suffixes 2
- Topic: Emojis; communication

### Listening

- Part 4 Multiple choice (long text)
- Topic: Friendship

### Reading and Use of English – Grammar

- Part 4 Key word transformations
- Language focus: Passive forms
- Topic: Food sculptures

### Speaking

- Part 2 Individual long turn
- Topic: Clothes and clutter

### Writing

- Part 1 Essay
- Topic: Spending time outdoors

### Extra resources

(See lesson overviews for details)

- B2 First Exam Trainer
- Pearson Practice English App: Unit 8 activities

### Digital resources

- Presentation tool Unit 8
- Unit 8 Language test
- Unit 8 Language test for dyslexic students
- Unit 8 Photocopiable activities
- Unit 8 Grammar presentation
- Video: B2 First About the exam
- Video: B2 First Speaking test
- Cambridge B2 First practice exam papers

## OPENER p67

### DYSLEXIA FOCUS

For Ex 6, students can discuss possible sentences verbally instead of writing them down. Ask students to share their ideas with the rest of the class and correct any errors that there might be.

### Warmer

On the board, write *bee, goldfish, honey, lemon, sunflower, sweetcorn*. Put students into pairs and ask them to identify the odd one out. Elicit more things that are yellow and ask them if they can guess the topic of the unit!

### Answer

Goldfish, as the others are all yellow. A goldfish is orange.

## VOCABULARY: Adverb + adjective collocations


1 Focus students on the photo on page 67 and elicit what they can see (a honey bee in a hive). Tell the class that they are going to listen to an online talk about bees. Ask them to think of vocabulary that they think they might hear related to bees (e.g. *insect, hive, honey, etc.*). You could use this opportunity to pre-teach *nectar, pollen, crops* and *habitat*, e.g. by eliciting what role honey bees play in agriculture.

Focus students on the statements and ask them to complete the task in pairs. Don't confirm answers at this point.

2 8.1 Play the recording. Then check answers to Ex 1 as a class. Ask students which true fact they found the most interesting or surprising and why. You could ask them which of the words they brainstormed in Ex 1 they heard in the talk.

### Answers

- 1 False. There are 20,000 species.
- 2 False. The worker bees are all female.
- 3 False. They communicate through dance, smell and the sharing of food.
- 4 False. Around a twelfth of a teaspoon.
- 5 True
- 6 True

**3**  **8.2** Explain to students that the sentences come from the online talk. Focus them on the words in bold and the word which comes after them as these are common collocations. Elicit what type of words make up the collocations (adverb + adjective). Give students time to complete the task individually. Then put them into pairs to compare and discuss their answers. Play the recording so students can check their answers. Then check answers as a class. Put students into pairs and ask them to discuss how the adverb changes the meaning of the adjective (*highly/incredibly/vitally/deeply* = very; *completely/fully* = to the maximum degree possible; *widely* = by a lot of people; *closely* = very carefully).

#### Answers

|              |          |              |           |
|--------------|----------|--------------|-----------|
| 1 completely | 2 highly | 3 incredibly | 4 closely |
| 5 vitally    | 6 fully  | 7 widely     | 8 deeply  |

**4** Put students into pairs and elicit the first answer to demonstrate the activity. Don't confirm the answer at this point. Give pairs time to complete the task. Check answers as a class.

#### Answers

|              |             |        |
|--------------|-------------|--------|
| 1 divided    | 2 unlikely  | 3 slow |
| 4 impossible | 5 fantastic | 6 safe |

**5** Give students time to look at the three sentences and think about the collocation that fits each one. Check answers as a class. Note that the purpose of this task is to introduce three example sentences to demonstrate the activity in Ex 6.

#### Example answers

- 1 fully understood
- 2 highly unusual
- 3 vitally important

**6** Explain that students will now write their own sentences like the ones in Ex 5. Put them into pairs to do this. The sentences should each include a collocation from Ex 3 and/or Ex 4 and should ideally be true for one or both of them. They can change the form of the verb. Make it clear that pairs should leave a gap where the collocation should be, just like those in Ex 5. Monitor and check what pairs are doing and correct any mistakes you notice.

### Fast finishers

Ask fast finishers to write one or two more sentences.

**7** Put two pairs together to form groups of four. If you have an odd number of pairs, you could put three pairs together to make a larger group. Ask pairs to swap their sentences with each other and then try to guess the missing collocations. Their partners should tell them if they are correct or not. Monitor as students do the task and provide feedback on use of the collocations.

### Alternative

Give each pair of students a piece of paper and ask them to write their sentences on one side and the answers on the other. Ask students to place their sentences around the room, e.g. on the walls or on tables. Students move around with their partners and try to complete as many of the sentences as possible orally, checking their answers each time.

**8** Keep students in their pairs and give them two minutes to do the task. When the time is up, ask students to count up how many collocations they have. The winning pair is the one with the most correct collocations.

### Cooler

On the board, write these prompts:

- Three things that are vitally important to you.
- Two things that you think are highly likely to happen in the future.
- One thing about the world that you are deeply concerned about.

Put students into pairs and ask them to tell each other the things in the prompts. Encourage them to extend their ideas with reasons or explanations. You could give a model, e.g. *One thing that's vitally important to me is my home. I love having somewhere I can go home to and relax, knowing that it's my private space.* When students have finished, ask one or two students to share what they learnt about their partner with the rest of the class.

## READING AND USE OF ENGLISH – Part 7 Multiple matching pp68–69

### LESSON OVERVIEW

- **Topic:** Favourite seasons

**EXAM FILE** p15

**Learning objective:** Students will be better able to recognise paraphrasing.

### Extra resources

#### B2 First Exam Trainer

- Reading and Use of English – Part 7 Multiple matching p38 Ex 4, pp39–41

### Digital resources

- Presentation tool pp68–69
- Video: *About B2 First: Reading and Use of English Part 7*

### BEFORE YOU START

Read through the Exam reference on page 15 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Dyslexic students may struggle with the exam task reading text on page 69. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

Dyslexic students may also benefit from the structured checklist on page 15 of the Exam file to check their preparedness for this exam part.

### Warmer

Put students into small groups and ask them to tell each other what their favourite season is and why. Ask two or three groups to tell the class whether they all agree or not, and why / why not.

- 1 You could ask students to do this task orally and note down ideas on paper, then elicit examples from the class. Alternatively, you could ask students to work alone or in pairs and share their ideas via an online tool such as a virtual noticeboard or a messaging tool. Then choose words you think all students would benefit from knowing and elicit corrections to any spelling errors.

### EXAM FOCUS

- 2 Explain to students that they are going to read two different sections of an article about the effect daylight has on animals and people. They will then identify whether some information is in the first or second section.

Write the example question from the Exam focus on the board and elicit how the information might be paraphrased in the text. Ask students to read the Exam focus to compare their ideas.

Focus students on sentences 1–5 and ask them to identify the key words. Check answers as a class. Check students understand the meaning of *breed* (= mate to have babies) and *extension* (= an additional period of time). Give students time to predict possible paraphrases in pairs.

### Answers

- 1 a **concern** for the **survival** of some **animals**
- 2 the **reason behind** the **change of seasons**
- 3 the **importance** of **light** for **wild animals** to **breed**
- 4 **ways people** can **benefit** from an **extension** of **daylight**
- 5 **how environmental changes** can **confuse** certain **animals**

- 3 Remind students that they have to decide whether the information in sentences 1–5 is paraphrased in section A or section B of the article. Give them time to do this, with a time limit of two minutes. Put students into pairs to check their answers. Then check answers as a class.

### Answers

- 1 B – ‘... climate change is having a worrying effect on some of our wildlife, ...’
- 2 A – ‘... days ... get longer as the earth continues its annual journey around the sun ...’
- 3 A – ‘Birds will start singing when the days start to get longer in order to attract mates ...’
- 4 A – ‘Humans might appreciate the opportunity that more daylight gives us to do what we couldn’t do in winter, such as working outside until later in the day or not travelling to work in darkness’
- 5 B – ‘Hedgehogs ... are coming out of hibernation too early’; ‘Birds are tempted to mate and nest early’

## Flexible follow-up

On the board write: *Climate change is having a worrying effect on some of our wildlife.*

Tell students that another way of paraphrasing this is: *It's concerning that climate change is affecting some species of animals.* You could write this on the board too. Put students into pairs and give each pair a large piece of paper. Alternatively, they could share ideas on an online platform e.g. a virtual noticeboard or messaging app. Read out the sentences below.

- 1 Summer is the only time of year we can go outside every day.
- 2 It's so hot in summer, we end up spending more time indoors.
- 3 I prefer spring to summer because of the milder climate.

Ask students to paraphrase the sentences to encourage them to think about different ways of expressing information. When they have finished, get students to show each other their sentences.

### Example answers

- 1 It's only possible to spend a lot of time outdoors during the summer.
- 2 We go out less during the summer than during other seasons.
- 3 Spring is preferable to summer because it's less hot.

## EXAM BOOST EXAM FILE Section C p14

The exercise on page 14 in section C of the Exam boost provides more practice of identifying paraphrasing. This could be done in class or for homework.

### Answers

- 4 1 F – 'supposed to have taken off'; 'missed our coach'
- 2 B – 'noticeably more crowded'
- 6 C – 'so excited'

4 Tell students that they are going to complete an exam task. Ask them to read the title and introduction of the article and say what it is about (how people feel about summer). Ask students to read the article quickly to match the people (1–4) with their contributions (A–D) in the article. You could give them just one minute to reinforce the idea that they don't need to read every single word in order to do the task.

### Answers

- 1 B    2 A    3 D    4 C

## EXAM TASK

8.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 Focus students on the exam task. Refer them to the tips in the Exam reference on page 15 of the Exam file if necessary.

Ask students to underline the important words in the questions so they can focus on what to look for in the article. When they have done this, students complete the task alone and then compare their answers in pairs. Check answers as a class, asking students to read out which parts of the article gave them the answers.

### Answers

- 1 B – 'I'd swap the burning sand for some chilly frost and snow any time!'
- 2 A – 'I know many of my friends wish they had a break like I do, but they probably don't see the drawbacks.'
- 3 D – 'I used to adore the long days and the picnics and trips to the seaside.'
- 4 C – 'Scientists say that people from that part of the world have a different physique ...'
- 5 A – 'I love children, but I share every working day with them and I'd just like to escape in the holidays.'
- 6 A – 'I imagine I'd appreciate places like this if I were a parent.'
- 7 B – '... for me it is SO boring. Every day the temperature is the same ...'
- 8 D – 'I'm one of those people who suffer when the pollen levels start to rise, sneezing throughout the summer months.'
- 9 B – '... I usually do my outdoor training early in the morning or late at night.'
- 10 C – 'I know I should be used to the winter months, like most Russians, but I am definitely not!'

## Fast finishers

Write these words and phrases on the board:

*drawbacks, peak season, overrun, my main beef, torrential rain, destructive winds, saps your energy, physique, a buzz in the air, dusk*

Ask students to choose a few of these, find them in the article and try to work out their meaning. They can then use a dictionary to check their ideas.

## Speaking or writing

6 Give students time to read the questions and think of some ideas. Ask them to think of reasons for their answer to question 1. Tell them that there isn't a single correct answer to question 2, but they should think about one or two ideas they could add to a discussion, even if they aren't sure about them. They could think about their own mood when the weather changes to help them or imagine what it must be like to live in a country where the weather changes a lot. Put students into pairs for the task. Monitor and note down any interesting points made. Ask students to share those points with the rest of the class.

7 Ask students to think about a place they know well that has a season during which it is particularly good to visit and one that has a season that should be avoided. (They can choose two different places or the same one for both.) Explain that students should write a short blog post, but they only need to choose one of the topics. You could ask students to write the post in 140–190 words.

Alternatively, ask students to write a short post of around 100 words. Students could swap their posts with a partner and read them to see if they have similar or different ideas.

## Cooler

Ask students to work in pairs. Students take turns to choose a sentence from the article on page 69 and paraphrase it. Their partner then tries to find the original sentence in the article. You could demonstrate this by saying 'Seasonal changes are different in my area from those in other areas' and asking students to find the line in the article (sentence 1 of paragraph B).

## Extra practice

**EXAM TRAINER** | p38 Ex 4, pp39–41

For further practice of the skills presented in this lesson for Reading and Use of English Part 7 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 4 and 5 on pages 38–39 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on pages 40–41.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 7.

READING AND USE OF ENGLISH –  
Part 3 Word formation p70

## LESSON OVERVIEW

- Topic: Emojis; communication

## EXAM FILE p7

**Learning objective:** Students will be better able to form adjectives using a set of suffixes.

## Extra resources

## B2 First Exam Trainer

- Reading and Use of English – Part 3 Word formation p17 Exs 9–10, p18

## Digital resources

- Presentation tool p70
- Video: *About B2 First: Reading and Use of English Part 3*

## BEFORE YOU START

Read through the Exam reference on page 7 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

## DYSLEXIA FOCUS

Students might find the word choice box in Ex 4 challenging to read. If so, provide students with a vertical list of words on the board instead.

Dyslexic students may also benefit from the structured checklist on page 7 of the Exam file to check their preparedness for this exam part.

## Warmer

If students have access to mobile devices, ask them to take them out and write a message, telling their partner what they did yesterday using only emojis (they don't need to send the message). Students should then show each other their messages and try to guess what their partner did yesterday. If not all students have devices, ask them to draw a picture on a piece of paper to represent what they did yesterday. They should then show it to a partner who guesses what they did. Ask students how easy it was to understand the message using just images and why.

## VOCABULARY: Adjective suffixes 2

1 Give students time to do the survey on their own first before you put them into pairs to compare answers. Invite two or three pairs to tell the class if they had anything in common or not.

**2** **8.3** Ask students if they know that there's a World Emoji Day and when it might be. Put students into pairs to do the quiz. Before playing the recording, check students understand what a *smiley face* is (the emoji with the smiling face) and what a *tears of joy* emoji is (the emoji with laughter and tears). You could ask students to draw them to show understanding. Tell students that they are going to listen to part of a talk about World Emoji Day. Play the recording. Check answers as a class.

#### Answers

1 17 July                      2 1997                      3 Japan  
4 over five billion        5 over 3,000

**3** Explain that the sentences come from the talk. Elicit what part of speech each word in capitals is (a verb). Elicit what kind of word is needed in sentence 1 (an adjective). Give students time to do the task. Monitor and get a sense of how able students are to select the right suffix to form each adjective. Check answers as a class.

#### Answers

1 considerable    2 significant    3 sleepy

#### WATCH OUT FOR

Tell students that they can simply add suffixes to some words (e.g. *consider* – *considerable*, *sleep* – *sleepy*), but with others they have to take letters away and/or add additional letters (e.g. *signify* – *significant*).

**4** Check that students understand the meaning of *access* (= the right to enter a place), *confide* (= tell someone you trust personal things), *efficiency* (= when something is done effectively, without wasting time) and *trick* (= something you do to deceive someone).

Focus students on the table. Ask them to place *access* in the correct column to demonstrate the activity. Give students time to do the task and then compare answers in pairs. Check answers as a class. Check that students understand the meaning of *tricky* (= complicated).

#### Answers

1 **-ent/-ant:** confident, convenient, efficient, violent  
2 **-able/-ible:** accessible, enjoyable, memorable, recognisable, suitable  
3 **-y:** sporty, stormy, tricky, wealthy

#### Flexible follow-up

Ask students to underline the stressed syllable in each of the adjectives. Then, read them aloud so that students can check their ideas. Drill each one to help students pronounce them with the correct stress.

#### Answers

evident, onfident, onconvenient, efficient, violent  
understandable, accessible, enjoyable, memorable,  
recognisable, suitable, sleepy, sporty, stormy, tricky,  
wealthy

**5** Monitor as students complete the sentences. Check answers as a class.

#### Answers

1 suitable    2 memorable    3 sporty    4 recognisable

#### EXAM BOOST EXAM FILE Section D p6

The exercise on page 6 in section D of the Exam boost provides practice of the prefixes *over* and *under*. This could be done in class or for homework.

#### Answers

6 1 underestimated    2 overcooked    3 overlooks  
4 overdoes            5 oversleep    6 overworking

#### EXAM TASK

**6** Note that in the actual exam, this task would include prefixes as well as suffixes.

If students do this exam task under timed conditions, allow them 10–12 minutes.

Focus on the exam task. Refer students to the tips in the Exam reference on page 7 of the Exam file if necessary.

Ask students to read the title of the article and elicit what they think it will be about. Give them one minute to read it quickly to check their predictions. You could check that students understand *gestures* (= movements of a part of the body to show meaning), *facial expressions* (= looks on a person's face to show their feelings) and *conventions* (= behaviour considered to be correct and normal by society). Focus students on the example to remind them of the task. Then give them time to complete it. Put students into pairs to compare answers. Write the answers on the board so that students can check the spelling.

#### Answers

1 enjoyable            2 effective            3 confident  
4 personality        5 recognisable        6 understandable  
7 confusion            8 tricky

#### Fast finishers

Ask fast finishers to try to make as many different words as possible from the words in capitals by adding a prefix, a suffix or both, e.g. *enjoyment*, *enjoyably* / *ineffective*, *effectively*, *ineffectively*.

**7** Put students into pairs to discuss the questions. You could ask students to use at least three adjectives from Ex 4 in their discussion. Monitor and assess their use of these. Nominate one or two pairs to share a point they discussed with the class.

### Cooler

Put students into pairs and ask them to choose one of the suffixes from the lesson. Alternatively, give a different suffix to each pair. Ask them to write down as many words with that suffix as possible. Give them two minutes to do this. Then, elicit answers.

### Extra practice

#### EXAM TRAINER | p17 Exs 9–10, p18

For further practice of the skills presented in this lesson for Reading and Use of English Part 3 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 9–13 on pages 17–18 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on page 18.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 3.

## LISTENING – Part 4 Multiple choice (long text) p71

### LESSON OVERVIEW

- Topic: Friendship

EXAM FILE p35

**Learning objective:** Students will be better able to understand speakers' opinions.

### Extra resources

#### B2 First Exam Trainer

- Listening – Part 4 Multiple choice (long text) p73 Ex 4, p74

### Digital resources

- Presentation tool p71
- Video: *About B2 First: Listening Part 4*

### BEFORE YOU START

Read through the Exam reference on page 35 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Students might find the amount of reading in the exam task challenging. You could remove one option in each question to reduce the amount of reading students have to do. However, if the students are due to take the exam soon, it might be better to give them additional time to read the options before you play the recording, especially if they have been given permission to have extra time in the exam.

Dyslexic students may also benefit from the structured checklist on page 35 of the Exam file to check their preparedness for this exam part.


### Warmer

Put students into pairs. On the board write:

- Who?
- When / meet?
- Where / meet?
- Why / get on well?
- Why / important to you?

Ask students to use the question prompts to ask and answer questions about a close friend. Ask one or two pairs to share what they learnt with the class.


- 1 Put students into pairs to discuss the questions. When they have finished, elicit as many benefits and challenges from students as possible. Then nominate a few students to share their views on question 2.

**2**  **8.4** Tell students that they are going to listen to four people talking about friendships. Give them time to read the questions and check they understand the meaning of *appreciates* (= is thankful for). Put them into pairs to make the predictions. Play the recording so students can check their predictions. Check answers as a class and find out if there were any surprising answers.

#### Answers


1 a few 2 its meaning 3 can be himself 4 less

### EXAM FOCUS

**3**  **8.5** Ask students how we can identify a speaker's opinion. Then ask them to read the Exam focus to check their ideas. Explain to students that the sentences come from the recording about friendships. Give students time to read the sentences, then play the recording so that they can complete them. Make it clear that it could be one word or a few words. Put students into pairs to compare their answers. Monitor and identify any problem sentences so that you can play the relevant part of the recording again to help students hear it correctly. Check answers as a class.

#### Answers


1 the concept of friends; quality; quantity  
2 good; not why  
3 different reasons; main thing  
4 used to think that; come to realise

**4**  **8.6** Tell students that they are going to listen to a radio interview about friendships. First, they will listen to the beginning of the interview so that they can practise identifying a speaker's opinion. Ask students to read the questions, then play the recording. You might need to play the recording twice – once for the first question and once for the second. Check answers as a class.

#### Answers

1 Having mutual trust and respect  
2 'The most significant to me seems to be ...'

### EXAM TASK

**5**  **8.7** Focus students on the exam task. Refer them to the tips in the Exam reference on page 35 of the Exam file if necessary.

Give students one minute to read the question stems and options and underline the key words. Then play the recording so that students can answer the questions. Check answers as a class. You could play the recording again and ask students to identify why the incorrect answers are wrong.

#### Answers

1 A – 'The most significant to me seems to be having mutual trust and respect ...'  
2 C – 'I'd say it's more about the fact that having friends like ourselves will lower the likelihood of arguments.'

3 A – '... when we interact with people from different backgrounds, we're challenged to consider things we've never considered before and make sense of them. This essentially changes our brain processes. I'm glad we've found this out ...'

4 C – 'I shouldn't be upset by that but it's hard when you have to admit to your colleagues you're wrong!'

5 A – '... it's always incredible to me that we tend to be friends with people who have similar levels of immunity to us, presumably so that we don't catch some nasty illness from them.'

6 B – 'But while we played, we would also comment on each other's behaviour ...'

7 B – 'I reconnected with an old school friend in the same area. This is the approach I'd suggest. I'd not seen her for years but we're close again now.'

### Alternative

At this stage in the course, you might want to encourage students to guess the meaning of unknown words in the questions and options as they will have to do this very quickly in the exam. Explain that the options may provide some context (e.g. *peers* = people of some kind) or students may need to rely on their knowledge of existing parts of the word or similarities between their own language and the word (e.g. *approachable*, *life expectancy*). It may only be possible to get a very general idea (e.g. *concept* = a thing connected with science/discovery; *spontaneous* = a way of interacting with people). Put students into pairs to circle any unknown words in the options and try to guess their meanings before you play the recording. Elicit and check ideas as a class. Then play the recording and continue the exam task.

### EXAM BOOST EXAM FILE Section B p34

The exercises on page 34 in section B of the Exam boost provide further practice of language that can help students understand opinions, as well as exercises that help them recognise how speakers chunk phrases in natural speech. These could be done in class or for homework.

#### Answers

4 1 most significant to me 2 say it's more  
3 we've found this out 4 long-held belief  
5 it'll amaze anyone 6 incredible to me  
7 no surprise that 8 in my view  
5 No answers  
6–7 It's good to have friends that keep an eye out for you / and check that you're OK from time to time. / We all need that. / Take my friend Ruby, / for instance. / She always buys me yellow flowers when I'm ill / or going through a bad time. / I like yellow, / but that's not why they're special. / It's because yellow represents friendship / apparently. Those flowers make me appreciate how lucky I am to have her. /



## Speaking or writing

6 Put students into pairs. Ask them to choose one of the topics in the box – or one of their own choosing related to friendships if they prefer – and brainstorm tips. Monitor and help where necessary. Pairs could share their tips orally with the whole class or you could put two pairs together to share their ideas with each other. Alternatively, you could ask students to make a written record of their tips and share these with each other to read. Students could read them and tell the class which tips they thought were the most useful.

7 If students completed the warmer above, they can write about the person they talked about. If not, you could put students into pairs and ask them to tell each other about a close friend to help them think of ideas to write about. Students only need to write around 100 words for this task. They could do it in class or for homework.

## Cooler

Ask students to write three tips on how to deal with Part 4 of the listening exam effectively. Then, ask them to share their ideas with another pair or the rest of the class.

## Extra practice

**EXAM TRAINER** | p73 Ex 4, p74

For further practice of the skills presented in this lesson for Listening Part 4 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 4 and 5 on pages 73–74 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on page 74.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 4.

## READING AND USE OF ENGLISH – Part 4 Key word transformations p72

## LESSON OVERVIEW

- Topic: Food sculptures

## EXAM FILE p9

**Learning objective:** Students will be better able to understand and use passive forms.

## Extra resources

## B2 First Exam Trainer

- Reading and Use of English – Part 4 Key word transformations pp21–22

## Digital resources

- Presentation tool p72
- Grammar presentation 8: Passive forms
- Video: *About B2 First: Reading and Use of English Part 4*

The Grammar reference and exercises on pages 92–93 of the Grammar file provide more practice of passive forms. This could be done in class or for homework.

## BEFORE YOU START

Read through the Exam reference on page 9 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

## DYSLEXIA FOCUS

Some students might find the amount of reading in the exam task in Ex 6 challenging. You can give them a little longer (e.g. two or three minutes) to complete the task, as they will have in the exam if they have applied for it. You could also ask students to do the task orally first, as this can help when they come to write it. Students can work in pairs and complete the sentences by discussing the answers rather than writing them down.

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist on page 9 of the Exam file to check their preparedness for this exam part.


## Warmer

On the board, write: *Food is a form of art.* Put students into pairs and ask them to discuss if they agree with this or not and why.

## GRAMMAR: Passive forms

1 Put students into pairs to discuss the questions. Then, nominate one or two pairs to share their ideas with the rest of the class. Find out how many students in the class like cheese, what kind of cheese is their favourite and how they like to eat it.

2 Tell students that they are going to hear a news report about a cheese carving championship. Ask them what they think this is and elicit their ideas. Ask them to read the questions. Put students into pairs to guess the answers. You could elicit ideas from different pairs for each question, but don't confirm any answers at this point.

3  8.8 Play the recording so that students can check their answers to Ex 2. Check answers as a class. Find out if students are surprised by any of the information.

### Answers

- China
- chocolate, butter, cheese; and fruit and vegetables are still used too
- It's a good material to work with.
- clay carving tools, cheese wire, small kitchen knives and a cheese grater

4 Tell students that the questions in Ex 2 feature passive verb forms.

Give students time to answer the questions. Then check answers as a class. Use this opportunity to make sure students are clear about when the passive form is used and how different verb forms are formed.

### Answers

Passive forms in Ex 2


- Where were the first known food carvings made?
- What food items are used to make carvings these days?
- Why is cheese thought to be good sculpture material?
- What tools might be used to make a cheese sculpture?

Answers to questions in Ex 4

- In each case, the speaker chooses to place his focus on the carvings (1), food items (2), the cheese (3) or the tools (4) and not the people making the sculptures or (in 4) doing the thinking.
- Question 1 is in the past tense (**was/were** + past participle). Questions 2 and 3 are in the present tense (**am/is/are** + past participle).
- modal + **be** + past participle

### WATCH OUT FOR

A common error is a failure to conjugate the verb with the subject. It is important to check if the subject is singular or plural and make sure the auxiliary verb matches that, e.g. *The rest of the cheese **have** **has** been eaten.*

5  8.9 Read through the task. Elicit the first answer from the class to demonstrate the activity. This can be a challenging language point for some students, so help them by suggesting that they first think about the correct tense to help them decide on the auxiliary verb, check it conjugates with the subject and then think about the past participle form of the verb. You could also refer them to the Grammar reference on page 92 of the Grammar file and encourage them to use this to help them choose the correct passive forms. Monitor and help students as they complete the sentences. Play the recording for students to check their answers. Then check answers as a class.

### Answers

- |                    |                       |
|--------------------|-----------------------|
| 1 is believed that | 2 may have been used  |
| 3 was asked        | 4 is considered to be |
| 5 can't be put     | 6 will be made        |

## EXAM BOOST → EXAM FILE Section D p8

The exercises on page 8 in section D of the Exam boost provide further practice of passive forms. These could be done in class or for homework.

### Answers

- |                          |                      |
|--------------------------|----------------------|
| 4 1 will have been eaten | 2 was enjoyed by     |
| 3 has/s been entered     | 4 is being tasted by |
| 5 might be given         | 6 was given          |
- 5 1 Flowers have been ~~being~~ carved out of fruit for centuries.  
 2 Thai meals ~~often are~~ **are often** accompanied by vegetable carvings.  
 3 Butter can ~~to~~ be used to create sculptures.  
 4 Butter sculptures will be ~~damage~~ **damaged** by heat.

## EXAM TASK

6 Note that in the actual exam, this task would not only focus on passive forms.

If students do this exam task under timed conditions, allow them 8–10 minutes.

Focus students on the exam task. Refer them to the tips in the Exam reference on page 9 of the Exam file if necessary.

After students complete the task, put them into pairs to discuss their answers. Check answers as a class.

### Answers

- is thought that cheese was
- must be kept at
- was estimated that cheese
- are made using/with
- will be held
- should be removed

**7** Ask students to read through the facts again and choose the one they think is the most surprising or interesting. Put them into pairs to discuss their ideas, then nominate a few pairs to share their ideas with the rest of the class.

**8** Read through the task. Put students into pairs. Suggest they go online to find the information by selecting a particular food and looking for surprising facts about it. Tell them they have to rewrite the information using passive forms when they can. Set a time limit for this to encourage students to work efficiently (e.g. five minutes). Put pairs together into groups of four and ask them to read their facts to each other and select the most interesting. Ask each group to share their most interesting fact with the rest of the class.

### Cooler

Think of a food item and give students three facts about it using passive forms, e.g. *It's made with milk. It's used in sandwiches. It's not eaten by vegans.* Elicit possible answers and confirm what it is. (You could accept either cheese or butter as the answer.) Give students time to think of their own sentences – you could put these prompts on the board to help them.

- *It's made with ...*
- *It's used in ...*
- *It's eaten in/by ...*
- *It's also known as ...*
- *It's included in ...*

Put students into pairs and ask them to take turns to say their sentences and guess the food item.

### Extra practice

#### EXAM TRAINER | pp21–22

For further practice of the skills presented in this lesson for Reading and Use of English Part 4 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–9 on pages 21–22 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on page 22.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 4.

## SPEAKING – Part 2 Individual long turn p73

### LESSON OVERVIEW

- **Topic:** Clothes and clutter

#### EXAM FILE p39

- **Learning objective:** Students will be better able to talk fluently and coherently for a minute.

### Extra resources

B2 First Exam Trainer

- Speaking – Part 2 Individual long turn p80 Ex 7, pp81–83

### Digital resources

- Presentation tool p73
- Video: *About B2 First: Speaking Part 2*
- Video: *B2 First Speaking Test 2, Part 2*

### BEFORE YOU START

Read through the Exam reference on page 39 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS


The explanations of the photographs are given in written form in Exs 4 and 6. In the exam, the examiner will give these orally. In this lesson, give them orally too.

Dyslexic students may also benefit from the structured checklist on page 39 of the Exam file to check their preparedness for this exam part.

### Warmer

Put students into small groups. Tell them they have three minutes to think of one item of clothing beginning with each letter of the alphabet. They should write them down. When the time is up, ask students to count how many they thought of. The winning group is the one with the most correct words.

**1** Read through the task. Give students time to think about the question individually. Then, put them into pairs or small groups to discuss it together. Nominate students to share their ideas with the rest of the class.

**2**  **8.10** Tell students that they are going to listen to a podcast about clothes. Explain the meaning of *declutter* (= remove unnecessary things in order to make a place tidy). Ask students to read the questions, and then play the recording. Check answers as a class. You could extend the task by asking students to work in pairs and answer these questions: *How do you organise your clothes? Do you feel that you need to declutter?*


#### Answers

- 1 work clothes, casual clothes, sports gear, formal social outfits
- 2 Students' own answers


**3** Focus students on the photographs. Ask the whole class the question, asking them to think of the answer but not say it out loud. After ten seconds, elicit the answer.

#### Answer

bright yellow (high vis) jacket

**4**  **8.11** Ask students to read the task or read it aloud yourself. Put students into pairs to discuss the kinds of thing they could say, but make it clear they shouldn't actually do the task at this point. Elicit a few ideas from the class, then play the recording so that students can compare their ideas. Elicit the things that the speaker mentioned.

#### EXAM FOCUS

**5**  **8.12** Tell students that they will hear another student doing the task. They should listen and note down reasons why his answer isn't as good as the previous speaker's. Play the recording. Then put students into pairs to compare ideas. Ask one or two pairs to share their ideas with the rest of the class. Guide them towards the importance of organising ideas. Ask students to read the Exam focus to check their ideas. Check they understand what discourse markers are (words and phrases we use to help organise the things we say e.g. *Firstly, Lastly*).

#### Answers

His answer is disorganised. He doesn't compare first and he uses short and quite abrupt sentences. The answer is difficult to follow. He also adds some personal and random information, so he is not really answering the question.

#### Flexible follow-up

Less confident or less fluent students might appreciate some further practice before they do the exam task in Ex 6. Give them two or three minutes to plan a comparison of the photographs in Ex 4 using the ideas from the Exam focus. Then, put them into pairs to take turns to do the task. Alternatively, find and display two different photographs that depict clothes and ask them to compare those. Monitor and provide feedback.

#### EXAM BOOST EXAM FILE Section C p38

The exercise on page 38 in section A of the Exam boost provides practice in dealing with unfamiliar vocabulary. This could be done in class or for homework.

#### Answers

- |     |          |         |          |
|-----|----------|---------|----------|
| 5 A | 1 what's | 2 blank | 3 where  |
| B   | 1 called | 2 gone  |          |
| C   | 1 know   | 2 place | 3 coming |
| D   | 1 how    | 2 kind  | 3 it     |
| E   | 1 for    | 2 what  | 3 How    |

#### EXAM TASK

For guidance on marking Speaking Part 2, please refer to the Speaking success criteria on page 158.

**6** Put students into A/B pairs. Focus them on the exam task on pages 73 and 112. Refer students to the tips in the Exam reference on page 39 of the Exam file if necessary.

Give students time to think about what they could say, using the advice in the Exam focus to plan how to organise their time.

Students could record themselves doing the task on their phones. They should each speak for one minute. Make it clear that when students are listening, they should listen carefully to be able to answer their question, as well as assess their partner's ability to organise their turn. When students answer their follow-up question, they should speak for around 30 seconds.

Monitor as students complete the tasks, noting down any strengths and weaknesses. When they have finished, ask pairs to discuss how effectively they organised and linked their ideas. Provide your own feedback to the class.

#### Example answers

##### Student A (page 73)

In both photographs the people are wearing items of clothing that are yellow. In the first it's yellow dresses and in the second it's yellow swimming caps. Another similarity between the photographs is that they are both of groups of people, all wearing the yellow clothing items. However, the photographs are otherwise quite different. Firstly, the photograph at the top seems to be of a festival to celebrate an event, whereas the second is, I think, of a swimming competition. The women in the festival could be dancing and I would think that there is music playing, but the other people are swimming and you can see their arms coming out of the water. It's probably a fierce competition! Secondly, the weather looks very different in the two photographs. The festival is probably taking place somewhere hot, like India perhaps. In contrast the second photograph looks a bit cold! The swimmers are wearing swimsuits that keep you warm when you're in cold water or in water for a long time. As for why they might be wearing yellow, I would think that the yellow dresses in the first photograph are perhaps a traditional costume. The yellow hats in the second photograph are so that the swimmers can be seen. To finish I must say that both activities look really energetic!

**Student B (page 112)**

OK, firstly, to compare the photos – both my photographs show people in situations where colour is important. The first photograph shows a couple of young boys crossing the road and the second photograph is of a woman working. The boys are outside and they're using a pedestrian crossing. One has something he can ride on, with two wheels, I think it's called a scooter. The woman, on the other hand, is inside at a desk or table and behind her there is a rail with clothes on it. She looks as if she's drawing something. She has a pencil in her hand, so I think she could be a fashion designer or something like that. I guess the boys are out playing, perhaps they're going to a park or a friend's house, whereas the woman is doing her job, maybe in an office or at home. To go on to why colour is important to the people, for the boys at the crossing, the colour of the light is very important. It tells them that the traffic will stop and so they can cross safely. For the woman, colour is important because she needs to choose which colours match or which colours are fashionable. Lastly, I'd like to say that if the people in either photograph got the colours wrong it could have consequences!

**Cooler**

Ask students to look at audioscript 8.11 on page 144 and underline useful phrases that the speaker uses. Students can record these in their notebooks. For example, useful phrases might be *to begin with ...*, *In the left-hand photograph ...*, *The other photograph ...*, *What is common to both photographs is ...*, etc. You could then put students into pairs and ask them to share the phrases they noted down and discuss how they can remember to use some of these phrases in the exam.

**Extra practice****EXAM TRAINER** | p80 Ex 7, pp81–83

For further practice of the skills presented in this lesson for Speaking Part 2 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 7–9 on pages 80–81 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on pages 82–83.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 2.

**WRITING – Part 1 Essay** p74**LESSON OVERVIEW**

- **Topic:** Spending time outdoors

**EXAM FILE** p17

- **Writing file:** p113
- **Vocabulary file:** pp108–109

**Learning objective:** Students will be better able to connect ideas in a paragraph.

**Extra resources****B2 First Exam Trainer**

- Writing – Part 1 Essay p44 Exs 7–8, p45

**Digital resources**

- Presentation tool p74
- Video: *About B2 First: Writing Part 1*

The Writing file on page 113 provides an example and exam help for Writing Part 1.

The Wordlist on page 108 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 108–109 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

**BEFORE YOU START**

Read through the Exam reference on page 17 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

**DYSLEXIA FOCUS**

Students might need extra support with planning and organising their essays in Ex 8. Make sure you give students sufficient time to brainstorm things they can say about each topic. They can do this in pairs or small groups. Provide a paragraph plan for students to complete before they start writing, e.g.

- Introduction:
- Main body paragraph 1 (work and studies):
- Main body paragraph 2 (open spaces):
- Main body paragraph 3 (\_\_\_\_\_):
- Conclusion:

Encourage students to discuss a few key ideas for each section and build up a verbal picture of what their essays will contain. Make sure they refer to this plan when writing their essay in Ex 9.

Dyslexic students may also benefit from the structured checklist on page 17 of the Exam file to check their preparedness for this exam part.

## Warmer

Write some statistics on the board that show how much time you typically spend on different activities during an average day, e.g.

- work 35%
- sleep 30%
- cooking and eating 12%
- hobbies and exercise 11%
- travel 5%
- socialising 5%
- shopping 1%
- other activities 1%

The information doesn't have to be completely accurate, but it should give a rough indication of your typical day. You could present it as a pie chart.

Describe your typical day to the class using the statistics. Then ask students to do the same about their typical day. Put them into pairs and ask them to explain their days to each other. Nominate a few pairs to tell the class how similar their days are.

**1** Put students into pairs to discuss the question. Encourage them to write down as many things as they can think of. Monitor and prompt students if necessary. Ask pairs to share their ideas with the rest of the class.

**2** Ask students to discuss this question with their partner. Encourage them to give reasons. Have a quick vote to find out if people answered yes or no. Then, nominate a few students to give reasons for their answers.

**3** Tell students that they are going to write an essay. First, they should read the two paragraphs from essays about ways to lead a healthier lifestyle and tell you if any of their ideas from Ex 1 are mentioned. Check students understand *vitamin* (= a chemical substance in food needed for good health), *carbohydrate* (= substance in food that gives you energy), *physical/mental well-being* (= a feeling of being happy and healthy in body/mind) and *beige* (= a pale brown colour).

Give students time to read the paragraphs again and complete the task. Put students into pairs to compare their ideas. Check ideas as a class. Ask students if A is better because the ideas are linked and if so, why (the ideas are easier to follow).

### Answer

Paragraph A is more coherent as the ideas are better linked using linkers (e.g. 'In addition').

## EXAM FOCUS

**4** On the board, draw a table with four columns. Give the columns these titles: *add information*, *show contrast*, *explain the result of something*, *explain the reason for something*.

Put students into pairs and give them two minutes to brainstorm as many linkers for each column as possible, eliciting one as an example from the class first (e.g. *and*). Elicit answers and add them to the table on the board. Then, ask students to read the Exam focus to find out if there are any more examples you can add to the table. Ask students how we can connect ideas in a paragraph, giving *add information* as an example.

Ask students which linkers in the Exam focus and Ex 3 usually join two clauses (*and*, *but*, *despite (the fact that)*, *as*, *because*, *due to (the fact that)*, *which means that*) and which usually begin a sentence (*Furthermore*, *As well as that*, *In addition*, *On the other hand*, *However*, *As a consequence*, *Consequently*, *Therefore*). Point out that the latter must have a comma after them.

### Answers

Add information: In addition

Show contrast: However

Explain the result of something: as

Explain the reason for something: which means that

**5** Read through the task. Elicit the answer to the first question from the class to demonstrate the activity. Make it clear that there can be more than one possible answer in most cases. Students join the other sentences. Monitor and help where necessary. Put students into pairs to compare their answers. Check answers as a class. Make sure you check punctuation too.

### Answers

**1** People should do regular exercise because / as / due to the fact that it is vital for the health of our heart.

**2** Many people feel they do not have time for regular exercise. As a consequence, / Consequently, / The result of this is that they become unfit.

**3** Fresh air can improve our blood pressure. In addition, / Furthermore, / As well as that, it helps us to digest food more easily.

**4** Sunlight is very beneficial but it can result in sunburn. / However, it can result in sun burn.

**5** Many people sit down in their jobs. As a consequence, / Consequently, / The result of this is that they get little opportunity to move about.

**6** Using less technology is desirable despite the fact that its use is vital to our everyday lives.

## Flexible follow-up

Students can choose linking words from the Exam focus and Ex 4 that they didn't use and use these to write additional sentences on the topic of health.

6 Refer students back to paragraph B in Ex 3. Remind them that this was the paragraph with no linkers. Ask them to complete the task individually. Then put them into pairs to compare ideas. Monitor as they do this so you can assess their use of linkers. For weaker students, you may want to indicate where linking could appear by photocopying paragraph B and adding arrows in the appropriate places.

#### Example answer

Food is vitally important for a healthy lifestyle. The type of food we eat has a significant impact on both our physical and mental health. Plates of beige food, like chips, pasta and rice, may look and taste delicious, **but** they're full of carbohydrates. **As well as that**, they do not provide all the vitamins and minerals needed to lead a healthy lifestyle.

**This is why** experts say that it is a better to 'eat the rainbow'.

**This means eating** a meal full of different-coloured food, particularly fruit and vegetables. **The result is** a more balanced diet with all the nutrients needed to lead a healthier life.

#### WATCH OUT FOR

It is important for students to be able to link ideas in a paragraph, but it's also possible to use too much linking or overuse phrases like *Furthermore*, *In addition*, etc. In paragraph A in Ex 3, for example, there are four examples of linkers, but these vary in type. Only two begin a sentence, with one joining two clauses and another using a relative clause. Stronger students should be able to use a variety of linkers and sentence types.

#### EXAM BOOST EXAM FILE Section C p16

The exercises in section C on page 16 of the Exam boost provide practice in linking ideas in a paragraph. These could be done in class or for homework.

#### Answers

- 5 1 as well, furthermore  
2 in contrast, in spite of (the fact that)  
3 as a result, the effect of this is that  
4 because of, owing to (the fact that)
- 6 1 because of / owing to  
2 In contrast  
3 As a result  
4 as well  
5 As a result / The effect of this is that  
6 In spite of the fact that  
7 Furthermore

#### EXAM TASK

For guidance on marking Writing Part 1, please refer to the Writing success criteria on pages 161–163.

7 Focus students on the exam task. Refer them to the tips in the Exam reference on page 17 of the Exam file if necessary. Remind students that they can also use the Writing file on page 113 as a resource for information and tips.

Give students time to read the exam task and add their own idea. Put them into pairs to share their ideas. Then elicit some ideas from a few different pairs. Students can change their idea if they hear another one that they would like to use.

8 Keep students in their pairs and ask them to now brainstorm ideas for each of the topics in the essay task, as well as the ideas they added. Encourage them to make notes. Then, ask them to organise their ideas into a paragraph plan. They could do this in pairs or individually. Monitor and give feedback on students' plans.

9 If students do this exam task under timed conditions, allow them 40 minutes.

Students write their essays either in class or for homework. Remind them to write 140–190 words and to make sure their ideas are linked.

When they have finished, put students into pairs so that they can exchange their essays and provide feedback using the questions in Ex 9. Ask students to edit their essays accordingly and then take them in and provide your own feedback.

#### Example answer

As we spend more time in front of a screen, the time we spend outside decreases. Although the resulting lack of sunlight and fresh air is a serious health issue, this essay will argue that it can be overcome.

The first solution is for companies to recognise the importance of keeping their staff healthy and encouraging them to leave the building at lunchtime to spend time outside. They may also be able to provide a place people can go.

The second solution is for governments to ensure everyone has an open space they can visit in their local area which is both comfortable and safe. As scientists say that there are significant benefits to being around nature, these should be green spaces where possible.

A third solution is education. Schools must educate young people about the dangers of spending too little time outside. By doing so, it might help to break the cycle of spending too much time indoors.

To conclude, it is possible to overcome the problem of not spending sufficient time outside, however it will need companies, government and educators working together for it to happen.

**Cooler**

Ask students to think about the feedback they received on their writing in this lesson and in previous lessons. Ask them to make a list of at least three common errors they regularly make that they need to check when they edit their writing in the exam (e.g. common spelling errors, subject-verb conjugation errors, misuse of a tense, use of *do* instead of *make* with certain words, etc.). Remind students to pay special attention to these things when they take the exam.

**Extra practice****EXAM TRAINER** | p44 Exs 7–8, p45

For further practice of the skills presented in this lesson for Writing Part 1 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 7–11 on pages 44–45 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on page 45.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 1.

**Review | Units 1–8** pp75–77**AIM**

- To revise grammar and vocabulary covered in Units 1–8.

**Digital resources**

- Presentation tool pp75–77

Ask students to complete the exercises, then check answers as a class. Alternatively, set the exercises as a homework activity and check answers in the next class.

**Answers**

- 1 1 B 2 D 3 B 4 A 5 C 6 C 7 D 8 B  
 2 1 a 2 have 3 It 4 been 5 what 6 to  
 7 if 8 was  
 3 1 originality 2 recognisable 3 vitally  
 4 development 5 creativity 6 primary  
 7 emotional 8 frustration  
 4 1 was written by  
 2 was put off going  
 3 who gave me the/some advice  
 4 planning/going to do away with  
 5 is not / isn't expected to be  
 6 keeping an eye out for  
 5 1 A 2 D 3 B 4 B 5 A 6 C 7 B 8 D  
 6 1 ago 2 be 3 been 4 have  
 5 them 6 it 7 less 8 to  
 7 1 significantly 2 ease/easiness 3 illness(es)  
 4 sensible 5 irrelevant 6 currently  
 7 safety 8 inconvenience  
 8 1 been bored, he would not / wouldn't  
 2 costs a fortune to eat  
 3 is/'s believed to have written  
 4 will be addressed by  
 5 as many tourists as  
 6 would/'d get in touch with