EXAM PREP WORKSHEETS FOR TEENS

Road to B2 First for Schools

Syllabus · Exam-style tasks · Skills strategies · Answer key

A2 Key for Schools

B1 Preliminary for Schools

B2 First for Schools



1 **Your road to B2 First** – levels, exam format, scores

2 **The B2 syllabus** – topics, grammar & skills checklist

3 **Use of English · Parts 1–2** – multiple-choice & open cloze

4 **Use of English · Parts 3–4** – word formation & transformations

5 **Reading · Part 7** – multiple matching

6 **Grammar booster** – conditionals, modals, *used to*

7 **Vocabulary booster** – phrasal verbs & collocations

8 **Writing · Part 1** – the essay

9 **Writing · Part 2** – the story & other tasks

10 **Listening · Part 2** – sentence completion

11 **Speaking · Parts 1, 3, 4** – interview & discussion

✓ **Answer key & teacher's notes** – including the listening script

WORKSHEET 1 · THE BIG PICTURE

Your Road to B2 First

Name: _____

Date: _____

Cambridge English Qualifications for teenagers follow the levels of the **Common European Framework of Reference (CEFR)**. The "for Schools" versions have the same format and level as the standard exams, but the topics are chosen for school-age learners.

Exam	CEFR level	What you can do at this level
A2 Key for Schools	A2	understand simple texts, describe your daily life, deal with everyday situations
B1 Preliminary for Schools	B1	deal with most travel situations, write simple connected texts, give reasons and opinions
B2 First for Schools	B2	understand complex texts, discuss topics fluently, write clear detailed texts and argue a point of view

1 B2 First for Schools – exam format

Paper	Time	Parts	What you do	% of total
Reading & Use of English	1 h 15 min	7 parts 52 questions	multiple-choice cloze · open cloze · word formation · key word transformations · multiple choice · gapped text · multiple matching	40%
Writing	1 h 20 min	2 parts	Part 1: compulsory essay (140–190 words) · Part 2: choose one task – article, email/letter, review or story (140–190 words)	20%
Listening	about 40 min	4 parts 30 questions	multiple choice · sentence completion · multiple matching · multiple choice; you hear everything twice	20%
Speaking	14 min (pairs)	4 parts	interview · long turn with photos · collaborative task · discussion	20%

2 How results work

140–159	160–172	173–179	180–190
B1 certificate	Grade C · B2	Grade B · B2	Grade A · C1

Scores are reported on the Cambridge English Scale. Each paper gets its own score, and the overall result is the average of the four papers.

3 Quick quiz – how well do you know the exam?

1. How many words do you write for each Writing task? _____
2. Which paper is worth the most marks? _____
3. How many times do you hear each Listening recording? _____
4. Which Writing task type is only in the *for Schools* version? _____
5. In which Speaking part do you talk about photos on your own? _____
6. What overall score do you need to pass at B2 level? _____

> **Study tip:** start every week with one Use of English part, one skills task (reading, listening or writing) and 15 minutes of speaking practice with a partner.

The B2 Syllabus

Name: _____

Date: _____

1 Ten topic areas

🏫 School & education
subjects, exams, online learning, studying abroad

📱 Technology & media
social media, gadgets, online safety, the news

🌍 The environment
climate, recycling, wildlife, saving energy

⚽ Health & sport
fitness, diet, sleep, team sports, stress

✈️ Travel & culture
holidays, transport, festivals, traditions

🎬 Entertainment
films, music, books, gaming, hobbies

🤝 People & relationships
friends, family, personality, feelings

💼 Work & the future
jobs, skills, ambitions, part-time work

🛍️ Shopping & money
consumerism, saving, advertising, fashion

🏙️ Places & living
city vs. country, homes, communities

2 Grammar checklist

Tick ☑ when you feel confident. Colour the box red if you need more practice.

- ☐ Present tenses (simple, continuous, perfect simple & continuous)
- ☐ Narrative tenses (past simple, continuous, past perfect)
- ☐ Future forms (will, going to, present continuous, future continuous & perfect)
- ☐ Conditionals 0–3 and mixed conditionals
- ☐ *wish / if only*
- ☐ Modals of obligation, ability, advice
- ☐ Modals of deduction – present and past
- ☐ Passive voice & causative *have/get something done*
- ☐ Reported speech & reporting verbs
- ☐ Relative clauses (defining & non-defining)
- ☐ Gerunds and infinitives
- ☐ *used to / be used to / get used to*
- ☐ Comparatives, superlatives, *so / such, too / enough*
- ☐ Linking words: contrast, reason, result, purpose
- ☐ Word formation: prefixes & suffixes
- ☐ Phrasal verbs, collocations, fixed phrases

3 Skills: "I can..."

Skill	At B2 I can...
Reading	☐ find specific information quickly ☐ understand opinions and attitudes ☐ follow how a text is organised
Writing	☐ give and support an opinion ☐ organise paragraphs logically ☐ choose the right style (formal / informal)
Listening	☐ catch detail and key words ☐ understand the speaker's purpose and feelings
Speaking	☐ compare, speculate and justify ☐ agree, disagree and reach a decision ☐ keep talking without long pauses

My goal: the topic I want to improve most is _____ and the grammar area is _____.

Parts 1 & 2: Cloze Tests

Name: _____

Date: _____

1 Part 1 · Multiple-choice cloze

Read the text. Decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Can teenagers live without their phones?

Smartphones have become such an important part of teenage life that many young people **(0)** find it hard to imagine a day without one. Researchers have recently **(1)** _____ out a survey of 2,000 students aged 13 to 17. The results showed that the average teenager **(2)** _____ around four hours a day looking at a screen, and many **(3)** _____ feeling anxious when they are separated from their phones. However, phones are also useful: they help students keep **(4)** _____ of homework and stay in touch with friends. Experts believe the real problem is the **(5)** _____ of time spent online late at night, which can have a negative **(6)** _____ on sleep. Many schools have now **(7)** _____ rules that ban phones during lessons and, **(8)** _____ some students complained at first, most now say they can concentrate better.

0	**A** find	**B** feel	**C** think	**D** see
1	**A** made	**B** carried	**C** done	**D** held
2	**A** spends	**B** lasts	**C** uses	**D** takes
3	**A** admitted	**B** accepted	**C** agreed	**D** allowed
4	**A** track	**B** hold	**C** watch	**D** care
5	**A** amount	**B** number	**C** lot	**D** deal
6	**A** effect	**B** result	**C** cause	**D** consequence
7	**A** introduced	**B** produced	**C** presented	**D** raised
8	**A** although	**B** despite	**C** however	**D** in spite

Strategy: read the whole text first. Then look at the words **before and after** each gap – Part 1 tests collocations (*carry out a survey*), phrasal verbs, linkers and words with similar meanings.

2 Part 2 · Open cloze

Think of the word which best fits each gap. Use only **one** word in each gap.

The teenager who cleaned a beach

When Maya was fifteen, she decided she had had **(0)** enough of seeing plastic on her local beach. Instead **(9)** _____ complaining, she started a weekend clean-up group. At first, only three of her friends turned **(10)** _____, but news of the project spread quickly online. Within a year, more **(11)** _____ two hundred volunteers were taking part every month. "Most people want to help; they just don't know **(12)** _____ to start," says Maya. The group has **(13)** _____ collected over four tonnes of rubbish, **(14)** _____ of which was plastic. The local council was **(15)** _____ impressed that it now provides gloves and bags. Maya's advice is simple: "Don't wait for someone **(16)** _____ to solve the problem."

Strategy: Part 2 tests **grammar words** – prepositions, articles, pronouns, auxiliaries, linkers and parts of fixed phrases (*turn up, instead of, more than*).

Parts 3 & 4: Word Building

Name: _____

Date: _____

1 Part 3 · Word formation

Use the word in CAPITALS at the end of some lines to form a word that fits the gap.

Why team sports matter

Team sports are one of the most **(0)** **effective** ways for teenagers to stay healthy.	**EFFECT**
Regular training improves physical **(17)** _____	**FIT**
and helps young people develop **(18)** _____.	**CONFIDENT**
Players also learn the **(19)** _____ of working together.	**IMPORTANT**
Coaches say the most **(20)** _____ teams are those in which everyone feels valued.	**SUCCEED**
Research shows it is **(21)** _____ that a teenager who enjoys a sport will stop exercising as an adult.	**LIKELY**
Of course, losing an important match can be **(22)** _____,	**DISAPPOINT**
but it teaches players to deal with **(23)** _____ and to try harder next time.	**CRITICISE**
Parents should remember that the main aim is **(24)** _____, not winning trophies.	**ENJOY**

Strategy: decide what **type of word** you need (noun, adjective, adverb, verb), then check if it needs to be **negative** (*un-, in-, dis-*) or **plural**. Spelling must be correct!

2 Part 4 · Key word transformations

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

25 I started learning English six years ago. **FOR**
I _____ six years.

26 It's a pity I didn't revise more for the test. **WISH**
I _____ for the test.

27 "Don't forget to bring your passports," the teacher told us. **REMINDED**
The teacher _____ our passports.

28 A technician is going to repair my laptop tomorrow. **HAVE**
I am going to _____ tomorrow.

29 I'm sure Tom didn't break the window – he was at school. **CAN'T**
Tom _____ the window – he was at school.

30 The concert was so crowded that we couldn't see the stage. **SUCH**
It was _____ that we couldn't see the stage.

Strategy: each answer usually tests **two** things (e.g. a tense + a time expression) and gets up to **2 marks**. Contractions count as two words (*can't = can not*).

WORKSHEET 5 · READING & USE OF ENGLISH

Part 7: My First Summer Job

Name: _____

Date: _____

You are going to read about four teenagers' first summer jobs. For questions 31–38, choose from the people (A–D). The people may be chosen more than once.

A Ioana · café on the coast

I worked in a café on the coast. The hours were long and my feet hurt by the end of every shift, but my colleagues were great fun and we still message each other almost every week. The best part was my English, because most of the customers were tourists. I was terrified of making mistakes at first, but after a couple of weeks I was chatting away without even thinking about it.

B Matei · animal shelter

I volunteered at an animal shelter, so I didn't earn anything, which my friends thought was crazy. For me, the money wasn't the point. I'm hoping to study veterinary medicine, and the experience showed me I'd made the right choice. Cleaning the cages wasn't exactly glamorous, but seeing a dog leave with a new family made it all worthwhile.

C Sofia · summer camp

I helped at a children's summer camp. I'd imagined it would be easy – playing games all day – but I was completely wrong. Keeping twenty eight-year-olds under control was exhausting! I learnt to stay patient and to plan activities carefully. I saved most of my salary and used it to buy a new laptop for school, which I really needed.

D Andrei · family bike shop

My uncle owns a bike repair shop, so I spent July there. I'd always been hopeless at fixing things, but he taught me a lot, and now I can repair almost any bike. Working for a relative isn't always easy, though – he expected more from me than from the other staff, and we argued more than once.

1 Which person...

31	was surprised by how difficult the job was?	_____
32	became more confident about speaking a foreign language?	_____
33	had a disagreement with the person in charge?	_____
34	felt more certain about a future career?	_____
35	learnt a practical skill they had not had before?	_____
36	is still in contact with people they worked with?	_____
37	did not get paid for the work?	_____
38	spent their earnings on something for their studies?	_____

Strategy: read the questions first and **underline key words**. The texts use **different words with the same meaning** (paraphrase): *"we still message each other"* = *"still in contact"*. Find the exact sentence that proves your answer.

2 Vocabulary hunt

Find words or phrases in the texts that mean:

a) a period of work (A) _____

b) worth the effort (B) _____

c) exciting and attractive (B) _____

d) very tiring (C) _____

e) very bad at (D) _____

f) a member of your family (D) _____

Discuss: Which job would you choose? Is it better to earn money or to gain experience? Should teenagers work during the summer holidays?

WORKSHEET 6 · GRAMMAR BOOSTER

Conditionals, Modals & Habits

Name: _____

Date: _____

1 Conditionals – put the verb in brackets into the correct form.

Sentence	Type
1. If you heat ice, it _____ (melt).	zero – general truth
2. Unless you _____ (practise) speaking, you won't feel confident.	first – real future
3. If I _____ (be) you, I'd apologise to her.	second – advice / imaginary present
4. If I _____ (know) about the party, I would have come.	third – imaginary past
5. If she hadn't missed the bus, she _____ (not be) late for the exam.	third
6. If I had saved money last summer, I _____ (can) buy the trainers now.	mixed – past → present

2 Wishes – what would these people say?

1. "I don't have enough free time." → I wish _____
2. "I didn't go to the concert last night." → I wish _____
3. "My brother keeps borrowing my clothes!" → I wish my brother _____

3 Modals of deduction – complete with *must*, *might*, *can't* (+ *have*).

1. He's wearing a uniform. He _____ work here.
2. She _____ be at home – I've just seen her in town.
3. I'm not sure where Ana is. She _____ be in the library.
4. The streets are wet. It _____ rained last night.
5. They _____ seen the film – it isn't in cinemas yet.
6. Tom isn't answering. He _____ left his phone at home.

4 *used to / be used to / get used to*

1. When I was a child, I _____ hate vegetables, but now I love them.
2. I've lived in London for a year, so I _____ driving on the left now.
3. It took me months to _____ getting up at 6 a.m. for training.

> **Remember:** *used to + infinitive* = past habit · *be used to + -ing* = it's normal for me · *get used to + -ing* = it's becoming normal.

5 Your turn: write two true sentences about yourself – one with *I wish…* and one with *If I had…*

WORKSHEET 7 · VOCABULARY BOOSTER

Phrasal Verbs & Collocations

Name: _____

Date: _____

1 Match the phrasal verbs (1–8) with their meanings (a–h).

1. give up	5. take up
2. look forward to	6. turn down
3. come up with	7. get on with
4. put off	8. run out of

a) refuse an offer	e) start a new hobby
b) have no more of something	f) stop doing something
c) think of an idea	g) postpone, do later
d) have a good relationship	h) feel excited about the future

1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __

2 Complete the sentences with a phrasal verb from Exercise 1 in the correct form.

1. We've _____ milk – can you buy some on your way home?
2. I'm really _____ the school trip to Rome next month!
3. She was offered a place in the team, but she _____ it _____ because of her exams.
4. Stop _____ your homework – do it now!
5. Our group _____ a brilliant idea for the science fair.
6. I _____ really well _____ my cousins – we're like best friends.

3 make, do, take or have? Write each phrase in the correct column.

a mistake · homework · an exam · a go · progress · research · part · a decision · a break · your best · a photo · fun

MAKE	DO	TAKE	HAVE

4 Personalise it! Answer in full sentences.

1. What hobby would you like to take up? Why?

2. When did you last make a big decision?

3. What are you looking forward to this year?

Learning tip: keep a vocabulary notebook organised by **topic**. For each new word, write a collocation and an example sentence about **you**.

WORKSHEET 8 · WRITING PART 1

The Essay

Name: _____

Date: _____

In your English class you have been talking about technology and education. Now your English teacher has asked you to write an essay.

Write an essay using all the notes and giving reasons for your point of view. Write **140–190 words**.

Students learn more from online lessons than from lessons in a classroom. Do you agree?

Notes – write about: 1. flexibility 2. concentration 3. _____ (your own idea)

1 Paragraph plan

Intro	introduce the topic; don't give every argument yet
Para 2	note 1 + reason + example
Para 3	note 2 + reason + example
Para 4	your own idea
Conclusion	your clear opinion

2 Useful language

Adding: Moreover, · What is more, · In addition,
Contrast: However, · On the other hand, · Although ...
Opinion: In my view, · I strongly believe that ...
Concluding: All things considered, · To sum up,

3 Model essay – underline the linkers and find the writer's own idea.

These days, more and more students are taking lessons online. Some people believe this is a more effective way to learn, but is that really true?

On the one hand, online lessons are extremely flexible. Students can watch recorded lessons whenever they want and repeat difficult parts as many times as they need. This is especially useful for students who live far from school or who have other commitments, such as sports training.

On the other hand, it is much harder to concentrate at home. Notifications, games and family members can easily distract students, whereas in a classroom the teacher can see if someone is not paying attention.

What is more, classroom lessons allow students to interact with each other. Discussing ideas and working in groups helps them develop social skills, which are just as important as knowledge.

All things considered, I believe that online lessons are a useful addition, but they cannot replace the classroom completely. Students learn best when they can combine both. (about 165 words)

4 Before you hand in – checklist

- ☐ I used all three notes.
- ☐ My opinion is clear.
- ☐ I wrote 140–190 words.
- ☐ I used paragraphs and linkers.
- ☐ I used a neutral / formal style.
- ☐ I checked spelling and verb tenses.

Examiners mark four areas, each out of 5: **Content · Communicative Achievement · Organisation · Language**.

WORKSHEET 9 · WRITING PART 2

The Story & Other Tasks

Name: _____

Date: _____

You have seen this announcement on an English-language website for teenagers.
*Stories wanted! Write a story that **begins** with this sentence:*

As soon as Alex opened the envelope, he knew his life was about to change.

Your story must include: • a phone call • a surprise. Write **140–190 words**.

1 Read the model story. Find examples of:

past perfect · direct speech · time linkers · feelings adjectives · a dramatic short sentence

As soon as Alex opened the envelope, he knew his life was about to change. Inside was a letter from the National Youth Orchestra: he had been chosen for their summer tour!

For a moment, he couldn't breathe. He had practised the violin every day for six years, but he had never really believed this could happen. Trembling with excitement, he grabbed his phone and called his grandmother, who had bought him his first violin.

"Grandma, I did it!" he shouted. There was a long silence. Then, to Alex's surprise, she started laughing. "I know," she said. "I sent them the recording of your concert last spring. I didn't tell you because I didn't want you to be disappointed."

Alex was speechless. All this time, his grandmother had secretly believed in him more than he believed in himself.

Two months later, as he walked onto the stage in Vienna, he looked at the audience and smiled. Somewhere out there, he knew, she was watching. (about 165 words)

2 Story toolkit

Time linkers: At first, · Suddenly, · As soon as · Meanwhile, · A few minutes later, · In the end,
Feelings: terrified · relieved · speechless · thrilled · furious · embarrassed

Make it vivid: use direct speech, short dramatic sentences, adverbs (*nervously, slowly*) and the five senses. Plan a clear **beginning – problem – ending**.

3 Other Part 2 tasks – know the style

Task	Reader	Style	Must have
Article	readers of a magazine or website	lively, engaging	catchy title, questions to the reader, personal examples
Email / letter	a friend, a teacher, an organisation	informal or formal	answer every point in the task, suitable greeting and ending
Review	people deciding what to watch / read / visit	descriptive + opinion	description, evaluation, a clear recommendation
Story (Schools only)	readers of a website / magazine	narrative	the given first sentence, both required elements

WORKSHEET 10 · LISTENING

Part 2: Sentence Completion

Name: _____

Date: _____

Before you listen – In B2 First Listening Part 2 you hear one speaker for 3–4 minutes and complete 10 sentences with a word or short phrase. Your teacher will read the recording **twice**.

1 Predict! Look at the gaps and write the type of word you expect (number, noun, adjective…).

You will hear a student called Elena talking about a volunteer project in the Danube Delta.

1	Elena first heard about the project from her _____ teacher.	type: _____
2	The volunteers stayed in the Delta for _____ days.	type: _____
3	Every morning, the group counted _____ on the lakes.	type: _____
4	Elena found _____ the most difficult part of the day.	type: _____
5	The volunteers travelled around the Delta by _____.	type: _____
6	The biggest problem in the area is _____ left by tourists.	type: _____
7	Elena was surprised to learn that the Delta has over _____ species of birds.	type: _____
8	Next year, Elena wants to work as a _____ on the project.	type: _____

Strategy: you will hear the **exact words** you need, but the sentence around them is paraphrased. Watch out for **distractors** – the speaker often mentions a wrong answer first ("I thought it would be…, but in fact…"). Check your spelling!

2 After listening – discuss

1. Would you like to take part in a project like Elena's? Why / why not?
2. What can young people do to protect nature in your area?
3. Which places in your country should be protected? Why?

3 Listen and spot

When your teacher reads the text again, write down **two distractors** (wrong answers the speaker mentions):

4 My new words from the recording

WORKSHEET 11 · SPEAKING

Parts 1, 3 & 4: Interview & Discussion

Name: _____

Date: _____

1 Part 1 · Interview (about 2 minutes)

The examiner asks you questions about yourself. Answer in 2–3 sentences: **answer + reason + example**.

- What do you enjoy doing at weekends?
- Tell us about a teacher who has helped you.
- How do you usually keep in touch with friends?
- What would you like to do in the next few years?
- Do you prefer studying alone or with others? Why?
- What's the best place you've ever visited?

2 Part 3 · Collaborative task (2 min + 1 min)

Talk with your partner about the question in the middle. Then decide which idea is **the best**.

free sports clubs at school

fitness apps & challenges

How could teenagers be encouraged to be more active?

less homework

walking or cycling to school

celebrity role models

Decision (1 min): Which idea would be the most effective?

Suggesting: Shall we start with...? · What about...? · Why don't we...?
Asking: What do you think? · Do you agree? · How about you?

Agreeing / disagreeing: That's a good point. · I see what you mean, but... · I'm not so sure.
Deciding: So, shall we go for...? · We both seem to think...

3 Part 4 · Discussion (about 4 minutes)

1. Do you think young people today are less active than in the past? Why?
2. Should PE be as important as other school subjects?
3. Some people say professional athletes earn too much money. What do you think?
4. How can technology help people to live more healthily?

> **Remember:** in Parts 3 and 4 you are also marked on **interaction** – listen to your partner, react to what they say and invite them to speak. Don't just wait for your turn!

4 My three favourite phrases from this page

FOR THE TEACHER

Answer Key

WORKSHEET 1 · QUIZ

1. 140–190 · 2. Reading & Use of English (40%) · 3. twice · 4. the story · 5. Part 2 · 6. 160

WORKSHEET 3 · PART 1

1 B (carried out) · 2 A · 3 A (admitted feeling) · 4 A (keep track of) · 5 A (amount of time) · 6 A (effect on) · 7 A · 8 A

WORKSHEET 3 · PART 2

9 of · 10 up · 11 than · 12 where / how · 13 since · 14 most / much · 15 so · 16 else

WORKSHEET 4 · PART 3

17 fitness · 18 confidence · 19 importance · 20 successful · 21 unlikely · 22 disappointing · 23 criticism · 24 enjoyment

WORKSHEET 4 · PART 4

25 have been learning English for / have learnt English for
26 wish I had revised more
27 reminded us to bring
28 have my laptop repaired
29 can't have broken
30 such a crowded concert

WORKSHEET 5 · READING

31 C · 32 A · 33 D · 34 B · 35 D · 36 A · 37 B · 38 C

Vocabulary: a) shift · b) worthwhile · c) glamorous · d) exhausting · e) hopeless at · f) a relative

WORKSHEET 6 · GRAMMAR

1: 1 melts · 2 practise · 3 were · 4 had known · 5 wouldn't have been · 6 could

2: 1 I had more free time · 2 I had gone to the concert · 3 would stop borrowing my clothes

3: 1 must · 2 can't · 3 might / could / may · 4 must have · 5 can't have · 6 might / may / could have

4: 1 used to · 2 am used to · 3 get used to

WORKSHEET 7 · VOCABULARY

1: 1f · 2h · 3c · 4g · 5e · 6a · 7d · 8b

2: 1 run out of · 2 looking forward to · 3 turned it down · 4 putting off · 5 came up with · 6 get on … with

3: MAKE a mistake, progress, a decision · DO homework, research, your best · TAKE an exam, part, a photo · HAVE a go, a break, fun

(*take a break* also correct)

WORKSHEET 8 · ESSAY

Writer's own idea: classroom lessons allow students to interact / develop social skills.

WORKSHEET 10 · LISTENING

1 geography · 2 ten · 3 birds · 4 getting up early · 5 boat · 6 plastic · 7 300 / three hundred · 8 team leader

Distractors: biology teacher, a week, walking, 200.

Listening Script & Teaching Notes

Worksheet 10 – read aloud twice, at natural speed

Hi everyone, I'm Elena, and I'd like to tell you about the most amazing summer of my life. Last year I joined a volunteer project in the Danube Delta. People usually think I heard about it from my biology teacher, because I love science, but actually it was my **geography** teacher who showed me the website.

I'd expected to stay for a week, but in fact we spent **ten** days there, living in a small village. Our main job was helping scientists. Every morning we went out early and counted **birds** on the lakes – pelicans, herons and lots of others. The work itself wasn't hard. Honestly, the heat wasn't a problem either. For me, the most difficult thing was **getting up early** – we started at five o'clock!

There are hardly any roads in that part of the Delta, so walking was impossible. We went everywhere by **boat**, which was fantastic. Of course, the Delta has some problems. Some people complain about fishing, but the scientists told us the biggest problem is **plastic** left by tourists, so we spent our afternoons collecting it.

Before I went, I thought the Delta had about two hundred types of birds, but I discovered it has over **three hundred** species. Incredible, isn't it? I'm definitely going back. Next year I'd like to be a **team leader** and help the new volunteers.

Teaching notes

- **Level:** the worksheets target B2 First for Schools; Worksheets 1–2 and 6–7 also work as diagnostic or revision material for strong B1 learners.
- **Timing:** each worksheet takes about 45–60 minutes. Use of English parts can be done under exam timing (about 10 minutes per part) once learners know the task type.
- **Feedback:** for writing, mark with the four official criteria (Content, Communicative Achievement, Organisation, Language) so learners understand how they are assessed.
- **Speaking:** combine Worksheet 11 with the separate *Talk About the Picture!* pack for Part 2.
- **Official practice:** free sample papers and the handbook for teachers are available on **cambridgeenglish.org**. Always check the current exam specifications there before the exam session.