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2ND EDITION

STUDENT'S BOOK

B2

First for
Schools

Unit	Reading	Grammar	Vocabulary
1 Wake up your senses! page 7	topic: trying new things skill: referencing clues task: gapped text	present tenses (p10) comparative forms: adjectives and adverbs (p13)	phrasal verbs (p11) suffixes (p14) introduction to collocations (p14)
2 On the bucket list page 21	topic: inspiration for travel skill: finding specific information task: multiple matching	past tenses (p24) articles (p27)	idiomatic phrases and expressions (p25) collocations (p25, 28) linkers (p31)
3 All in a day's work page 35	topic: virtual school skill: understanding detail and opinion task: multiple choice	future forms (p38) determiners with countable/ uncountable nouns (p41)	phrasal verbs (p39) verbs + prepositions (p43)
4 The heart of the city page 49	topic: real or fake cities skill: scanning a text to find information task: multiple matching	conditionals (p52) alternative conditional forms (p55)	compound nouns (p53) <i>as or like</i> (p57) prepositional phrases (p57)
5 A good sport page 63	topic: sports fans skill: understanding attitude and opinions task: multiple choice	infinitive and verb + <i>-ing</i> (p66) verb patterns (p69)	phrasal verbs (p67) noun suffixes (p70) prefixes (p70)

Listening	Use of English	Speaking	Writing	Switch on
<p>topic: synaesthesia skill: listening for specific information task: sentence completion</p>	<p>key word transformations word formation</p>	<p>topic: comparison of experiences skill: comparing photos task: long turn</p>	<p>topic: activities for teens skill: opinions and recommendation task: review</p>	<p>video: chef tests project: presentation on food in world festivals</p>
<p>topic: travel-writing skill: listening for specific information and opinion task: multiple choice</p>	<p>multiple-choice cloze open cloze</p>	<p>topic: summer holidays, photo-bombing skill: giving concise answers task: interview</p>	<p>topic: best and worst holiday experiences skill: describing, narrating and expressing contrast task: article</p>	<p>video: Sidi Driss project: film location map</p>
<p>topic: job shadowing skill: understanding different speakers task: multiple matching</p>	<p>key word transformations multiple-choice cloze</p>	<p>topic: part-time jobs skill: justifying an opinion task: collaborative task</p>	<p>topic: intergenerational schools skill: including your own idea task: essay</p>	<p>video: 16-year-old boss project: research a business</p>
<p>topic: public spaces for teens skill: recognising distractors task: multiple choice</p>	<p>open cloze multiple-choice cloze</p>	<p>topic: visiting cities skill: giving an opinion task: discussion</p>	<p>topic: a day in the city skill: giving the right information task: informal letter or email</p>	<p>video: design gone wrong project: analyse a building</p>
<p>topic: drone racing skill: understanding interviews task: multiple choice: longer text</p>	<p>key word transformations word formation</p>	<p>topic: ways to relax skill: speculating task: long turn</p>	<p>topic: health and fitness skill: using paragraphs task: article</p>	<p>video: cycling star project: research a sport or discipline</p>

Unit	Reading	Grammar	Vocabulary
6 Viewpoints page 77	topic: filming small creatures skill: understanding text cohesion task: gapped text	the passive (p80) <i>have/get something done</i> (p83)	prepositions of place (p81) time phrases (p81) suffixes (p85)
7 The full story page 91	topic: storytelling skill: paraphrasing task: multiple matching	reported speech (p94) reporting verbs (p97)	phrasal verbs (p95) prepositional phrases (p98) adjectives + prepositions (p98)
8 In it together page 105	topic: life as a spy skill: understanding attitudes task: multiple choice	modal verbs (p108) linking phrases (p111) <i>such a/so</i> (p115)	phrases with <i>have</i> and <i>keep</i> (p109) phrasal verbs (p112) collocations (p112)
9 Getting it right page 119	topic: decision making skill: understanding text structure task: gapped text	relative clauses (p122) cleft sentences (p125)	collocations (p126) nouns to adjectives (p126)
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Listening	Use of English	Speaking	Writing	Switch on
<p>topic: map exhibition</p> <p>skill: listening for detail</p> <p>task: sentence completion</p>	<p>key word transformations</p> <p>word formation</p>	<p>topic: useful items</p> <p>skill: making a decision</p> <p>task: collaborative task</p>	<p>topic: differing opinions</p> <p>skill: linking ideas</p> <p>task: essay</p>	<p>video: eyeborg</p> <p>project: pitch a film or documentary</p>
<p>topic: film and cinema</p> <p>skill: recognising speaker's point of view</p> <p>task: multiple choice: short texts</p>	<p>open cloze</p> <p>multiple-choice cloze</p>	<p>topic: social media</p> <p>skill: agreeing and disagreeing</p> <p>task: discussion</p>	<p>topic: creative writing</p> <p>skill: sequencing events</p> <p>task: story</p>	<p>video: museum mystery</p> <p>project: create a fictional news report</p>
<p>topic: playing music</p> <p>skill: identifying opinions</p> <p>task: multiple matching</p>	<p>key word transformations</p> <p>multiple-choice cloze</p>	<p>topic: inspirational speakers</p> <p>skill: taking turns</p> <p>task: collaborative task</p>	<p>topic: extra-curricular activities</p> <p>skill: making suggestions</p> <p>task: email</p>	<p>video: recycle rush</p> <p>project: design a robot</p>
<p>topic: when others decide for you</p> <p>skill: recognising distractors</p> <p>task: multiple choice</p>	<p>open cloze</p> <p>word formation</p>	<p>topic: shopping</p> <p>skill: talking about preferences</p> <p>task: long turn</p>	<p>topic: influences</p> <p>skill: avoiding repetition</p> <p>task: essay</p>	<p>video: Does smell sell?</p> <p>project: create a social media campaign</p>
<p>topic: giving advice</p> <p>task: multiple choice: short texts</p>	<p>open cloze</p> <p>key word transformations</p> <p>multiple choice cloze</p> <p>word formation</p>	<p>topic: free time</p> <p>task: interview; long turn; collaborative task; discussion</p>	<p>topic: eating together; a weekend trip; a music magazine</p> <p>task: email, article or review</p>	

I love the
buzz of doing
something for
the first time!

Look at the photo and discuss the questions.

- 1 What kinds of activities give you a buzz? Why?
- 2 Do you think it's important to try new things? Why?/Why not?

Wake up your senses!

READING

topic: trying new things
skill: referencing clues
task: gapped text

GRAMMAR

present tenses
comparative forms: adjectives
and adverbs

VOCABULARY

describing experiences and
feelings; phrasal verbs
suffixes, introduction to
collocations

LISTENING

topic: synaesthesia
skill: listening for specific
information
task: sentence completion

USE OF ENGLISH

key word transformations
word formation

SPEAKING

topic: comparison of
experiences
skill: comparing
photos
task: long turn

WRITING

topic: activities for teens
skill: opinions and
recommendation
task: review

SWITCH ON

video: chef tests
project: presentation on food
in world festivals

Power up

1 Look at the photo and discuss the questions.

- 1 How do you think the person feels?
- 2 Would you enjoy the experience?
- 3 What would the challenges be?

Read on

2 Read the title of the blog post. What do you think 'The 7 Day Challenge' is? Read the blog post and check your answer.

3 Read the exam tip and complete the task.

exam tip: gapped text

Look at the words before and after the gap. The sentence you choose will need to make sense with the information that follows it, as well as what comes before. Look for referencing clues in the text which will help you match the sentence with the correct paragraph, for example, time words, pronouns, names, etc.

Read the second paragraph of the blog again and find the sentence from A–G in Ex 4 which fits in gap 1. What referencing clues are there to show the sentence fits in this gap?

4 e Read the blog post again and choose which sentence (A–G) fits each gap (2–6). You do not need one of the sentences.

- A** Once there, I kind of relax into it and my initial reservations start to disappear.
- B** Rob doesn't actually get a part, but at least he's brave enough to go through with it!
- C** OK, I know it's early days, but so far I've found our challenge fun and actually a bit of an eye-opener.
- D** It definitely hasn't turned out how I expected and I feel a bit annoyed with Rob and Sophia.
- E** She had a point as we never sign up for anything new.
- F** For someone who loves his creature comforts, it's not an idea with huge appeal!
- G** It hasn't actually been that difficult as, despite being close friends, we have very different interests!

The 7 Day Challenge

Summer's over and you've slipped back into your cosy, comfortable routine. Well, not for me and my friends, Rob and Sophia. This year we've decided to take on 'The 7 Day Challenge' and step out of our comfort zones. Not sure what I mean? Read on ...

5 Find the words or phrases in the blog post that mean the following.

- 1 warm and comfortable (*adj*) (para 1)
- 2 boring (*adj*) (para 2)
- 3 stressful or terrifying (*adj*) (para 4)
- 4 affecting you very strongly, and you don't know how to deal with it (*adj*) (para 4)
- 5 ready (*adj*) (para 5)
- 6 not really wanting to do something (*adv*) (para 6)
- 7 quite or very (*adv*) (para 7)
- 8 useful or important enough to spend time on (*adj*) (para 7)
- 9 to have an idea of what type someone or something is (*v*) (para 7)
- 10 reject (*v*) (para 7)

Sum up

6 Why do you think Tom describes his experience as an 'eye opener'?

Speak up

7 Work in groups and discuss the questions.

- 1 Do you like to set yourself challenges? Why / Why not?
- 2 What kind of activities would require you to step out of your comfort zone?
- 3 Have you ever tried something new and been surprised by how you felt about the experience?



It all started with me, Rob and Sophia chatting one evening in my room. We're always complaining about being bored but that evening Sophia interrupted our whingeing and said, 'Instead of just moaning about our life being dull, let's do something about it!' ¹..... After a few searches on the internet, we came across this '7 Day Challenge'.

The idea of 'The 7 Day Challenge' is to encourage your friends, over the course of a week, to do activities they normally shy away from. We each come up with an activity we enjoy, but that the other two friends haven't tried before. ²..... We've been doing the challenge for a few days and let's say it's had its ups and downs!

OK rewind to day one – audition for something! Clearly not one of my suggestions as the mere idea of performing in front of people sends me into a cold sweat! It's Sophia's turn and she's challenged Rob and me to audition for a play at her local theatre group. So we're standing in the dark, looking at a lit stage and it's nerve-racking. The director calls my name first and suddenly it's too overwhelming. I leg it. My first challenge and I've fallen at the first hurdle. ³.....

'... the mere idea of performing in front of people sends me into a cold sweat!'

Not wanting to lose face I agree to carry on with the challenge. It's Rob's turn and he's invited us to go 'wild camping'. My first question is 'What is wild camping?' To be honest I'm a bit put off by the word 'wild'. Basically, it means not pitching your tent anywhere near a toilet or hot shower. ⁴..... But it's only for one night so I'm willing to give it a go.

So how does challenge two compare with my first disaster? Well, I reluctantly turn up at our local woods with a huge rucksack on my back. My gut feeling is that this is not my thing at all. After a few wrong turns (it seems Rob doesn't have a great sense of direction!) we arrive at this stunning lake and pitch our tents. ⁵..... We cook our food on an open fire and chat into the night and I must admit, I love the sense of freedom of being away from everything.

It's my turn now and I've chosen baking. I love it and I'm pretty good at it. Sophia and Rob, however, are not exactly looking forward to it, but you know what? They might just surprise themselves! So is 'The 7 Day Challenge' a worthwhile experience? Definitely. ⁶..... My advice is next time you say to yourself, 'no thanks, it's not really me,' stop and give it a chance. It's often too easy to pigeonhole yourself and dismiss things without even trying them.



1 Read the sentences below. Read the grammar box and match the sentences to the rules. What is the difference in meaning?

- 1 This year we've **decided** to take on 'The 7 Day Challenge'.
- 2 We've **been doing** the challenge for a few days.

2 Complete the rules E and F with the correct form of the verbs in brackets.

explore **grammar** → p142

present tenses

present simple and present continuous

- A** for present habits, facts and repeated actions
*Laura **takes** lots of photographs.*
- B** for actions happening now and changing situations
*They're **watching** TV at the moment.*
- C** with *always* for something that happens often and is usually annoying
*Dan's **always forgetting** his homework.*
- D** to add dramatic interest when telling a story
*Imagine this, they **give** me the award and I'm **feeling** so shocked, I **don't** even **say** thank you!*

present perfect simple

- E** for states that started in the past and continue now, recently finished actions or past actions with a present result. The focus is on the result.
I ¹ (see) this film before, it's really good.

present perfect continuous

- F** for an action that started in the past and is still continuing
Mr Lee ² (teach) us tennis this term.

3 1.1 Watch or listen to four people talking about experiences and routines. Match the speakers with the questions.

- A** Do you prefer trying new activities alone or with friends? Why?
- B** In general, do you think people are creatures of habit?
- C** Do you do any dangerous activities?
- D** Do you consider yourself an adventurous person?

4 1.2 Watch or listen again and complete the sentences. Then ask and answer in pairs.

- 1 We everything and we around the world.
- 2 So we on a photography adventure and journey.
- 3 You what? Life is too short!
- 4 I think it on the person, you?
- 5 I anything crazy.

5 Read the text. Use the correct present form of these verbs to complete the gaps.

be call find have (x2) not feel not spend say send try

WHAT IS A 'GUT FEELING'?

¹ you ever that sense that something is wrong without knowing why? Sometimes it ² a funny feeling in your stomach or a little voice in your head that ³ you a warning or telling you that something ⁴ right. Gut feelings can also direct us to the help of others. For example, ⁵ a friend ever they're 'fine' but your gut feeling tells you they're not? In most cases our gut feelings are right. Some ⁶ it the body's second brain and throughout history people have been fascinated by this special sense that humans ⁷ For many years scientists ⁸ to discover why we get this feeling or sixth sense but so far there has been no single answer. Interestingly, research ⁹ that people who usually follow their gut feelings, and ¹⁰ a long time making decisions, are generally more content.



Speak up

6 Work in pairs and discuss in what situations you think it is important to follow your gut feeling and why. Compare your opinions with other pairs.

game on

Write two true and one false statement about yourself. The statements should be about something:

- 1 you have tried for the first time this year.
 - 2 you have been wanting to do for ages, but are not brave enough to do.
- In groups, guess which statements are true and which are false.

describing experiences and feelings

1 1.3 Listen to six people talking about feelings and experiences. Choose the word which best describes how each person (1–6) is feeling. There are two words you do not need.

- determined moved offended petrified relieved
sympathetic tense thrilled

2 Complete each gap below with a word from Ex 1.

- I'm to finish this work today. I'm not going out until I do.
- I always feel when I'm watching my football team take a penalty.
- My cousin was during the storm. She's really scared of lightning.
- David's He's just won a national prize for his photography.
- I'm sorry for crying, but I just feel so by everyone's kind words.
- My brother's never very when I get upset and he definitely never gives me a hug!
- I'm so that I don't have to make a speech, I hate public speaking.
- She's by his nasty comments about her new haircut.

3 Match six of the words used in Ex 2 with these synonyms.

- anxious delighted insulted strong-willed
terrified understanding

4 Ask and answer questions using words from Ex 3.
Would you describe yourself as strong-willed?

5 Read the vocabulary box. Can you think of any more examples?

explore **vocabulary**

phrasal verbs (1)

A phrasal verb is a verb followed by prepositions or adverbs. Different prepositions or adverbs change the meaning. For example, 'give up' = quit/stop. However, 'give away' = tell people a secret by accident. **I've given up** the violin because I don't have enough time to practise. The holiday was meant to be a surprise for the children, but Daniel **gave it away**.

6 Read the article. What are multisensory exhibitions and where did the idea come from?

7 Replace the highlighted words in the article with the correct form of these phrasal verbs.

- add to get across miss out put off take off try out

Please do not touch the art!



Many young people **are discouraged from** going to art galleries because of the formal atmosphere. Art galleries have traditionally been very visual, which means our other four senses **have been deprived of the same experience**. But how about a more playful approach where you can touch, smell, taste and hear the art? In recent years, art museums and galleries **have been testing the effectiveness of** some creative ideas to stimulate all five senses of their art-lovers.

In most cases, this has meant using technology to trigger the senses in order to **increase the quality** of our experience of pieces of art. For example, to **make people understand** the message or emotion of a piece of art, a gallery may play music, release smells, offer food to taste and even stimulate their sense of touch through ultrasound vibrations. The public reaction to these 'multi-sensory' exhibitions has been extremely positive and clearly the idea **is becoming popular**.

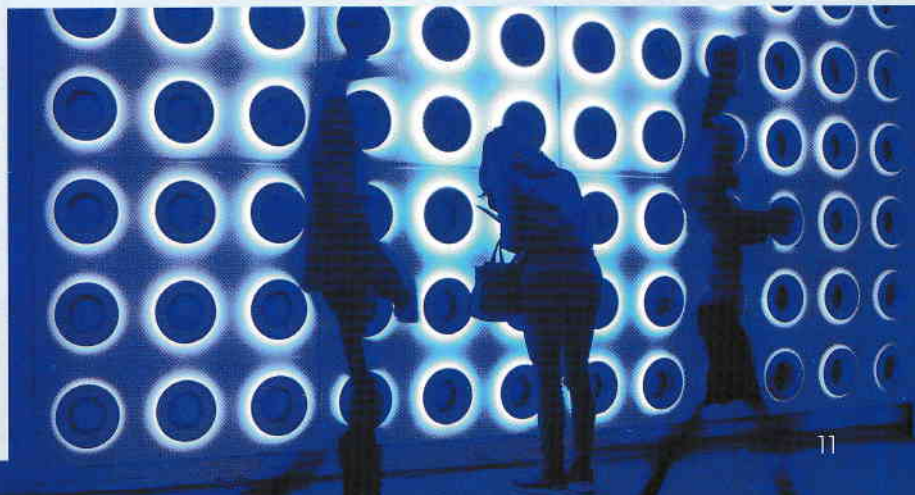
8 Complete each question with the correct form of a phrasal verb from Ex 7. Then work in pairs and discuss. Extend your answers.

- What kinds of things can the experience of a meal?
- Is there anything you on this year because you were ill? For example, a party, a trip, etc.
- Do online reviews ever you going somewhere?
- Can you think of any fashion trends that really at the moment?
- Apart from your choice of words, how can you your message clearly when talking to other people?

Speak up

9 Work in pairs and discuss the questions.

- What do you usually do when you're feeling tense?
- Do you consider yourself a sympathetic person? In which situations do you not feel very sympathetic towards other people?




Power up

- 1 Work in groups. Which of your five senses (touch, sight, smell, taste and hearing) do you experience when doing these activities? Which is the strongest sense in each case?

learning to windsurf talking to a friend
 playing the guitar going shopping

- 2 Look at the image on the page representing synaesthesia. What do you think synaesthesia is?



Listen up

- 3  1.4 Listen to a girl talking about her experience of having synaesthesia. What is synaesthesia? Were your guesses in Ex 2 correct?
- 4 Read the exam tip. Look at the other gaps in the task. What part of speech do you think is missing?

exam tip: sentence completion

Before you listen, read the sentences carefully. Decide what kind of information you need to listen out for. For example, a noun, adjective + noun, adjective, noun phrase. Wait until you hear all the information for each part before completing the gap.

Look at gap 1 in Ex 5. What part of speech do you think is missing – a noun, verb or adjective?

- 5   1.5 Listen again and complete the sentences with a word or short phrase.

Synaesthesia

Rachel is disappointed that she only discovered the ¹..... of her condition recently.

Rachel was delighted with a ²..... which gave her useful information about her condition.

Rachel says that ³..... music makes her see dark colours.

Rachel likes the idea of experiencing different ⁴..... when hearing different sounds, which she doesn't do.

Rachel used to amuse ⁵..... by telling them what colour their name was.

Experts say that synaesthesia first develops in a person during ⁶.....

Rachel agrees with the idea that people with synaesthesia are generally better at ⁷..... subjects.

Rachel was surprised at how many ⁸..... painters and composers have the condition.

The strength of Rachel's synaesthesia is increased when she feels ⁹.....

Rachel gives the example of ¹⁰..... as a noise that can affect her concentration.

- 6 Read the sentences. What do the highlighted words or phrases mean? Can you think of other sentences using these words?

- I even went to **seminars** on the subject.
- I'm not sure my parents always **approved** when I'd tell someone their name was a yucky brown!
- They **have concluded** that women are more likely to have it than men.
- Apparently**, people with synaesthesia are often not as good as our peers at subjects such as maths or science.
- You see my synaesthesia **is affected by** my mood or emotions.
- All in all though, I do feel it's a **gift** and I can't imagine life without my synaesthesia.

Speak up

- 7 Work in pairs and discuss the questions.

- Which is your most and least important sense?
- If you were able to strengthen one of your senses, which would it be and why?

1 Read the grammar box. Complete the questions using the correct form of the word in brackets.

- Do you speak English (good) than your parents?
- What time of the day do you study (efficiently)?
- If your homework is (difficult), who do you talk to?
- Can you run (fast) as your friends?
- If you're stressed, what can help you feel (relaxed)?
- Who tells (funny) jokes in your class?

explore grammar

→ p142

comparative forms: adjectives and adverbs

- A** adjectives/adverbs with one or two syllables
 Women are **more likely** to have the condition **than** men.
- B** adjectives/adverbs with more than two syllables
 Some people experience music **more emotionally** because of the colours it produces.
- C** irregular adjectives/adverbs
 Our sense of direction is often **worse**.
- D** comparing one item in a group with other items in the same group
 I have **the most common** form of the condition.
- E** adjectives/adverbs that show when something is more than necessary (*too*) or not sufficient (*not enough*)
 Suddenly the background sounds can become **too loud**.
- F** comparing two equal things (*as ... as*) or two different things (*not as ... as*)
 They perform **as well as** others in most subjects.
 We often **don't do as well as** our peers at maths.
- G** double comparatives for emphasis and to show continual change
The older I get, **the keener** I am to keep it to myself.
- H** adverbs of degree
 If I feel very stressed, the colours feel **much stronger**.

2 Work in pairs and discuss the questions in Ex 1.

3 Read the article and complete it with these words or phrases.

as well as better finer more accurately more upset
 not as good as the most debated too



Science of senses

A stinky gym bag in your kitchen? Who will be ¹ by the smell – the men or the women in your family? Some scientists suggest that women not only smell, but feel, taste, and hear ² than men.

Take colours, for example. One study suggests that men are ³ women at distinguishing between shades of colour, although they focus well on rapidly changing images. As for touch, small fingers have a ⁴ sense of touch, whether male or female.

Hearing is possibly one of ⁵ areas, when talking about the senses. Evidence shows that boys hear ⁶ girls at birth, but with age, a man's hearing may soon deteriorate. However, environmental factors could play a role in this. Women may also be ⁷ at identifying different flavours, as studies have shown that they have more taste buds on their tongue.

Going back to the smelly gym bag – yes, it's likely that Mum will be the most freaked out by it. But is that because women's brains have more 'smell cells' or because you were ⁸ lazy to move it?

4 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- I couldn't hear her because she spoke too quietly.
LOUDLY
 She didn't speak hear her.
- The coffee was weaker than I liked.
AS
 The coffee I liked.
- Sam is a deeper thinker than Ben.
THINKS
 Sam Ben.
- The experience was too boring to repeat.
INTERESTING
 The experience was to repeat.
- She's the best cook in her class.
CAN
 She else in her class.
- I've never had such a strange feeling.
EVER
 That's the had.

Speak up

5 Work in pairs. Talk about the things you have tasted, smelled, seen and heard over the last 24 hours.