

Use of English

B2

for all exams



Complete the sentences with the correct form of the words in capital.

- 1. Henry was very _____ about picking up her new scooter.
- 2. The _____ is trying to find a _____ solution to the crisis.
- 3. Howard is a very _____ person.
- 4. We had to _____ a lot of words for the spelling test.
- 5. _____ believe that the government should preserve the _____ buildings in the city centre.
- 6. You must _____ to him for your rude behaviour.
- 7. John had to get _____ help after his mother's death because he had become very _____.
- 8. The firefighter was given a medal for the _____ rescue of the little boy from the burning building.
- 9. The play we saw at the theatre was _____.
- 10. The up and coming _____ finally exhibited her paintings in a gallery.
- 11. Children should be _____ monitored at least twice a year.
- 12. I don't know what to do now that my friends are away. I feel that I'm going to die of _____.

ENTHUSIAST
POLITICS/DIPLOMAT
ENERGY
MEMORY
PERSONAL HISTORY
APOLOGY
PSYCHOLOGY
EMOTION
HERO
SYMBOL
ART
MEDICINE
SCENE

Examination Practice

A Read the text below and decide which answer A, B, C or D best fits each space.

A **TAXI** EXPERIENCE

As a journalist, I've asked to travel around the globe to all sorts of (A) _____ countries. Over the years, I've used different means of transport. Of course, for long (B) _____ flying is the fastest and safest way to (C) _____ a far-off destination. Unfortunately, I'm not a very organised traveller and despite my travel agent's best efforts, (D) _____ almost gone wrong. Last week, when I was heading for the airport, I realised I had left my passport at home. (Obviously I had to go back as I asked the taxi driver to turn around and take me home. In the meantime, I crossed my fingers and hoped that I wouldn't miss my (E) _____.

All the (F) _____ home, the driver was spending in and out of traffic. He got even more irritated (G) _____ when he got on the motorway. (H) _____ at speeds of up to (I) _____ kilometres per hour.

By the time we arrived home, I was (J) _____ a state of shock and I spent the whole (K) _____ (L) _____ the breath. So, before driving off again, I decided to ask him (M) _____ early, so that he would go slower as we were bound (N) _____ have an accident.

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Agnieszka Otwinowska



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AI Applications for English Language Learning Ali, Muhammad Mooneeb, Anwar, Muhammad Nadeem, Fazal, Shawana, Ayyaz, Shazia, 2025-03-14 The integration of artificial intelligence in language learning is transforming education by making language acquisition more personalized efficient and accessible AI powered tools such as intelligent tutoring systems and adaptive learning platforms enable learners to receive real time feedback customized lessons and immersive experiences tailored to their proficiency levels These advancements help bridge language barriers enhance engagement and support diverse learning needs making education more inclusive As AI continues to evolve its role in language learning will not only improve proficiency but also redefine traditional teaching methods equipping educators with innovative strategies to enhance student success AI Applications for English Language Learning explores the transformative role of artificial intelligence in English language learning examining innovative AI tools and methodologies that enhance language acquisition It provides practical insights on leveraging AI driven solutions to improve proficiency engagement and adaptability in the evolving educational landscape Covering topics such as students receptive skills English as a foreign language EFL and cultural adaptations this book is an excellent resource for educators school administrators curriculum developers professionals researchers scholars academicians and more

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Building Vocabulary from Word Roots Grade 6 Kit eBook Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline

Newton,2013-03-22 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 6 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **The British National Bibliography** Arthur James Wells,2009 *Building Vocabulary: Grade 7: Kit eBook* ,2013-03-22 This program helps students unlock the meaning of over 60% of the words they encounter in the classroom and beyond with a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Students are introduced to one new root per lesson with daily activities to ensure that they learn the root and the many English words it generates The teacher s guide includes lesson plans with detailed notes about words from each root overhead transparencies for introductory activities standards based connections and differentiation strategies Publisher website **Optimise Your Teaching Competences: New Teaching Methodologies and Clil Applications in Foreign Languages** Eugenia Papaioannou,2014-12-19 Foreign language teaching can be challenging in many ways With that in mind an award winning EFL teacher offers insight into significant aspects of the learning process the ideal learning environment alternative learning settings CLIL Content and Language Integrated Learning applicationsall while presenting innovative proven teaching methodologies Eugenia Papaioannou shares pair and group activities designed to assist foreign language teachers trainers in optimising their teaching competences for learners ranging in age and abilities While emphasising the development of a learners linguistic skills Papaioannou presents case studies and approaches intended to illustrate the benefits of an effective learning environment in L2 boost a learners confidence enhance teacher trainer competences help teachers create conditions for active learning and offer insight into course design teaching approaches and positive outcomes Optimise Your Teaching Competences offers a step by step description of the ideal learning environment that will help foreign language teachers adjust teaching approaches to respond to the way the brain learns ultimately ensuring a world full of assured successful learners *Cognate Vocabulary in Language Acquisition and Use* Agnieszka Otwinowska,2016 This book brings together linguistic psycholinguistic and educational perspectives on the phenomenon of cognate vocabulary across languages It discusses extensive qualitative and quantitative data on Polish English cognates and their use by learners users of English to show the importance of cognates in language acquisition and learning **A Frequency Dictionary of British English** Vaclav Brezina,Dana Gablasova,2023-11-30 A Frequency Dictionary of British English provides information about the frequency and distribution of words in British English The dictionary presents rich information about word frequencies and distributions in an accessible manner In addition to textual and numerical information the dictionary offers a range of

visualisations to help understand the statistical properties of words These visualisations are especially important for pedagogical uses of the book This book also includes vocabulary exercises for learners of English to activate their vocabulary with the help of the dictionary The dictionary is based on extensive research on current British English using the British National Corpus 2014 a 100 million word corpus of contemporary British English developed at Lancaster University The corpus represents a wide range of genres registers of spoken and written English including informal speech fiction newspapers academic writing and e language Additional support materials for this book are available at <https://lancslex.lancs.ac.uk> This dictionary is designed to meet the needs of a wide variety of users interested in current British English vocabulary including students educators journalists material developers and researchers

English for Computer Science Students Dragana Božić Lenard, 2025-08-14 This book is a comprehensive coursebook designed to help university students develop the English language skills required for academic and professional success in the rapidly evolving field of computer science The book covers essential topics such as the history of computing computer users computer architecture storage operating systems and the internet integrating practical exercises across all four language skills listening reading speaking and writing Special emphasis is placed on expanding technical vocabulary and mastering grammar structures relevant to the computer science domain With engaging lead in activities authentic reading materials and interactive tasks this coursebook supports students in building both linguistic competence and industry specific communication skills Whether for classroom use or self study the book provides a solid foundation for learners preparing to navigate the global tech landscape

English next [Anonymus AC08775783], 2010

Study Aid of English (B2+) for Students of Health Sciences Sirle Kivihall, 2008

Tests that Second Language Teachers Make and Use Greta Gorsuch, 2019-10-24 Classroom tests are an everyday feature of second and foreign language classrooms worldwide Teachers spend a lot of time and energy making and using tests and learners spend a lot of time and energy taking them Nonetheless such assessments are under studied as they are considered routine This volume illuminates this little researched area Featuring fifteen classroom language tests made and used by Chinese English French German Italian Japanese Russian and Spanish teachers the book includes parallel teacher commentary and testing content chapters that transparently probe the teachers processes of making and using their tests Rather than view teachers tests as poor shadows of what professional test writers do this work identifies the reasoning behind teachers tests In addition focused testing content chapters take examples directly from the actual tests and the accompanying teacher commentary This book is an accessible applied resource for second and foreign language teachers language program administrators working with teachers students in teacher preparation and enrichment programs and scholars in language teaching learning and testing

Business English Preparation Course: Levels B1 and B2 Remigio del Toro, 2019-12-18 This book is intended to support students in learning business vocabulary development grammar and the skills of listening speaking reading and writing At the end of this book the students will be capable of getting either a B1

intermediate level or a B2 upper intermediate level in business standardized tests such as the Business English Certificate Lingua Skills etc Dictionary Use and Dictionary Teaching Annette Klosa-Kückelhaus, Martina Nied Curcio, 2024-10-07

Foreign language learners often use electronic dictionaries or other information from the Internet to solve language problems. However, they seem to have great difficulty using dictionaries and online resources appropriately, profitably and successfully. Their teachers also seem unfamiliar with the current dictionary landscape and sometimes insist on using a single monolingual print dictionary in class. As a result, dictionaries are often banned from the classroom altogether. However, in today's digital, global and multilingual world, appropriate competence in the use of dictionaries is an essential communicative strategy. Dictionary didactics should thus be integrated into foreign language teaching. Against this background, the contributions in this volume discuss how dictionary use can be promoted and integrated into the classroom. They also consider how modern lexical resources and dictionaries should be designed to support learners. Last but not least, they present ideas for educational policies that could promote the use of dictionaries and lexicographic online resources. This volume offers important insights to language teachers, authors of language teaching materials, practical lexicographers and other applied linguists. *Working Towards a Proficiency Scale of Business English Writing: A Mixed-Methods Approach* Li

Wang, Jason Fan, 2021-09-29. This book presents an empirical study to develop and validate a proficiency scale of business English writing in the Chinese tertiary context. Through a mixture of intuitive quantitative and qualitative methods, the book demonstrates how a pool of descriptors are collectively formulated, statistically calibrated and meticulously validated for the establishment of a proficiency scale of business English writing. The writing scale differs in significant ways from the existing language scales, most of which were constructed in English as L1 or L2 contexts and applied to English for General Purposes (EGP) domains. This book also provides important insights into the construct of business English writing as well as the methods for English for Specific Purposes (ESP) proficiency scale development and validation. It is of particular interest to those who work in the area of ESP teaching and assessment. Teaching through English Tom de Moor, Linda Mous, 2023-05-16

English as a Medium of Instruction (EMI) is een hot topic door de internationalisering van hoger onderwijs. EMI wordt daardoor meer en meer onderzocht, maar er zijn nog steeds weinig praktische gidsen beschikbaar. Dit handboek biedt een breed spectrum aan opties om docenten klaar te stomen voor EMI. Teaching through English verdeelt de focus tussen pedagogische en taalkundige ondersteuning. Daarnaast deelt het boek theoretische overzichten en onderzoeksinzichten en vormen diepgaande vragen en authentieke input de basis voor interactieve discussies. Via eCampusLearn wordt extra materiaal beschikbaar gesteld. Deze veelzijdigheid zorgt voor een correcte aanpak afgestemd op het type coaching dat al door onderwijsinstellingen wordt aangeboden of op de individuele behoeften van een deelnemende docent. Zo vergroot de docent zijn taalkundige nauwkeurigheid en academische reikwijdte. *Decoding Greek and Latin roots in English* □□□□□□□□□□□□

DAVID YAO, Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them

A basic word to which affixes prefixes and suffixes are added is called a root word because it forms the basis of a new word. The root words are mostly from Latin and Greek. This is very similar to Chinese language which contains Radical Radicals. Radicals normally give you some hints in meaning. By decoding the root words from Latin and Greek you will find most deep words such as biology and medical terms are easier to remember. You can even sense out a new word meaning even if it is new to you or if it is even French, German or Italian. You will not be intimidated by English words on the opposite; you will enjoy the decoding approach as a fun way to expand your English vocabulary.

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