

Congratulations! You've just passed the *B2 First* exam with high marks. Write your answers to the questions below. Include as many specific reasons, examples and details as possible. Then share your ideas and feelings with your classmates.

1 What's the best thing about passing the exam? What are you looking forward to doing now?

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2 What would you say was your biggest motivation?

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3 How has preparing for this exam helped improve your English?

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4 How will passing this exam change your life in the future?

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5 Who helped you pass the *B2 First* exam? How did they help you?

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6 Which parts of the exam were you particularly good or bad at? Why?

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7 Think about any major challenges you faced. How did you overcome them?

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8 What advice would you give to other students who are preparing to take the *B2 First* exam? Is there anything you wish you had done differently?

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### Useful language

*If I could go back and do it all over again, I would ...*

*I couldn't have done it without the help of ...*

*Now that I've passed the exam, ...*

*If I could give other students one piece of advice, it would be to ...*

*For me, one of the most difficult/rewarding things about preparing for this exam was ...*

## Activity

Pair work: writing and speaking

## Aim

To encourage students to reflect on effective exam preparation

## Exam skill

Exam preparation strategies

## Preparation

Make one copy of the worksheet for each student.

## Time

20–25 minutes

## Lesson link

Unit 12, page 178; End of course

## Teaching notes

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### Procedure

- › Tell the students you want them to imagine they have just passed the *B2 First* exam with high marks.
- › Pass out the worksheets and allow the students time to answer the questions in writing. Circulate and encourage the students to include specific reasons, examples and details. Note that this process of reflection will help the students consider what they still need to do in order to pass the exam, what has or has not worked well for them, what they could be doing differently, etc.
- › Organise the class into pairs. The students take turns interviewing each other. Ask them to take notes on anything that comes up in the interview they would like to share with the rest of their classmates.
- › While the students interview each other, circulate and offer language support as needed. Make a note of any errors you would like to address later.
- › Finish the activity with an open class discussion about effective exam preparation.