

100 Key Word Transformation Exercises for FCE

Use of English

PART 4

KSE Academy®



B2

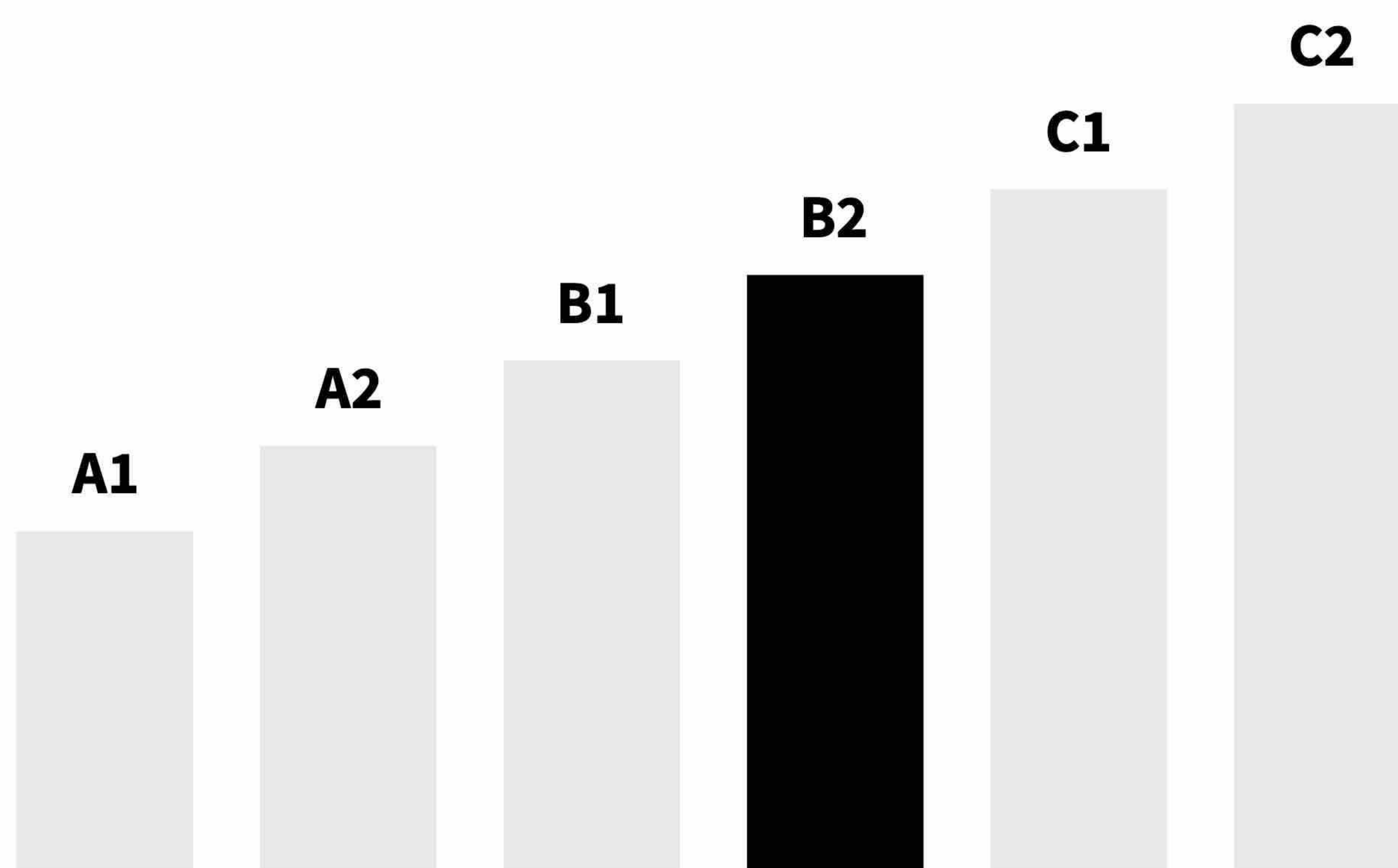
- ☒ 100 Key Word Transformation Exercises
- ☒ FAQ Section
- ☒ Answer Keys & Explanations
- ☒ Marking Criteria

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Luis Porras Wadley

Use of English B2: Part 4

100 Key Word Transformation Sentences
With Key and Explanations



KSE Academy®

Luis Porras Wadley

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Introduction

Welcome to *Use of English B2: Part 4 - 100 Key Word Transformation Sentences*

This book contains 100 key word transformation exercises to practice for the Use of English Part 4 of the B2 First exam, formerly known as the First Certificate in English (FCE), an examination developed by Cambridge Assessment English.

These exercises aim to provide meaningful practice for both teachers and candidates, who can benefit from the exercises in this book as they become familiar with the format and level of the Use of English exam, and the type of content and questions. In addition, students can learn, through repetitive practice, what to expect on the day of their B2 First exam, and assess whether they are ready to take and pass this part of the exam.

Contents of this book

- Description of the Use of English Part 4 in the B2 First test
- Frequently asked questions about the Use of English Part 4
- 100 key word transformation sentences for Use of English Part 4
- Instructions on how to correct the Use of English Part 4
- Key and explanation for each exercise

About the author

Luis Porras Wadley is the owner and director of KSE Academy, an online English academy and former official Cambridge Exam Preparation Centre based in Granada. As an English teacher, Luis has been preparing Cambridge candidates successfully for more than ten years. He is the author of other successful test preparation books, including *Speaking B1*, *Writing B1*, *Writing B2*, *Writing C1*, *Writing C2*, *Use of English B2* and *Use of English C1*.

B2 First: Use of English Part 4

In the B2 First, Use of English Part 4 is made up of six questions (plus an example). Each question has a complete lead-in sentence, a key word, and a gapped sentence. Candidates must fill in the blank in the second sentence so that it means the same as the lead-in sentence. The gap must be completed using between two and five words, including the key word given, which cannot be changed in any way.

This part focuses mainly in candidates' lexical and grammatical skills, and their ability to express the same message in different ways. They will be required to use upper-intermediate grammar and vocabulary, phrasal verbs, set phrases, idioms, collocations, etc.

Let's take a look at a couple of examples:

1 I found it difficult to control my temper.

UNDER

I found it difficult to control.

Answer: *keep my temper under*

Explanation: The expression 'keep something under control' is a synonym of 'to control something'. We know we must use this expression because the key word is 'under' and the second sentence ends in 'control'. In this case, the object is 'my temper'. Therefore, the correct answer is 'keep my temper under control', which is five words long.

2 Jane knew that she had to get home as soon as possible.

NECESSARY

Jane knew that to get home as soon as possible.

Answer: *it was necessary for her*

Explanation: The key word 'necessary' can be used to convey the same meaning as the semi-modal 'had to' in the original sentence. In order to do so, we need to use the structure 'be necessary (for someone) to do something'. Since *Jane* already appears at the beginning of the sentence, we have to use the impersonal form 'it was necessary for her'. 'To' is already given in the second half of the sentence.

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Key Word Transformation Exercises

For questions **1-100**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 My sister drove me to the airport this morning.

DRIVEN

I my sister to the airport this morning.

The gap can be filled with the words ‘was driven by’, so you write:

0	<i>WAS DRIVEN BY</i>
----------	----------------------

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

1 He finally succeeded in quitting smoking after many attempts.

MANAGED

He finally up smoking after many attempts.

2 They didn't let us enter the club because we were too young.

ALLOWED

We the club because we were too young.

3 We couldn't go hiking because it wasn't warm enough.

TOO

The weather was go hiking.

- 4 You need to answer all the questions to complete the test.

NEED

All the questions to complete the test.

- 5 My brother often forgets his wedding anniversary.

RARELY

My brother he got married.

- 6 It's possible that I will move to Australia next year.

CONSIDERING

I to Australia next year.

- 7 The children were not allowed to watch TV by their parents.

LET

The parents watch TV.

- 8 If Jack doesn't say sorry, Maria won't speak to him again.

STOP

Maria will he apologises.

- 9 The novel was so interesting that I read it in one day.

SUCH

It was I read it in one day.

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Key with explanation

KEY WITH EXPLANATION

- 1 Answer** managed to | give

Explanation The phrase 'managed to' is used to indicate achieving something challenging, similar to 'succeeded in'. The phrase 'give up' is a common way to describe stopping a habitual action like smoking. Using 'managed to give up' with the key word 'managed' fits the requirement of expressing the original sentence's meaning while adhering to the key word's use. The structure aligns grammatically and contextually with the lead-in sentence.
- 2 Answer** were not allowed | to enter

Explanation The use of 'weren't allowed to' reflects the prohibition implied in the original sentence ('didn't let us enter'). The negative form 'weren't allowed' effectively conveys the denial of permission, which is equivalent to saying 'didn't let us.' The key word 'allowed' is preserved in its negative form, which is crucial for satisfying the task's requirements. This transformation keeps the meaning consistent with the original context.
- 3 Answer** too cold (for us) | to

Explanation The phrase 'too cold to' directly translates the condition that it 'wasn't warm enough' for a particular activity (hiking). Using 'too' to express the excessive degree of something that prevents an action (in this case, 'too cold') is a concise way to rephrase 'wasn't warm enough' while fulfilling the grammatical structure using the key word provided. This answer succinctly captures the reason for not being able to go hiking, using the structure required by the task.
- 4 Answer** need to be | answered; need answering

Explanation Both answers effectively convey the necessity of answering the questions for test completion, using the key word 'need'. 1) 'need to be answered' uses a passive infinitive construction ('to be answered'), which emphasizes that the action (answering the questions) is required without specifying who must perform it. This form is particularly useful in formal or instructional contexts. 2) 'need answering' employs a gerund ('answering') following the verb 'need,' which is a more concise way to express necessity. This structure is less formal but still clearly communicates that the questions must be dealt with.
- 5 Answer** rarely remembers | when; rarely remembers | the day/date

Explanation The transformation from 'often forgets' to 'rarely remembers' uses the key word 'rarely' to express the same idea from a different angle. Instead of focusing on the frequency of forgetting, it highlights the infrequency of remembering, which is another way to state the same fact. The phrases 'remembers when' and 'remembers the day/date' specifically address the element of time related to the anniversary, fitting the requirement of the original sentence's context.
- 6 Answer** am considering | moving; am considering | a move

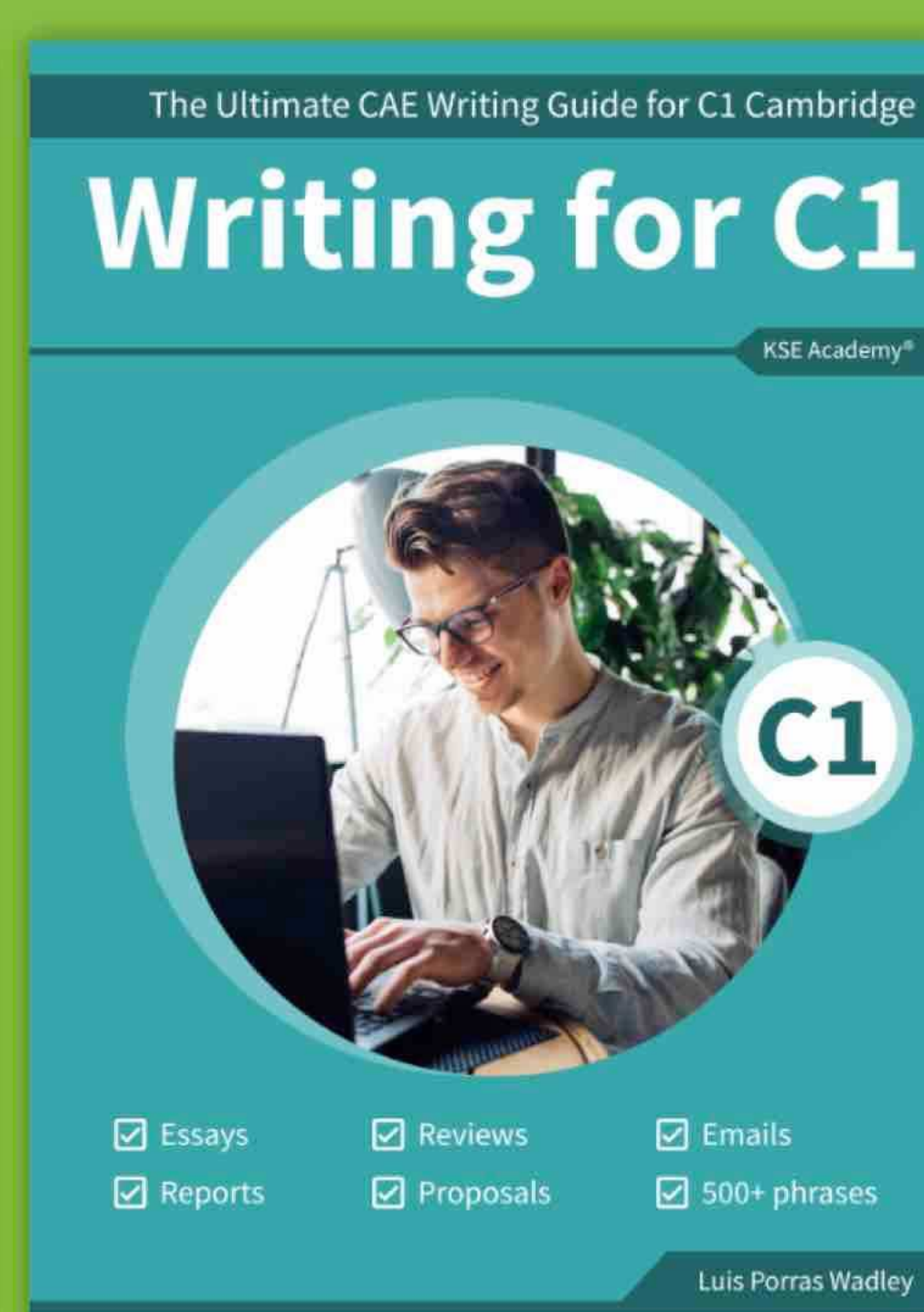
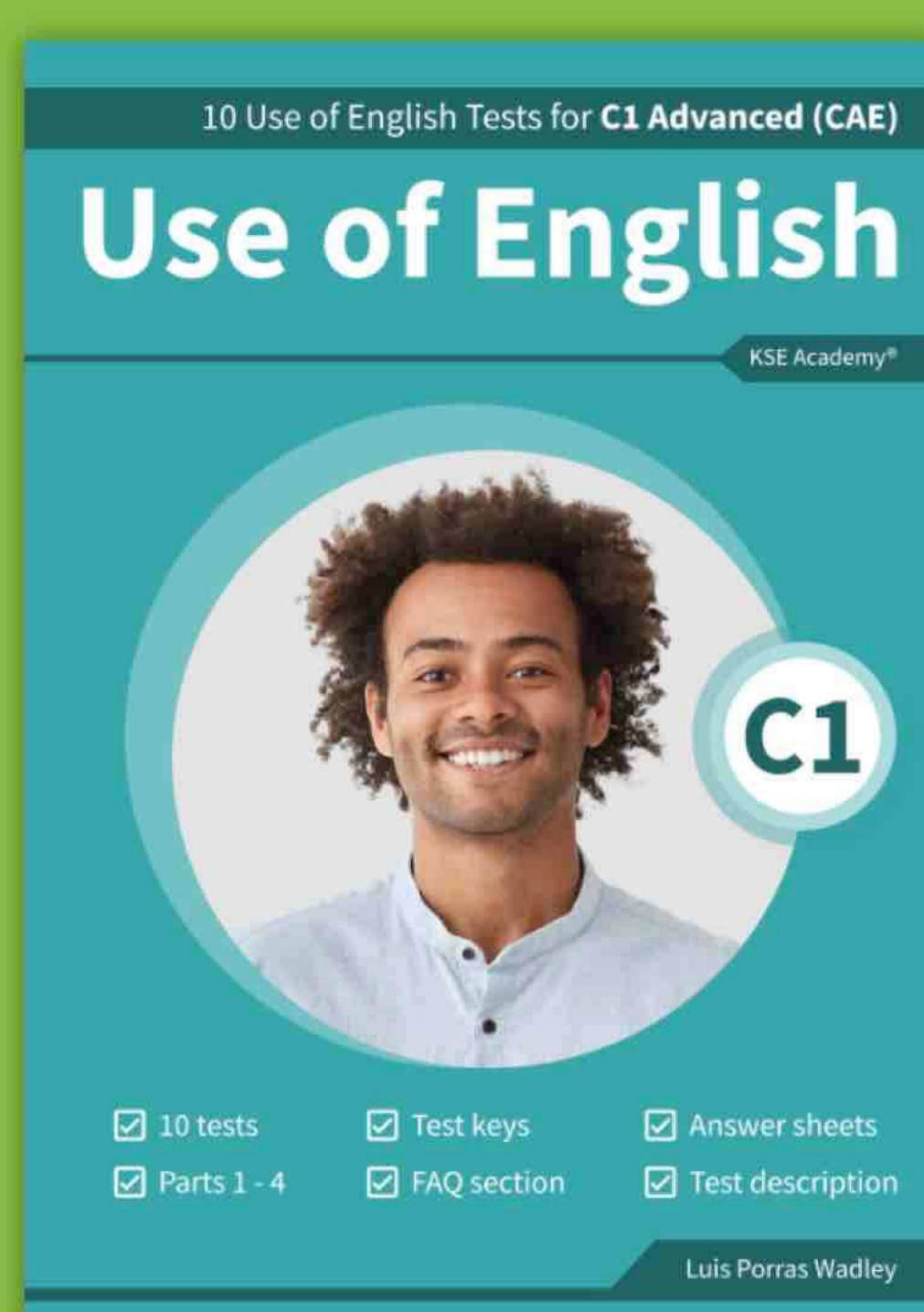
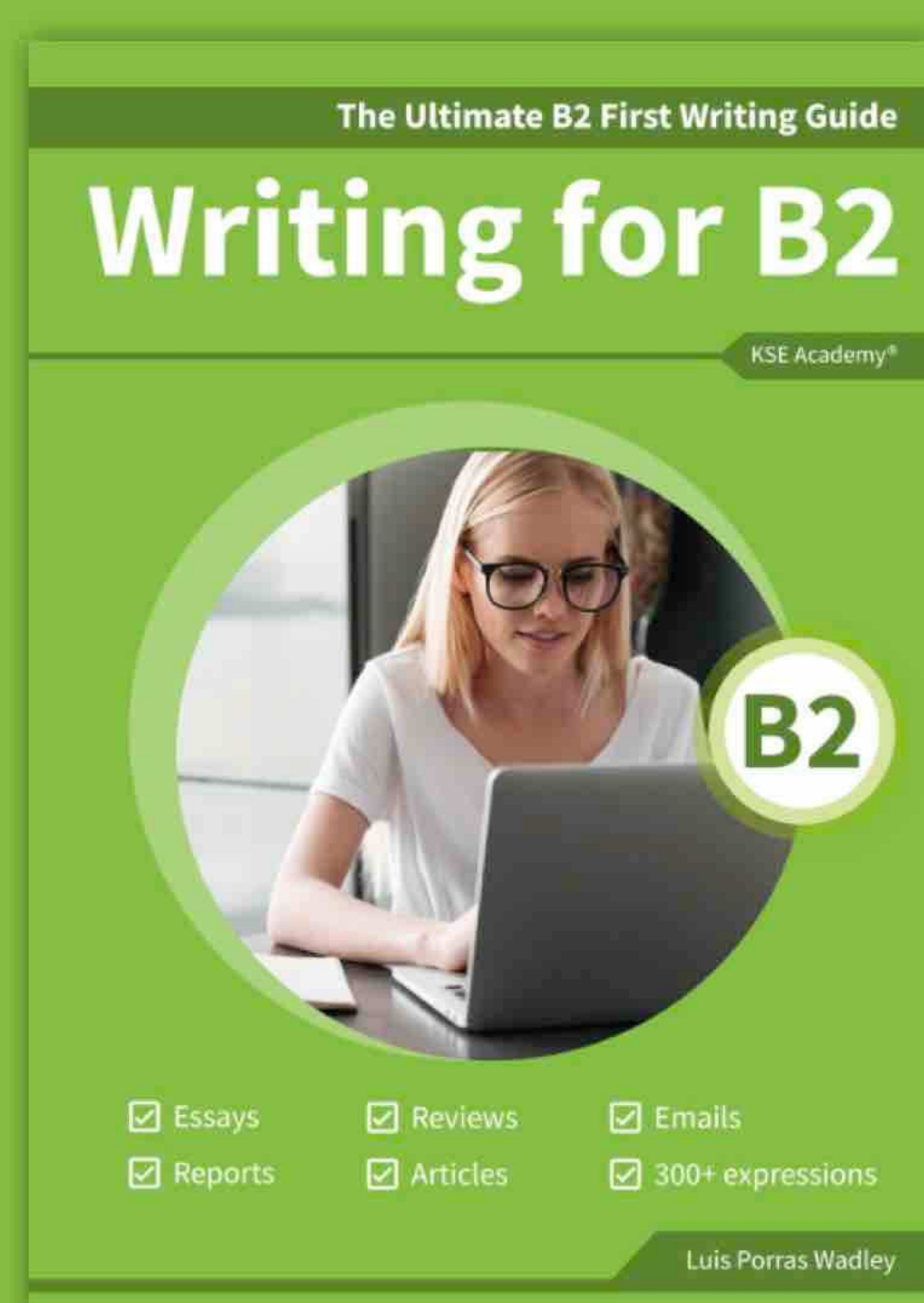
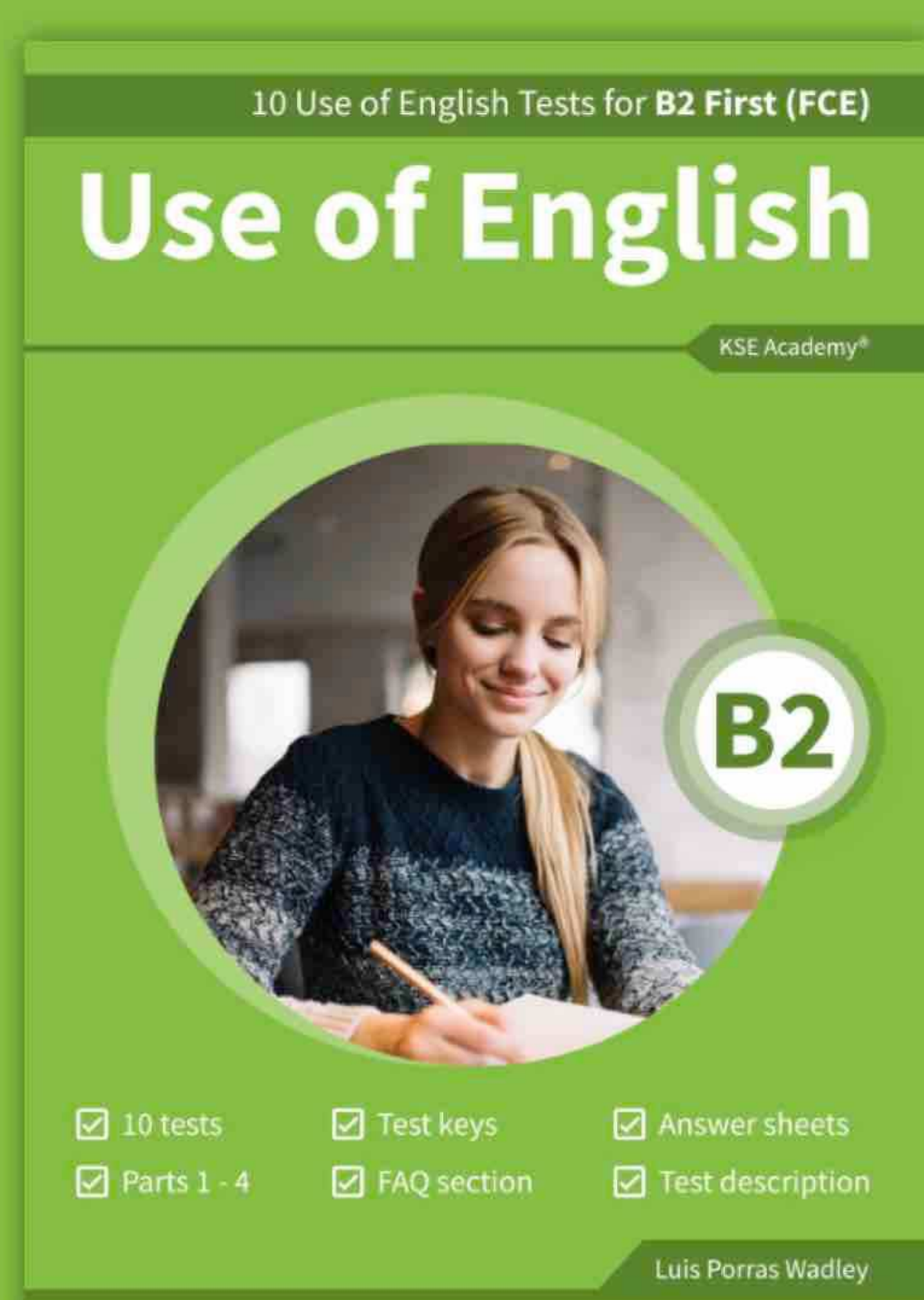
Explanation Using 'am considering moving' or 'am considering a move' shifts the sentence from a possibility ('it's possible') to an active consideration, which is a more deliberate expression of intent. The key word 'considering' here implies personal deliberation about the decision, aligning closely with the original's implication of potential future action. Both 'moving' and 'a move' serve as correct completions because they keep the focus on the action of considering.

Use of English B2

Welcome to **100 Key Word Transformation Sentences for B2 First (FCE)**

This book contains **100 key word transformation sentences** for the **B2 First (FCE)** test, by Cambridge Assessment English. These sentences have been specifically written for students to practice the **Use of English Part 4**, one of the 7 parts of B2 First (FCE) *Reading & Use of English* test. Besides the exercises, this book contains the keys and explanations for every single exercise.

Other Cambridge resources



About the author



Luis Porras Wadley is the founder of KSE Academy®, an online English academy and former official Cambridge Exam Preparation Centre based in Granada. As an English teacher, Luis has been preparing Cambridge candidates successfully for over ten years. Luis is the author of other successful test preparation books, including *Use of English B2*, *Writing for B2*, *Use of English C1* and *Writing for C1*, among many others.

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