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B1 Preliminary for Schools Trainer

**Six Practice Tests
without answers**

with digital pack 

2



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**Six Practice Tests
without answers**

with audio 

2

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

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Introduction



Who is this book for?

If you are aged between 11 and 15 and want to take **B1 Preliminary for Schools**, this book is for you!

Why is this book called 'Trainer'?



This book is called '**Trainer**' because it is full of exercises to help you get better and better at doing each part of **B1 Preliminary for Schools**. So, complete all the exercises, then do all the Practice Tests. If you train and work hard, you will soon be ready to take **B1 Preliminary for Schools**!



How do I use this book?

First do the exercises on each **Training** page. Then do the task on the **Exam Practice** pages and check your answers.

Tests 1–2: Training

On Training pages (Tests 1 and 2 only), you will find:



Cambridge Learner Corpus

This shows information about mistakes that some **B1 Preliminary for Schools** candidates make. If you do these useful exercises, you will learn not to make these mistakes when you do the exam.



This provides ideas to help you do well in the exam. For example: *Make a list of useful phrases and remember them by making your own example sentences with them.*

Remember

This gives a quick reminder about grammar points or vocabulary that you should learn. For example: *Understanding narrative tenses helps understand the order of events in an article or a story.*

Advice

This gives you help when completing a Practice Test, and guides you to getting the correct answer or a better score. For example, *After you finish writing your email, always read through your answer to make sure it's clear and you have covered all four content points.*

Tests 1–2: Exam Practice

On Exam Practice pages in Tests 1 and 2, you will find:

- a **B1 Preliminary for Schools** exam task for you to try and complete.
- further tips and advice to help you with different parts of the task.

Tests 3–6

When you finish Tests 1 and 2 you will be ready to do some complete **B1 Preliminary for Schools** Practice Tests.

Tests 3, 4, 5 and 6 are just like real **B1 Preliminary for Schools** Reading, Writing, Listening and Speaking papers. Doing these tests will give you extra help to prepare for the exam.

Keep a record of your scores as you do the tests. You may find that your scores are good in some parts of the test, but you may need to practise other parts more. Make simple tables like this to record your scores.

Reading	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
Test 3	4	5				
Test 4						
Test 5						
Test 6						

Other features of the *B1 Preliminary for Schools* Trainer

- **Visual material**

In the Speaking test the examiner will give you a booklet with photographs and pictures in it. The visual material in the colour section from pages C1–C16 will help you practise and become familiar with the type of pictures and photographs you will see in the test and help you increase your confidence.

- **Sample Answer Sheets**

Look at these to see what the *B1 Preliminary for Schools* Answer Sheets in the test look like and learn how to complete them. Ask your teacher to photocopy them so that you can use them when you do your Practice Tests.

- **Downloadable audio online**

Listen to these to practise the Listening paper. You will also need to listen to these to complete some of the Training exercises and to hear a demonstration of each part of the Speaking test.

The structure of the *B1 Preliminary for Schools* exam

The *B1 Preliminary for Schools* exam has four papers:

Reading: 45 minutes

There are six parts to the Reading test, and you will need to be able to read and understand a range of texts from short notices and messages to longer articles from brochures, magazines and newspapers. For two of the parts you will also have to choose the correct words to complete a text – in one, you choose from the words provided and in the other you use your own words.

Writing: 45 minutes

In the two parts of the Writing test you will write an email and then an article or a story, each about 100 words long.

Listening: 30 minutes (approximately)

In the four parts of the Listening test you will need to be able to listen and understand people who are talking together and people who are giving information about something. You will have to choose or write the answers to the questions which are about what these people say. Don't worry! The people talk about everyday topics, speak clearly and don't talk fast.

Speaking: 12 minutes (pairs) 17 minutes (groups of three)

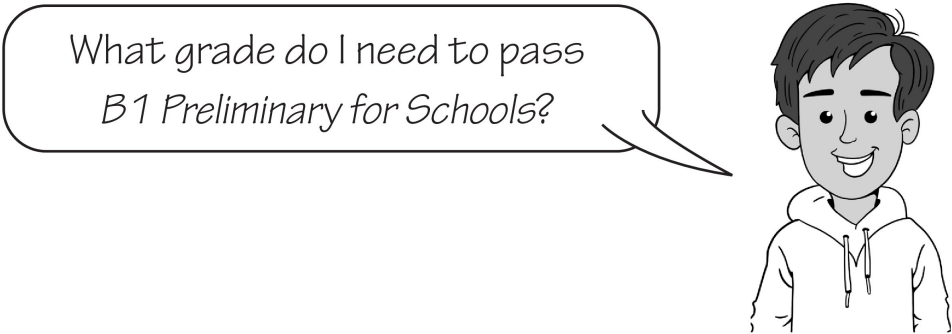
You will need to be able to listen and understand what the examiner is saying. You will have to answer some questions about yourself, and you will need to speak on your own about a photograph. You will then be given some pictures to look at and you will use the pictures to do a speaking task with another candidate. In the final part you and the other candidate will answer questions based on the topic in the pictures. Usually candidates take the Speaking test with just one other candidate, but sometimes they do it in groups of three. For this reason there are additional pictures for Candidate C in this book.

Frequently asked questions



- The level of the exam is Council of Europe Level B1. At B1 level, students can:
- understand the main points of straightforward instructions or public announcements
 - understand instructions in classes and on homework given by a teacher
 - understand factual articles in magazines and letters from friends expressing personal opinions
 - understand most information of a factual nature in their school subjects
 - ask simple questions and take part in factual conversations in school
 - talk about things such as films and music and describe their reactions to them
 - write letters or make notes on familiar or predictable matters
 - take basic notes in a lesson
 - write a description of an event, for example a school trip.

Note that different students have different strengths and weaknesses. Some may be good at speaking but not so good at writing; others may be good at reading but not so good at listening. The B1 level ‘Can Do’ statements above simply help teachers understand what **B1 Preliminary for Schools** candidates should generally be able to do at this level.



There are four possible grades given to candidates – Grade A, B, C or Level A2. Candidates who score between 120–139 will not receive a Preliminary English certificate, but the scores will be reported on your Statement of Results.

Basic		Independent		Proficient	
A1	A2	B1	B2	C1	C2
A2 Key for Schools		B1 Preliminary for Schools	B2 First for Schools		



What marks do I need to pass each paper, and to pass the exam?

Candidates do not have to get a certain mark to pass each paper in the exam. The overall score is the average of the individual scores that you receive for the four skills: Reading, Writing, Listening and Speaking. There are an equal number of possible marks for each paper in **B1 Preliminary for Schools**.

How can I find out about my performance in each paper of *B1 Preliminary for Schools*?



Before you get a certificate you will get a Statement of Results telling you how well you did in **B1 Preliminary for Schools**. As well as your result and your score, it also gives you your 'Candidate Profile'. This is an easy-to-read graph that shows how you performed in all the papers of the exam. If you do not get the score that you wanted, the Candidate Profile will show you which of the skills (Reading, Writing, Listening and Speaking) you did well in and which you need to improve.



Is *B1 Preliminary for Schools* suitable for candidates of any age?

B1 Preliminary for Schools is more suitable for students who are at school and aged from 11–15. To make sure that the material is interesting for this age group and not too difficult or too easy for the B1 level, all the parts of the Reading, Writing, Listening and Speaking papers are pre-tested. This means that different groups of students try the materials for each part of the tests first. The material will then only be used in real exams if the results of the pre-tests show that they are suitable for candidates who want to take **B1 Preliminary for Schools**.

Can I use pens and pencils
in the exam?



In **B1 Preliminary for Schools** candidates must use **pencil** in the Reading and Listening papers. It's useful for you if you want to change one of your answers on the answer sheet. However, you must use a **pen** for the Writing paper.



What happens if I don't have enough
time to finish writing?

You can only be given marks for what you write on the answer sheet, so if you do not complete this then you will miss the chance to show the examiner what you can do and how good your English is. Watch the clock and plan your time carefully. Do not waste time writing your answers on other pieces of paper in Reading and Writing; however, in the Listening test it is a good idea to write your answers on the question paper first. You will have time at the end to move your answers from the question paper to your answer sheet.

If I write in capital letters, will
it affect my mark?



No. You do not lose marks for writing in capital letters in **B1 Preliminary for Schools**. Whether you choose to use capital letters or not, you should always make sure that your handwriting is clear and easy to read. Remember that the examiners can't mark a piece of writing that they can't read!

In this part you:

- **read** five different short texts, e.g. advertisements, emails, messages, notices, signs
- **choose** the option (A, B or C) which means the same as the short text

FOCUS: IDENTIFYING WHO HAS WRITTEN A SHORT TEXT

1 In pairs, look at the five short texts. Who do you think has written each one? What helps you to decide?

① Please don't forget to bring your outdoor boots tomorrow. The game starts at 12 pm, so tell your parents you need to be at the stadium by 11.30 at the latest.

② Hi,
How about going to the park later?
I've bought a new skateboard and you can have a go!

③ New items in store weekly – always something new to buy!

④ **Exhibition on ancient Egypt.**
Tickets available from the office.
Booking essential.

⑤ Tom,
Don't forget you've got the dentist later, so don't be late getting home. We'll go straight out to eat afterwards. We can have pizza if you like!

Remember

Informal language uses contracted forms (*I've, it's*, etc.). More formal language uses full forms (*I have, it is*, etc.).

VOCABULARY: INFORMAL AND FORMAL LANGUAGE

2 Decide which extracts from short texts use informal language (I) and which use formal (F).

- | | |
|--|---|
| 1 It is important to make sure you ... | 9 Please make sure you remember to ... |
| 2 Dear Sarah | 10 Can't wait to see you! |
| 3 How about doing ...? | 11 Hi there! |
| 4 Please ask if you require any help. | 12 Is that OK? |
| 5 I really love ... | 13 You should remember to bring ... |
| 6 Hi, really sorry, but ... | 14 What about you? |
| 7 Let me know what's happening, OK? | 15 I'm going to the shops a bit later on. |
| 8 What about going to ...? | 16 I am extremely interested in ... |

GRAMMAR: LEAVING WORDS OUT

3 Look at these extracts from signs. Some words are left out. What types of words? Why?

- | | |
|---|---------------------------------------|
| 1 Keep gate closed. | 4 Students only past this door. |
| 2 Return books to shelf when finished. | 5 Library staff currently in meeting. |
| 3 No bags in front of door. Access required at all times. | 6 Area for quiet study only. |

4 Look at the signs in Exercise 3 again. Write out the sentences in full.

Example 1 You must keep this gate closed.

VOCABULARY: USEFUL PHRASES TO DESCRIBE AMOUNTS

5 Match these number phrases with phrases 1–5. There are five that do not match.

four novels	46%	€14.50	2.50 pm	13 apples	3.10 pm
five dictionaries	55%	eight cans of tuna	€16.40		

- 1 nearly 50% off
- 2 just under €15
- 3 a little before 3 o'clock
- 4 a minimum of three books
- 5 a maximum of ten food items

TIP

Make a list of useful phrases and remember them by making your own example sentences.

6 In pairs, choose one of these phrases and think of an example sentence for it.

- | | |
|----------------|---------------|
| • no more than | • as much as |
| • not quite | • only just |
| • almost | • quite a bit |
| • a little | • at least |

FOCUS: IDENTIFYING IMPORTANT INFORMATION

7 Look at messages 1–4. For each one, decide:

- who has written the message
- the reason they are writing
- whether the message is formal or informal

TIP

Look at the layout of each short text to quickly decide what type of text it is.

① Hockey players!
Tonight's practice session is cancelled as your coach is ill. You still have a match on Tuesday, so there's an extra session at Monday lunchtime instead.

② Jen
That game you wanted is on offer today □ 5% off, or if you buy two games, the discount's 20%. You have to get them before tomorrow though, so make your mind up fast!

③ New Message
For homework, choose a favourite photo, for example, one of a person or a place you know well. Then, write at least 150 words about it. I can't wait to see your work!

④ Pool closed until 12.45 today for the rest of the week. Afternoon lessons start at 1.00 rather than 12.30.

8 Underline the parts of the messages in Exercise 7 that help you find the answers to these questions.

- 1 When will the hockey players have their next practice?
- 2 How much is the discount for buying more than one game?
- 3 What will students write a description of for their homework?
- 4 What time do swimming lessons begin?

Questions 1–5

For each question, choose the correct answer.

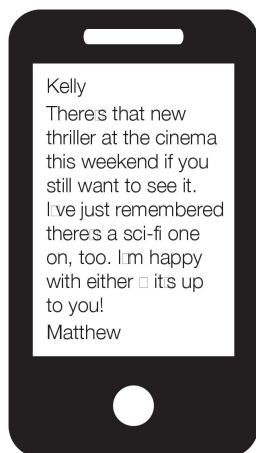
1

Susie
Your swimming coach
called about your first
competition on Saturday.
The race now starts at
4 pm, not 3 pm. She's
bringing a team sweatshirt
for you, so don't worry
about not having one yet.
Dad

Susie's swimming coach rang to

- A tell Susie what to bring to the competition.
- B help Susie feel confident about her first race.
- C update Susie with some important information.

2



What is Matthew doing in his text message?

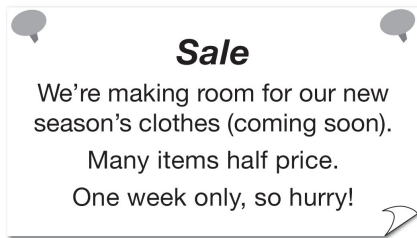
- A telling Kelly which film would be his first choice
- B letting Kelly make the decision about which film to see
- C reminding Kelly about an arrangement for a cinema trip

Advice

Read options A–C carefully. Sometimes they look similar, so it's important to know exactly what you're looking for in the text. For example, three options might be:

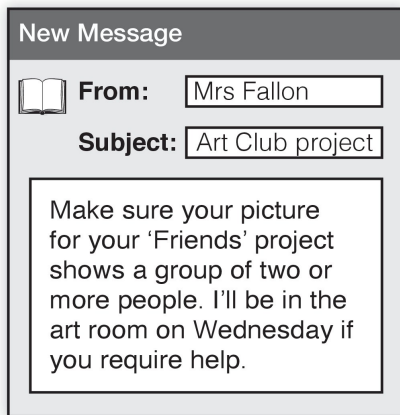
- A The music club will be on a different day this week.
- B The music students will have a different teacher this week.
- C The music practice will start at a different time this week.

3



- A Some clothes are on special offer for a limited time.
- B Everything in the shop now costs less than a week ago.
- C The shop has reduced the price of the new season's clothes.

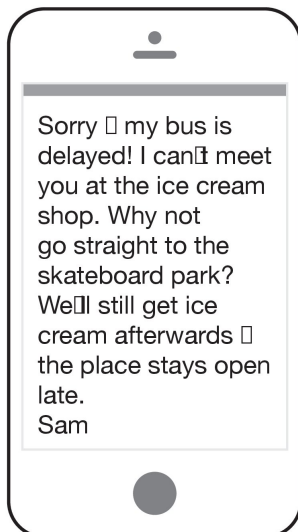
4



Mrs Fallon's email gives students information about

- A how many pictures to put in their final project.
- B what to include in their final project.
- C when to hand in their final project.

5



- A Sam's bus problems mean they will have to change their plans.
- B Sam wants to go to the skateboard park first because it isn't open later.
- C Sam is travelling on a route which doesn't stop near the ice cream shop.

In this part you:

- **read** five descriptions of people and eight short texts on a range of subjects
- **match** what each person requires with information in one of the eight texts

FOCUS: IDENTIFYING TEXT TYPES

1 In pairs, read these short texts. Which is an advert and which are reviews? How do you know?

- A** This website has something for everyone. There's a useful section on the history of the local area, and while the information might not be particularly easy for younger children to follow, there are plenty of excellent pictures to support what you're reading.

B Here you'll find up-to-date information on a wide range of topics. Most of the articles are written by people who are experts in their subject. This explains why we recently won a prize and are often recommended by teachers.

C For a simple-to-use site that describes what happens on a journey into space, this is a great choice. Those hoping to find out lots of details about future space plans may find the information rather basic, but there's still plenty here to keep most people interested.

VOCABULARY: PARAPHRASING USING THE OPPOSITE KIND OF LANGUAGE

2 Match the things people want (1–5) with sentences from short texts (a–e).

- | | |
|--|--|
| 1 Anna doesn't want to spend too much money on presents. | a What's great about the area is that it is very peaceful. |
| 2 Carlos likes watching films with surprising endings. | b The staff are fantastic and you'll be served quickly. |
| 3 Helen doesn't want to wait ages to buy what she needs. | c There are plenty of items that have a very reasonable price. |
| 4 Chen prefers places that aren't too noisy. | d The entrance is not far from bus and tram stops. |
| 5 Keiko needs some public transport options nearby. | e You'll certainly never guess what happens. |

TIP

In Reading Part 1, you will read about things that five people want (e.g. *Lisa likes short films.*). The matching short text may contain the opposite kind of language (e.g. *This isn't a particularly long film* uses a negative structure and the opposite of *short*).

FOCUS: IDENTIFYING WHAT PEOPLE REQUIRE

3 Read the descriptions. Underline what each person wants from a writing course.

- Ali hopes to do a writing course with other young people. He needs tips on writing funny stories and wants to read some of his stories to the group to see what they think.
- Jane would love to learn from a successful writer and to find out about how to add pictures to her stories. She's interested in learning how to put her stories online.

VOCABULARY: PARAPHRASING WHAT PEOPLE REQUIRE

4 Work in pairs. For each person in Exercise 3, choose the words and phrases you might expect to see in a matching advertisement or a review.

advice	comedy	drawings and cartoons	for children and teenagers	get opinions
publish on a website	share your stories	well-known author		

Questions 6–10

For each question, choose the correct answer.

.....

The young people below all want to visit a transport museum.
On the next page there are eight reviews of transport museums.
Decide which museum would be the most suitable for the young people below.

Advice

Underline each person's requirements and then quickly read through all the eight texts. Find the review that matches all the person's requirements – not just one of them.

6



Amal and her family want to have a day out at a museum. Amal hopes to see inside an old ship, and the family need somewhere for Amal's small brother to play.

7



Niall hopes to watch a film about transport methods around the world and learn how transport might change in the future. He'd like to buy something to remind him of his trip.

8



Kazue wants to learn about the history of trains and to know more about the people who work on important transport projects. Her family hope to have a picnic during the visit.

9



Dariusz wants to know about early space travel and to find out about working in the airline industry. His family don't have a car, so need to visit a city centre museum.

10



Esme and her dad want to do a museum tour with a guide and to see some old racing cars. Esme wants to experience what it's like to drive a train.

Reviews of transport museums

A Central Transport Museum

If you're concerned about the planet, don't miss the *Next Steps* exhibition, all about how we could be travelling in the years ahead. The exhibition includes videos about transport used in other countries, from bikes to high-speed trains, and the cards in the shop make fantastic souvenirs.

C Transport Hub

The great thing about this museum is that its displays change frequently. Currently, visitors discover the work involved in planning city transport systems, and a future exhibition will be 'space travel', concentrating on technology in modern rockets. The gift shop has interesting things to buy too.

E Garston Place

Just inside the entrance, don't miss displays about those who design, build and run international city transport centres, like airports or ports. The hall has an exhibition about the start of the rail industry, with videos of early passenger trains. There are tables outside if you're bringing food – there's lots of space for active kids!

G Marley's Museum

With a convenient location not far from the heart of the city, it's easy to spend several hours in this small museum. Listen to interviews with people talking about transport-related jobs: everything from pilots to cruise ship captains! You'll also see plans for the first space rockets and learn about problems engineers faced.

B The Talbot

This place has loads to entertain for the whole day, including a garden where little ones can run around safely. The latest exhibit is a large 18th-century boat in incredible condition – find out what life on board was like as you walk around. It transported goods world-wide, and you can imagine it racing across the seas!

D All about Transport

This museum's perfect for the whole family, with guided tours aimed at younger visitors. You can watch a film about the world's most beautiful train rides and learn how engineers build the bridges and tunnels that keep traffic moving!

F Explore!

This museum has something for everyone, and it's worth booking to go round with an expert. We've got a section on motor-racing history, with early record-breaking vehicles on display and the chance to operate the controls of a real train, travelling along a track! It's not suitable for young children, but you'll remember the experience for years.

H Herston Museum of Transport

If you're interested in how transport could change the future of the world, then you'll love this place. Everyone, young or old, will enjoy the interactive video games. Race a super-car, or be in charge of a spaceship! Don't miss the café – buy a cake to eat in the museum garden.

In this part you:

- **read** a long text that includes opinions and feelings
- **choose** the correct answer (A, B, C or D) from five multiple-choice questions

GRAMMAR: ORDERING EVENTS USING NARRATIVE TENSES



B1 Preliminary candidates often make mistakes with the past continuous and past perfect.

Remember

Understanding narrative tenses is important for understanding the order of events in a story.

1 Match the tenses (1–4) with how they are used (a–d).

- 1 past simple
 - 2 present perfect
 - 3 past perfect
 - 4 past continuous
- a used to describe unfinished actions in the past
 - b used to describe completed actions in the past
 - c used to describe an action that took place before another past action
 - d used to describe an action that happens from some time in the past up until now

2 Look at these extracts from an article. In pairs, explain the order in which the events happened.

- 1 Sally took climbing lessons. By the time she had her fifteenth birthday, she had climbed three mountains.
Example Sally took climbing lessons. Sally climbed three mountains. Sally had her fifteenth birthday.
- 2 Juan decided he wanted to sail around the world after watching a sailing documentary that a friend had recommended to him.
- 3 Just before Emilie started her final year at university, she applied to go on an amazing trip to Antarctica.
She got on a plane to South America as soon as she had finished her degree, eventually arriving in Antarctica after catching a flight from Chile.
- 4 Gavin was walking along the beach when he stopped and picked something up. It was a necklace!
He had noticed it because it was so shiny. Someone had dropped it in the sand.

3 Write complete sentences using these ideas and narrative tenses.

- 1 I – never be close to – elephant – before – do a safari
- 2 I – know – do enough training – still worried – complete long bike race
- 3 Shelly – cycle in mountains – get a flat tyre – luckily, mum – pack a repair kit