

# B2 First for Schools Trainer

Six Practice Tests without answers

with digital pack









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Six Practice Tests without answers

with audio





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# Introduction

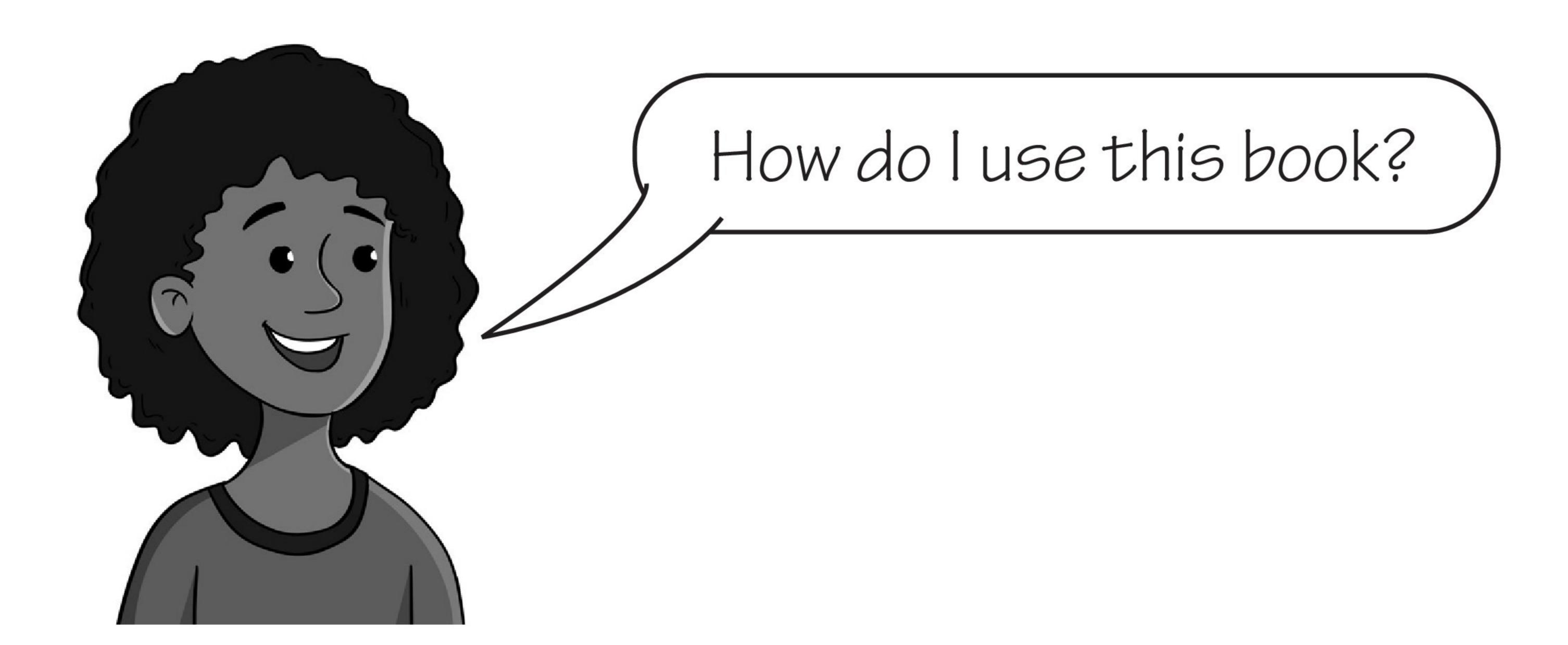


Who is this book for?

If you are aged between 12 and 16 and want to take Cambridge English: First for Schools (FCE), this book is for you!

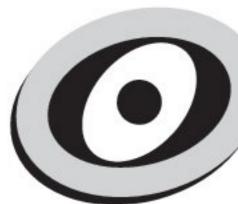


This book is called 'Trainer' because it's full of exercises to help you to get better and better at doing each part of Cambridge English: First for Schools.



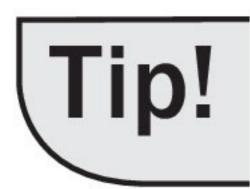
First, do all the grammar and vocabulary pages on each **Training** page and read the tips and advice. Then do an **Exam Practice** task and check your answers.

### On Training pages you will find:



# Cambridge Learner Corpus

Here you can read about typical mistakes made by Cambridge English: First for Schools candidates. Reviewing these will help you <u>not</u> to make these mistakes when <u>you</u> complete Cambridge English: First for Schools.



These are ideas to help you do well in the exam. For example: If you don't know which option is correct, cross out any you know are wrong. This gives you fewer options to concentrate on.

### Remember!

These are quick hints to remind you about grammar points or vocabulary. For example: You can't always just add a suffix to a word. Sometimes, you have to make spelling changes too.

### Tests 1–2: Exam Pages:

In Test 1 and 2, you will find:

- a Cambridge English: First for Schools exam task to try and complete
- advice and training exercises to help you with different parts of the exam task.

### Tests 3, 4, 5 and 6:

When you finish Tests 1 and 2 you will be ready to do complete Cambridge English: First for Schools practice tests.

Tests 3, 4, 5 and 6 are just like real Cambridge English: First for Schools Reading and Use of English, 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 help record your scores:

### Paper 3 Listening

	Part 1	Part 2	Part 3	Part 4
Test 3	6	8		
Test 4				
Test 5				
Test 6				

### Other features of the First for Schools Trainer

### Visual material

In the Speaking test the examiner will give you a booklet with pictures and photographs in it. The visual material in the colour section from pages C1–C22 will help you practise and become familiar with the type of photographs and written questions you will see in the test.

### Answer sheets

Look at these to see what the answer sheets 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.

### Audio recordings

You listen to these for your listening exam practice. There are also recordings to help you practise and gain confidence with all parts of the Speaking paper.

### The structure of the B2 First for Schools exam

The Cambridge English First for Schools exam has four papers:

### Reading and Use of English: 1 hour 15 minutes

The paper contains seven parts. For Parts 1 to 4 you read a range of texts and do grammar and vocabulary tasks. For Parts 5 to 7 you read a series of texts and answer questions that test reading ability and show that you can deal with a variety of different types of text.

### Writing: 1 hour 20 minutes

The paper contains two parts. For each part you must write 140–190 words.

Part 1 is compulsory but in Part 2 you choose one task from a choice of three.

Each question on this paper carries equal marks.

### Listening: about 40 minutes

The paper contains four parts. Each part has a different task-type.

The audio types are monologues (such as answerphone messages, commentaries, public announcements, advertisements, and news reports) and interacting speakers (such as conversations, discussions, interviews, and transactions).

For each correct answer you will receive one mark.

## Speaking: 14 minutes (for pairs); 20 minutes (for a group of three)

The Speaking test contains four parts.

In Part 1 you and another candidate are asked general questions by the examiner.

In Part 2 you have a one-minute 'long turn' on your own comparing two photos.

In Part 3 you exchange ideas about a given topic with the other student.

In Part 4 you answer the examiner's questions related to the topic in Part 3.

Usually you'll take the Speaking test with just one other student, but sometimes students take the Speaking test in groups of three. You will be marked on your performance throughout the test.

### Frequently asked questions:



What level is Cambridge English: First for Schools?

At this level you should be able to:

- scan texts for relevant information
- make notes while someone is talking, or write a letter including non-standard requests
- read the media for information quickly and with good understanding
- express opinions and give reasons
- understand the general meaning of non-routine letters and understand most of the content
- write a simple report of a factual nature and begin to evaluate, advise, etc.
- make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points
- present arguments, using a limited range of expression (vocabulary, grammatical structures)
- follow a talk on a familiar topic
- keep up a conversation on a fairly wide range of topics
- ask for factual information and understand the answer
- express your own opinion, and express arguments to a limited extent
- answer predictable or factual questions
- check that all instructions are understood.

What grade do I need to pass First for Schools?



There are four possible grades given to candidates – Grade A, B, C or Level B1. Candidates who score between 122–139 will not receive a certificate, but their Cambridge English Scale score will be indicated on the Statement of Results.

Basic		Indepe	endent	Profi	cient
A1	<b>A2</b>	B1	<b>B2</b>	C1	<b>C2</b>
	Key for Schools (KET for Schools)	Preliminary for Schools (PET for Schools)	First for Schools (FCE for Schools)		



What marks do I need to pass each paper in the test?

You do not have to get a certain mark to pass each paper in the test. The final mark for *Cambridge English: First for Schools* is the total number of marks from all four papers: Reading and Use of English, Writing, Listening, and Speaking. The Reading and Use of English paper carries 40% of the marks, while Writing, Listening, and Speaking each carry 20% of the marks. You will receive a Statement of Results which gives you your Overall score and Individual scores for each of the skills.

How can I find out about how I did in each paper of Cambridge English: First for Schools?



Before you get a certificate you will get the Statement of Results telling you how well you did in *Cambridge English: First for Schools*. This is an easy-to-read graph that shows how well you did on all the papers of the test. If you do not get the score that you wanted, the Statement of Results will show you which of the skills (Reading and Use of English, Writing, Listening or Speaking) you did well in and which you need to improve.



Can students of any age take Cambridge English: First for schools?

Cambridge English: First for Schools is more appropriate for students who are at school and aged from 12–16 but it is generally suited to students who are still at school who want to start working in an English speaking environment or study at an upper-intermediate level.

# Can I use pens and pencils in the exam?



In Cambridge English: First for Schools students must use pencil for the Reading and Listening papers. The Writing paper should be completed in pen.



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

You can only be given marks for what you write on your answer sheet, so if you do not complete this then the examiner cannot see 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. 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 score?



No. You don't lose marks for writing in capital letters in Cambridge English: First 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!

# Test 1 Training

# Reading and Use of English Part 1

### In this part you:

- read
   a short text with eight gaps
- choose from four options (A, B, C or D) to fill each gap

### Useful language Verb collocations

Use a verb from the box to complete each phrase. The verbs can be used more than once.

Tip!	This part mainly tests vocabulary
	so it's useful to know which word
	collocate (are frequently used
	together).

	make	take	keep	put
•	<b></b>	. the bla	me for	
	2	. an eye	on	
	3	. a risk		
4	<b>1</b>	. an end	to	
5	5	. use of		
(	<b>5</b>	. into ac	count	
7	<b>7</b>	. advant	age of	
8	3	. pressur	e on	

2	Complete the sentences with the correct form of one of the phrases from
	Exercise 1. You may need to change the form of the verb.

	1	Leo	his	baby	cousin	while	his	aunt	made	dinner.
--	---	-----	-----	------	--------	-------	-----	------	------	---------

- The teacher ...... all the students' points of view before making a decision.
- 3 My sister is ...... me to go to the concert with her, but I don't actually like the band that much.
- 4 I don't think the coach should ...... all the problems our hockey team has been having – some of them are the players' fault, after all.
- 5 You're welcome to ...... any tools you want in the workshop.
- 6 Rick is so generous that people sometimes ...... him, which is a pity.
- the gossip about her.
- 8 Jana decided not to ...... and walk across the bridge, because it didn't look very strong.



# Useful language Adjectives + prepositions



		cor	mbridge English rect prepositions	: Fir	is commonly used	ndidat d inst	es otten have prok ead of <i>in, to</i> or <i>on</i>	olems	s using the	
)	WI	hich	prepositions us	sua	lly follow the adj	jectiv	es below – to, ab	out,	with or of?	)
	1	cap	oable							
	2	cal	utious							
	3	dev	voted							
	4	aw	are							
	5	spe	ecific							
	6	em	otional							
	7	acc	cessible							
	8	ide	ntical							
	9	pas	ssionate							
	Ole			l						
•							plete the sentend	ces.		1
			_		of he				<b>.</b>	
					critical				negative	
						-	f		1. 1.1	
	•		guilty				responsible	D	reliable	
	3				at the way my b				1 • • •	
	4				•		miserable	D	bitter	
	4				at gymnas		1 .11 1			
	_				qualified				capable	
	5						to the player's			
	_				priceless				crucial	
	6						for rainy weat			
							unsatisfactory	D	untit	
	7	My	uncle is	•••••	about his	hobb	y, birdwatching.			

A eager B passionate C devoted D faithful

A fluent B superb C native D tremendous

8 Gerda is ...... in French and Italian, and she speaks some other

B precise C specific

**9** The problem is ...... to this particular model of bicycle, and

### Remember!

accurate

The words in Part 1 may have quite similar meanings, but only one of the words will fit in the gap. When you learn a new word, don't just learn its meaning; make sure you also learn what situations it is used in, and its 'grammar' - in other words, how it is used in a sentence.

A exact

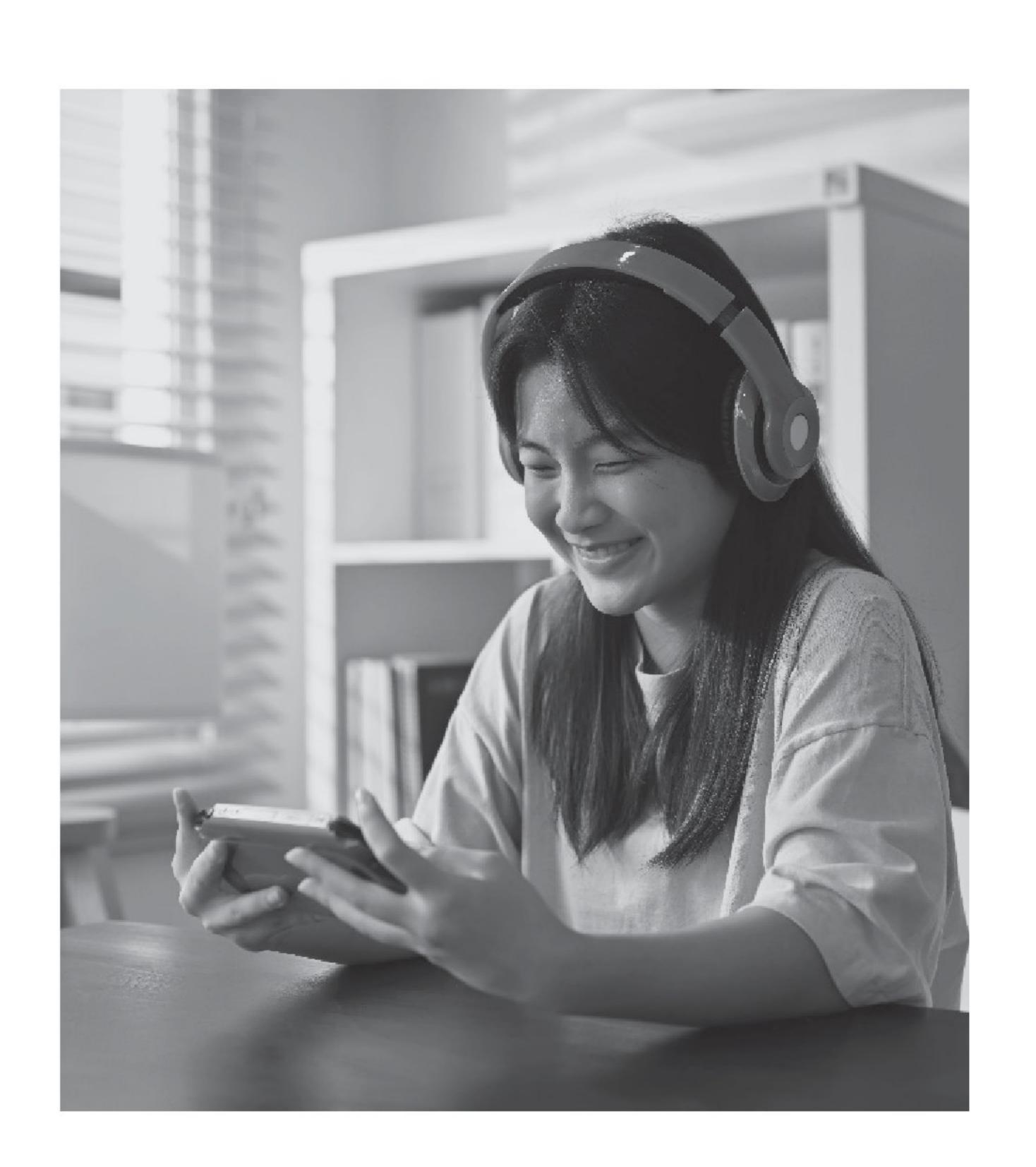
languages quite well, too.

engineers are working hard to try and fix it.

### Useful language Fixed phrases

- 5 Choose the correct word in *italics* to complete each fixed phrase in **bold**.
  - 1 It's no point / use / worth asking me again, my answer will still be 'No'.
  - **2** One way / route / means or another, I'll manage to finish my homework on time.
  - 3 All of a surprise / rush / sudden, my friend shouted and ran away.
  - **4 To my** mind / opinion / view, going to see the ruins of the castle was a waste of time.
  - 5 I wish with all my feelings / love / heart that I hadn't upset you so much.
  - **6** As a matter / question / subject of fact, few people ever walk in these beautiful woods.
  - 7 I've looked all over the house, but there's **no** notice / sign / sight **of** my phone anywhere.
  - 8 As long / much / far as I know, she was telling the truth.
  - 9 When Sam met Jo, it was love at first view / look / sight.
  - 10 Learning maths now may not seem useful in the short time / term / period, but it may help you find a job in the future.
- 6 Complete the sentences with words from the box.

ta	ake	part	lose	view	get	do	make	keep	point	set
1	Let's	••••••	the mos	t of the	sunshii	ne and	d have a	picnic!		
2	l'	st	raight to	the po	int bec	ause t	here's no	time to	waste.	
3	1 thir	nk the vi	ew from	the tov	ver wil	l	your b	reath av	vay!	
4			thed		_	the fl	at when i	my friend	d called t	to say
5	-		fact his move the		lived in	n the c	ity playe	d a	in his	
6	You	could	aı	n examp	ole to y	our lit	tle sister l	by eating	g more h	ealthily.
7	ln	of	the terr	ible we	ather, t	he foc	tball mat	ch has b	een post	poned.
8	My	persona	l life ha	s nothin	g to	\	with you,	so pleas	se leave	
	me d	alone.								
9	Whe	en l'm p	laying c	ompute	r game	es, I of	ten	track	of time.	
10	lrus	hed to t	he café	because	e I didr	n't wai	nt to	mv fr	iends wo	nitina



### Useful language Word sets

- Choose the correct word in *italics* to complete texts A–D.
  - A Buses are an important (1) way / means of transport around my city, and a few years ago, the city council replaced all the old ones with electric buses. They hoped this would be a good (2) process / way to reduce air pollution in the city centre. Replacing them was quite a long and expensive (3) means / process, but most people agree it was worth doing. I hope someone discovers a (4) method / way for solving another problem we have in our city: all the traffic fumes from cars!
  - **B** Ivan had some cousins who lived abroad, and although he didn't get to visit them very (5) constantly / frequently, he liked them a lot. He (6) actually / constantly felt he knew them quite well, despite the fact they were so far away. This was because they messaged one another quite often, even though it was (7) mainly / certainly about things like what they'd had for dinner and what was happening at school, and not very much else. Ivan was (8) constantly / mainly asking his parents if he could go and stay with them during the holidays, but they were usually too busy to take him. However, they said they would (9) certainly / frequently take him there one day.
  - C When people talk about the future, they often talk about the (10) threat / uncertainty to our planet due to climate change. There is sometimes some (11) uncertainty / risk about how this will affect people in different parts of the world, but there is cause for (12) threat / concern because the effects are already being felt in most places, and many communities are already at (13) concern / risk because of rises in sea levels, for example. Many people argue that in order to stop putting future generations in (14) danger / uncertainty, we need to make changes to the way we live right now.
  - D I love my chemistry classes, and our chemistry teacher helps us to (15) direct / conduct all sorts of different experiments. Some chemical reactions are difficult to (16) guide / control once they have started, so our teacher is always very careful. We had a special day recently when our parents could visit the school. I was proud to be one of the students selected to (17) guide / control them around the school buildings, and I made sure I took everyone to see our chemistry lab! My best friend helped that day, too, but had to stay at the entrance and (18) control / direct visitors towards the school hall as they arrived. I think that was a much more boring thing to do, to be honest.



# Test 1 Exam practice

# Reading and Use of English Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Tip! Read the text quickly first, ignoring the gaps, so you know what it's about before you start doing the task.

### Example:

take

**B** see

B C D

think

get

# Technological development

I have a mobile phone built into my watch, technology which people now (0) ...... for granted. However, not so long ago, it was an idea only found in science fiction. Not everyone is (1) ...... of how much time, money, talent and effort was involved in

the (2) ..... of moving from fantasy to reality. As a matter of (3) ....., while the final steps of any single technological development (4) ..... headlines, thousands of scientists and engineers working for decades on a wide variety of technologies have usually (5) ..... their part.

The first mobile-phone service, for 36 kg telephones

installed in cars, was demonstrated to the public in 1946. The first handheld mobile phone only (6) ...... in 1973, nearly three decades later. It was nearly 30 years more

before half the US population had a mobile phone. It is always difficult to predict where technology will go, but I can (7) ......that decades of research will be (8) .....to its development.

Advice

- 1 Which adjective can be used in a phrase that means 'realises' and can be followed by the preposition of?
- 2 The noun you need means 'a series of actions'.
- 6 You need a verb here that is active, not passive.
- 7 In this sentence, the verb means 'am sure (that something will happen in the future)'.
- 8 The correct adjective means 'essential' and can be followed by the preposition to.
- **B** informed D knowledgeable A clear **C** aware method C way means process evidence **D** fact **B** truth C accuracy C keep D set **B** make A have D played **B** given C donated A done A developed C appeared **D** discovered **B** revealed **B** provide A commit **C** ensure **D** guarantee priceless crucial C required major

# Test 1 Training

# Reading and Use of English Part 2

### In this part you:

read a short text with eight gaps
 think of a word to fill each gap

Tip! This part mainly tests grammar: auxiliary verbs, prepositions, relative pronouns, etc.

### Useful language Prepositions

1 Choose the correct prepositions from the box to complete the sentences.

	against along at beyond by
	following from throughout towards
1	The shopping centre is busy the week.
2	This jacket is cheap only \$20.
3	A lot of people were the decision to close the swimming pool.
4	There are fantastic views the top of the hill.
5	According to the forecast, the good weather won't last the end of the week.
6	The people in the village where we spent our holiday were very friendlyus us.
7	Lara held me the arm so I could climb into the boat.
8	
9	During our road trip, there were many interesting places to stop the way.

### Useful language Time expressions

2 Choose the correct time expressions in *italics* to complete the text.



### Drama at the beach

(1) Already / As soon as / Meanwhile Ariana saw the little beach, she knew she'd have a fantastic holiday. (2) By the time / In the meantime / In time the rest of her family had got out of the car and into the house where they were going to stay for the next week, she'd (3) still / yet / already run down to the shore. (4) Once / While / Until Ariana's little brother Damian realised where she'd gone, he raced down to the beach to join her.

They climbed onto a rock together, but Damian, who wasn't

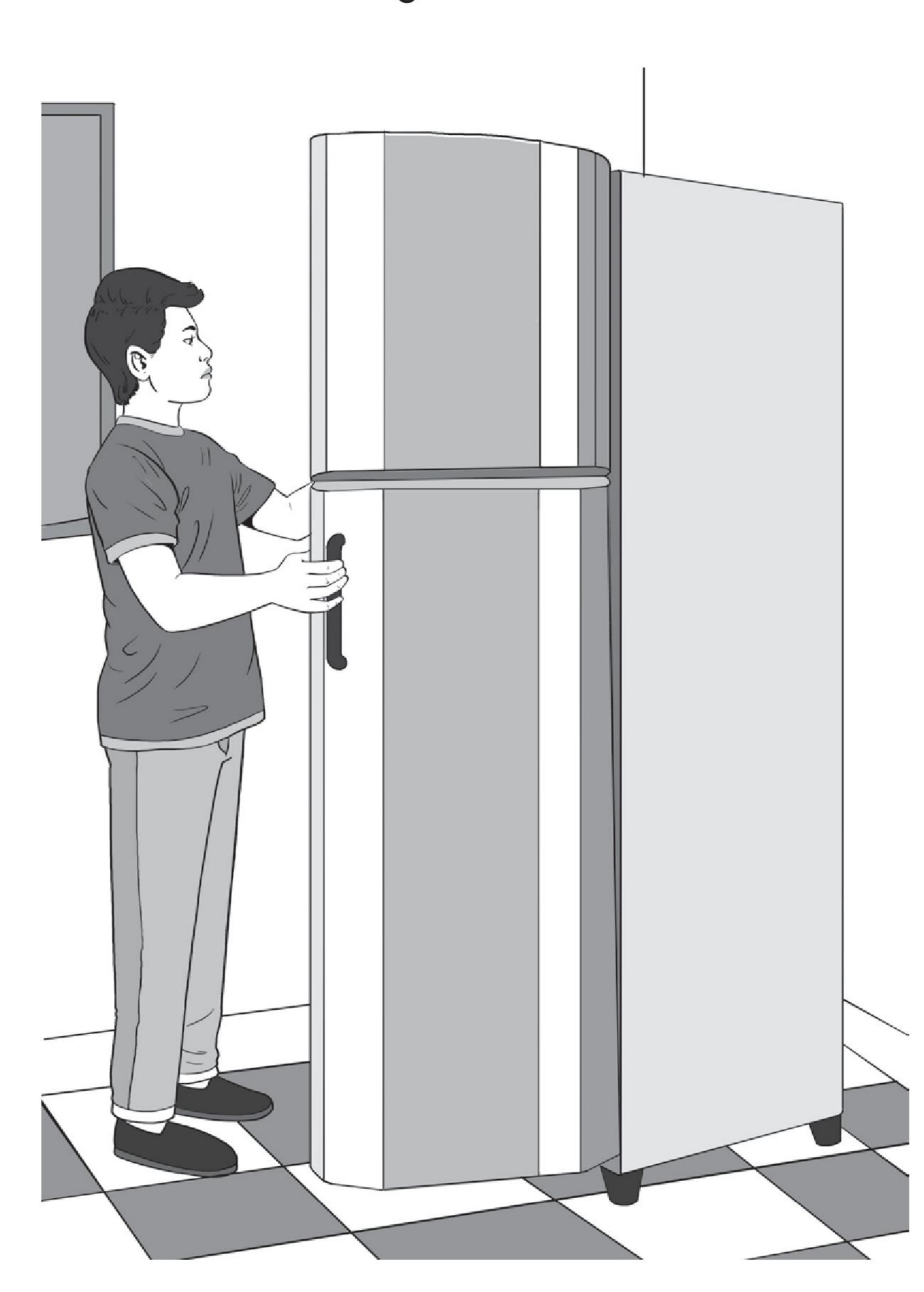
- (5) still / yet / already seven years old, slipped and fell into the water. Ariana saw that he was struggling, because the water was surprisingly deep, and he (6) still / yet / since couldn't swim very well. Luckily, she was a strong swimmer and managed to reach him (7) in time / as soon as / in the meantime.
- (8) Meanwhile / In the meantime / While all this was happening, Ariana and Damian's parents were unpacking the car, unaware of all the drama. They didn't realise anything had happened (9) since / until / still they saw the two children coming back from the beach, soaking wet.
- (10) In the meantime / In the end / Once, they had a wonderful holiday, but (11) since / until / already that day, both the children have been quite cautious (12) meanwhile / as soon as / when swimming in places they don't know well. The family are planning to return to the same place next summer, and (13) in the meantime / by the time / in time, Ariana is doing a junior life-saving course.

### Useful language Articles, quantifiers and determiners

- 3 Add a, an, the, any or some to correct the sentences.
  - 1 There were lot of people at the concert.
  - 2 Where's nearest bus stop?
  - 3 That was exciting day, wasn't it?
  - 4 Films are more exciting than others.
  - **5** Ebro is a river in Spain.
  - 6 Look, there's little red bird in that tree!
  - 7 My mother takes same train every morning to go to work.
  - 8 I haven't got photos worth showing you, unfortunately.
  - 9 Have you got pencil I could borrow?
  - 10 There isn't milk in the fridge.

### 4 Correct the sentences where necessary. Some of the sentences are correct.

- 1 Few information is available about the plans for the new sports centre, unfortunately.
- 2 They haven't got as much chairs as they need for my grandmother's party.
- 3 There's little point in running now, we've already missed the train.
- 4 I've brought few sandwiches and some water, so we won't get hungry or thirsty.
- 5 Were there many spectators in the stadium?
- 6 Would you like a little milk in your coffee?
- 7 There's great deal of concern about all the plastic in our oceans.
- 8 How many do I owe you for the cinema tickets?
- 9 Plenty people have also asked me about this.
- 10 Chris has written several poems for the school magazine.



# Useful language Auxiliary verbs

exhibition.

5		mplete the sentences with auxiliary verbs. Use only one word in ch gap.					
	1 We haven't shown how to do the maths problem yet.						
	2	I must left my cap in the cinema, because I'm sure I wearing it when I went in.					
3 My little sister already tell the time, and she's only three!							
	4	When are you to be able to return the book I lent you?					
	5	That restaurant said to be the best in town.					
	6	When the last time you ate meat?					
	7	They haven't told us which teachers be accompanying us on the school trip.					
	8	I never seen any of that artist's paintings before I went to that					

Tip! You can only write one word in each gap, and contractions count as

two words. So don't or hasn't, for example, are never possible keys.

# Test 1 Exam practice

# Reading and Use of English Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0	) F
	Skateparks
Skateboarders talk abou	t two types (0) skateboarding. Firstly, there's street skating, (9)
involves using a town or	city's streets, squares and other public spaces such (10)
secondly, there's skating	in specially designed skateparks. Like many skateboarders I do both, but I (11)
definitely go for skating i	in skateparks if I were forced to choose (12) them.
A skatepark is a cool pla	ce where skateboarders can meet, share experiences and advice, and inspire
(13) other to in	nprove. Skateboarders also tend to feel safer in skateparks, with their safety features
and lack of traffic, (14)	they do out in busy urban streets. This is (15)skateparks are ideal
for beginners to learn ba	sic skateboarding moves and skills in. That said, skateparks also suit very advanced
skateboarders who can	(16) the most of the variety of challenges – ramps, rails, steps, bowls and so
on – that these exciting p	places are equipped with.

Tip! Always read the whole text before you start to fill in the gaps.

### Advice

- 11 An auxiliary verb is needed here. If you read the rest of the sentence, you will see what the structure used across the sentence is.
- 12 A preposition is needed here.
- 14 Read the whole sentence. The word you need is linked to safer.
- 16 A verb is needed here to complete the phrase: ... the most of.

# Test 1 Training

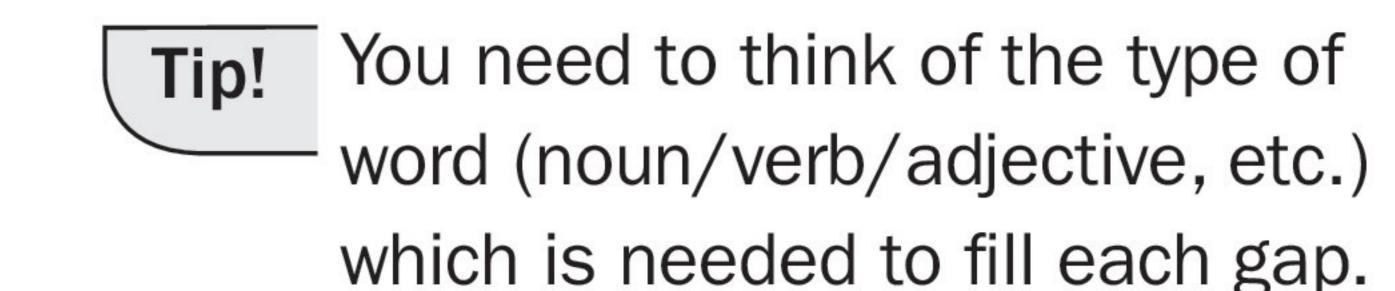
# Reading and Use of English Part 3

### In this part you:

- a short text with eight gaps read
- a word that fits in each gap, using the word in CAPITAL letters at the end of the line form

### Useful language Suffixes

Write the correct part of speech (type of word) next to each word and underline the suffix at the end of the word.



### Example:

arrange <u>ment</u> woun			
1	observation	6	criticise
2	memorable	7	sensitive
3	simply	8	doubtful
4	partnership	9	assistance
5	suspicious	10	shorten

- Decide what part of speech is needed to fill each gap in the sentences below.
  - The weather's very ...... here in summer it's always sunny.
  - 2 The teacher gave us some ...... on how to do the homework.

  - 4 I don't ...... much with people who are older than me.
  - 5 Wait for the glue to ...... before you try using the cup I've just mended.
  - 6 This is a very quiet and ...... island.
  - 7 I have a good ...... with everyone in my family.
  - 8 Capital cities are usually very ...... populated.
  - 9 My cousin is very ...... and wants to become a famous actor.
  - 10 Nature ...... should be an important priority for the government.
- Now fill each gap in Exercise 2 by forming a word from one of the words in the box.

ambition guide decide predict relation social dense hard peace conserve

Look at the words below and decide what part of speech each one is (write n, v, adj or adv). Then put each of the suffixes in the grey box into the correct column in the table. The suffix which appears twice in the box can be used to make two types of word.

admiration communicative activate adventurous acceptable coastal appearance bravery identify criticise journalism evidence friendliness involvement marketing membership strengthen skilful typically possibility starving survival