

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!

Why is this book called 'Trainer'?



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**.



How do I use this book?

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 not to make these mistakes when you complete *Cambridge English: First for Schools*.

Tip!

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		Independent		Proficient	
A1	A2	B1	B2	C1	C2
	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

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

make take keep put

- 1 the blame for
 - 2 an eye on
 - 3 a risk
 - 4 an end to
 - 5 use of
 - 6 into account
 - 7 advantage of
 - 8 pressure 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.
 - 2 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.
 - 7 The film star made a public statement in an attempt to all the gossip about her.
 - 8 Jana decided not to and walk across the bridge, because it didn't look very strong.

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



Useful language Adjectives + prepositions



Cambridge English: *First for Schools* candidates often have problems using the correct prepositions: *at* is commonly used instead of *in*, *to* or *on*.

3 Which prepositions usually follow the adjectives below – *to*, *about*, *with* or *of*?

- 1 capable
- 2 cautious
- 3 devoted
- 4 aware
- 5 specific
- 6 emotional
- 7 accessible
- 8 identical
- 9 passionate

4 Choose the correct word (A, B, C or D) to complete the sentences.

- 1 Yolanda is quite of her cousin Clara.
A irritated B critical C unhappy D negative
- 2 What part of the homework project are you for?
A guilty B concerned C responsible D reliable
- 3 I was at the way my brother spoke to me.
A furious B painful C miserable D bitter
- 4 Fran is very at gymnastics.
A specialised B qualified C skilled D capable
- 5 All the hours of practice were to the player’s success.
A significant B priceless C valuable D crucial
- 6 The label on this coat says it is for rainy weather conditions.
A unsuitable B unacceptable C unsatisfactory D unfit
- 7 My uncle is about his hobby, birdwatching.
A eager B passionate C devoted D faithful
- 8 Gerda is in French and Italian, and she speaks some other languages quite well, too.
A fluent B superb C native D tremendous
- 9 The problem is to this particular model of bicycle, and engineers are working hard to try and fix it.
A exact B precise C specific D accurate

Remember!

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.

Useful language Fixed phrases

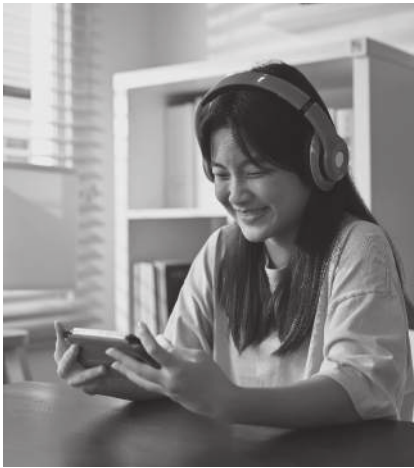
5 Choose the correct word in *italics* to complete each fixed phrase in **bold**.

- 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.

take part lose view get do make keep point set

- 1 Let's the most of the sunshine and have a picnic!
- 2 I'll straight to the point because there's no time to waste.
- 3 I think the view from the tower will your breath away!
- 4 We were on the of leaving the flat when my friend called to say our train had been cancelled.
- 5 I'm sure the fact his friends lived in the city played a in his decision to move there.
- 6 You could an example to your little sister by eating more healthily.
- 7 In of the terrible weather, the football match has been postponed.
- 8 My personal life has nothing to with you, so please leave me alone.
- 9 When I'm playing computer games, I often track of time.
- 10 I rushed to the café because I didn't want to my friends waiting.



Useful language Word sets

7 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.

