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WITH ANSWERS

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Introduction

This collection of four complete practice tests comprises papers from the *Cambridge English: First for Schools* examination; students can practise these tests on their own or with the help of a teacher.

The *Cambridge English: First for Schools* examination is part of a suite of general English examinations produced by Cambridge English Language Assessment. This suite consists of five examinations that have similar characteristics but are designed for different levels of English language ability. Within the five levels, *Cambridge English: First for Schools* is at Level B2 in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment*. It has been accredited by Ofqual, the statutory regulatory authority in England, at Level 1 in the National Qualifications Framework. The *Cambridge English: First for Schools* examination is widely recognised in commerce and industry and in individual university faculties and other educational institutions.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
Cambridge English: Proficiency <i>Certificate of Proficiency in English (CPE)</i>	C2	3
Cambridge English: Advanced <i>Certificate in Advanced English (CAE)</i>	C1	2
Cambridge English: First for Schools <i>First Certificate in English (FCE) for Schools</i>	B2	1
Cambridge English: Preliminary <i>Preliminary English Test (PET)</i>	B1	Entry 3
Cambridge English: Key <i>Key English Test (KET)</i>	A2	Entry 2

Cambridge English: First for Schools follows the same format as *Cambridge English: First* and the level of the question papers is identical. The only difference is that the content and treatment of topics in *Cambridge English: First for Schools* have been particularly targeted at the interest and experience of school pupils. *Cambridge English: First for Schools* candidates who achieve Grade C or higher in the exam receive a *Cambridge English: First for Schools* certificate.

Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from Cambridge English Language Assessment at the address below or from the website at: www.cambridgeenglish.org

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The structure of *Cambridge English: First for Schools*: an overview

The *Cambridge English: First for Schools* examination consists of four papers.

Reading and Use of English 1 hour 15 minutes

This paper consists of **seven parts**, with 52 questions. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.

Writing 1 hour 20 minutes

This paper consists of **two parts** which carry equal marks. In Part 1, which is **compulsory**, candidates have to write an essay of between 140 and 190 words, giving their opinion in response to a task. In Part 2, there are four tasks from which candidates **choose one** to write about. The range of tasks from which questions may be drawn includes an article, an email/letter, an essay, a review and a short story. The last question is based on a set text. In this part, candidates have to write between 140 and 190 words.

Listening 40 minutes (approximately)

This paper consists of **four parts**. Each part contains a recorded text or texts and some questions, including multiple-choice, sentence completion and multiple-matching. Each text is heard twice. There is a total of **30 questions**.

Speaking 14 minutes

The Speaking test consists of **four parts**. The standard test format is two candidates and two examiners. One examiner takes part in the conversation while the other examiner listens. Both examiners give marks. Candidates will be given photographs and other visual and written materials to look at and talk about. Sometimes candidates will talk with the other candidate, sometimes with the examiner, and sometimes with both.

Introduction

Grading

Candidates will receive a score on the Cambridge English Scale for each of the four skills and Use of English. The average of these five scores gives the candidate's overall Cambridge English Scale score for the exam. This determines what grade and CEFR level they achieve. All candidates receive a Statement of Results and candidates who pass the examination with Grade A, B or C also receive the *First Certificate in English*. Candidates who achieve Grade A receive the *First Certificate in English* stating that they demonstrated ability at Level C1. Candidates who achieve Grade B or C receive the *First Certificate in English* certificate stating that they demonstrated ability at Level B2. Candidates whose performance is below B2 level, but falls within Level B1, receive a *Cambridge English* certificate stating that they have demonstrated ability at Level B1. Candidates whose performance falls below Level B1 do not receive a certificate.

For further information on grading and results, go to the website (see page 5).

Test 1

Test 1

READING AND USE OF ENGLISH (1 hour 15 minutes)

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**.

Example:

0 A describes B suggests C explains D shows

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chocolate teapots really are useful

A chocolate teapot is not as useless as the old British saying (0) Scientists have shown it's possible to use one to make tea. They've created a chocolate teapot that can be filled with boiling water and left to (1) for two minutes, after which the tea is ready to be served.

After (2) a range of experiments, the scientists (3) to the conclusion that the (4) to making a teapot that wouldn't melt was to use dark chocolate with 65% chocolate solids and build up a series of layers to strengthen it. This whole process took around two-and-a-half hours.

At first the scientists wondered whether they might (5) end up with chocolate tea. They discovered some of the chocolate on the inside of the pot would melt, but (6) that the water was poured in carefully, the (7) majority of it wouldn't be affected. When they tried the tea, the team agreed it was lovely with a (8) taste of chocolate.

Reading and Use of English

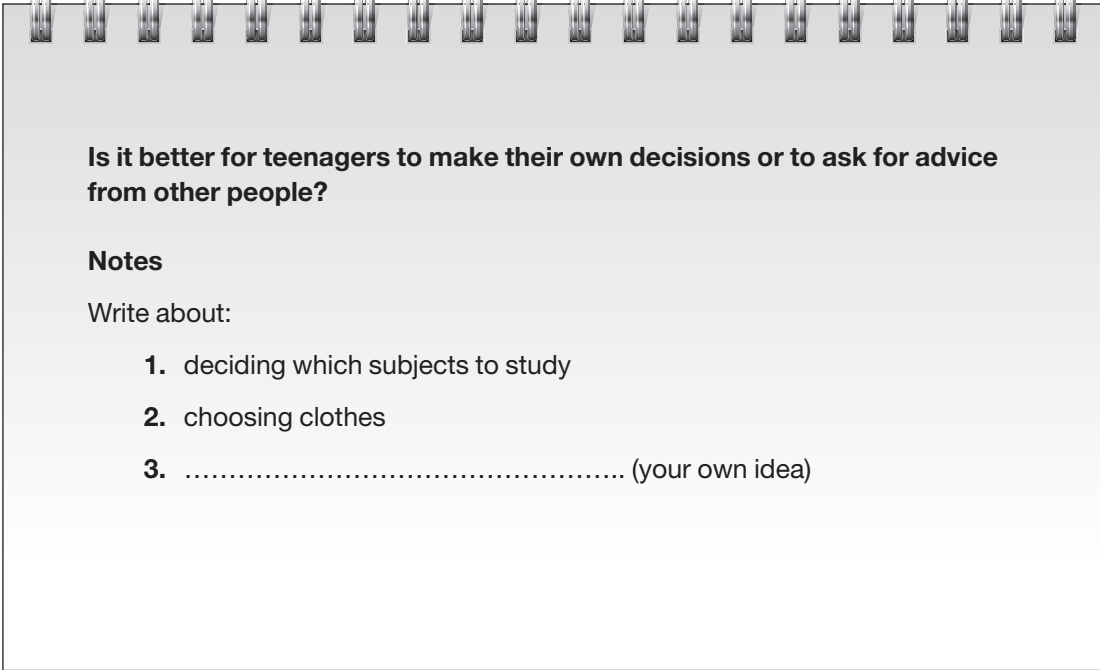
- | | | | | |
|---|------------------------|---------------------|----------------------|--------------------|
| 1 | A hold | B keep | C stand | D wait |
| 2 | A investigating | B conducting | C researching | D exploring |
| 3 | A arrived | B reached | C drew | D came |
| 4 | A secret | B clue | C method | D formula |
| 5 | A again | B still | C clearly | D simply |
| 6 | A allowed | B considered | C provided | D assumed |
| 7 | A huge | B broad | C high | D vast |
| 8 | A modest | B slight | C soft | D gentle |

*Test 1***WRITING** (1 hour 20 minutes)**Part 1**

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about decisions which teenagers sometimes have to make. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.



Is it better for teenagers to make their own decisions or to ask for advice from other people?

Notes

Write about:

1. deciding which subjects to study
2. choosing clothes
3. (your own idea)

Test 1

LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations.

For questions **1–8**, choose the best answer (**A**, **B** or **C**).

- 1** You hear a singer talking about performing on stage.
What does she do if she feels nervous before a performance?

 - A** She pretends the audience is not there.
 - B** She talks with other people in her group.
 - C** She uses a technique suggested by a colleague.

- 2** You hear a girl telling her father about a special day at school.
How did she feel?

 - A** surprised to be asked for her views
 - B** excited about meeting someone well known
 - C** pleased that her talents were recognised

- 3** You hear two friends talking about a summer camp they could both go on.
What would they both find difficult about going on it?

 - A** being away from home
 - B** getting on with other people
 - C** doing the organised activities

- 4** You hear a boy talking about his favourite TV programme.
How does he feel about it?

 - A** disappointed by the absence of one important element
 - B** surprised by the references to real historical figures
 - C** confused by the way the characters behave

Listening

- 5** You hear a journalist talking about an unusual type of house.
What does he think of it?
- A** He's impressed by how original the design is.
 - B** He's confident that it could be successful elsewhere.
 - C** He's keen to experience staying in it himself.
- 6** You hear part of an interview with a boy called Max, who found a prehistoric object.
What effect has the discovery had on Max's life?
- A** It's made him more confident.
 - B** It's provided him with a new interest.
 - C** It's changed the way his friends treat him.
- 7** You hear a girl talking about the sport called netball.
What does she say about it?
- A** The rules are quite complicated.
 - B** The skills are difficult to acquire.
 - C** The level of fitness needed is surprising.
- 8** You hear two friends discussing a news story about some rock climbers.
How does the boy feel about it?
- A** He feels sorry for the families of the climbers.
 - B** He admires the courage the climbers showed.
 - C** He's determined to follow the climbers' example.