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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.

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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).

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Test 5

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Test 5

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** basically **B** naturally **C** regularly **D** necessarily

0	A ■	B □	C □	D □
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Why do we dream?

Dreams are **(0)** stories and pictures that our brains create when we're asleep. It is **(1)** knowledge that the majority of dreams take place while we're in deep sleep, and our eyes begin to move quickly under our eyelids. This is called Rapid Eye Movement, or REM. Although dreams can **(2)** at any point during the night, REM dreams are typically the most memorable and realistic.

Some experts believe that dreams are a way to **(3)** all the events of the day helping us to make **(4)** of what has happened. Others suggest that dreams are the result of our brains trying to solve **(5)** problems. Dreams may also be our brain's attempt to interpret what is going on around us while we sleep. For example, the sound of the radio may be included in the content of our dreams. **(6)** , dreaming could be a sort of clean-up operation, refreshing our minds in preparation for the next day. However, there are also experts who **(7)** that dreams have no real **(8)** at all.

[More Information](#)*Reading and Use of English*

- | | | | | |
|---|-----------------------|---------------------|------------------------|-----------------------|
| 1 | A typical | B routine | C ordinary | D common |
| 2 | A exist | B result | C occur | D reveal |
| 3 | A deal | B process | C cope | D arrange |
| 4 | A reason | B logic | C point | D sense |
| 5 | A definite | B specific | C absolute | D determined |
| 6 | A Particularly | B Especially | C Alternatively | D Consequently |
| 7 | A claim | B realise | C wonder | D expect |
| 8 | A aim | B purpose | C intention | D design |

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Test 5

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	O	U	T																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Bed making made easy

Do you help **(0)** with jobs that need doing around the house? If you are anything **(9)** me, you do, but you hate making your bed! Well, there's good news, thanks **(10)** a Spanish company which has designed a bed that makes **(11)** You can press a button, which automatically makes the bed after you get out of it. Your bed will be made in just 50 seconds, leaving you time to do other things. As the inventor explained: 'Many people hate leaving home without **(12)** made their bed, but they are often in too **(13)** of a hurry to bother. For others, the job is simply **(14)** boring that they keep **(15)** it off until later. An unmade bed can be the cause of arguments between parents and their children.' The design of the bed making machine **(16)** being finalised now and the bed should be available for sale in the near future. Good news for lazy people!

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

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

Example:

0	H	I	S	T	O	R	I	C	A	L								
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Young People and History

Most famous **(0)** figures are adults, and yet our world has also been shaped by children and teenagers.

HISTORY

The German **(17)**, Carl Friedrich Gauss (1777–1855), made the first of several important **(18)** while he was still in elementary school. One day, his teacher asked him to add up all the numbers from 1 to 100. To the teacher's great surprise, Carl **(19)** the answer in seconds. The formula he devised to do this is still used by scientists worldwide to **(20)** them to come up with **(21)** to other maths problems.

MATHEMATICS

DISCOVER

PRODUCT

ABLE

SOLVE

Young people have also contributed to cultural history. In 1816, horror writing was changed forever when, at eighteen, Mary Shelley, the English **(22)**, began work on *Frankenstein*. US teenage fiction was changed **(23)** when 15-year-old S. E. Hinton wrote *The Outsiders* in 1965. Both these books gained long-lasting popularity, but the writers' ages are rarely mentioned. Now, however, there is far more interest in celebrating the many **(24)** of young people throughout history.

NOVEL

DRAMA

ACHIEVE

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Test 5

Part 4

For questions **25–30**, 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 Prizes are given out when the school year finishes.

PLACE

Prize-giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example:

0	<i>TAKES PLACE AT THE</i>
---	---------------------------

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

25 My geography homework is to think of at least three ways to collect water in the desert.

COME

My geography homework is to at least three ways to collect water in the desert.

26 Rav will need to try harder if he wants to win the race.

MORE

Rav will need to an effort if he wants to win the race.

27 My parents don't like me lending my skateboard to my friends.

RATHER

My parents would my friends borrow my skateboard.

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- 28 I sometimes find my little brother annoying.

NERVES

My little brother sometimes.

- 29 The teacher asked me whether I was interested in history.

FIND

'Do?', the teacher asked me.

- 30 Adam hates volleyball, so how did the coach manage to persuade him to join the team?

SUCCEED

Adam hates volleyball, so how did the coach him to join the team?