



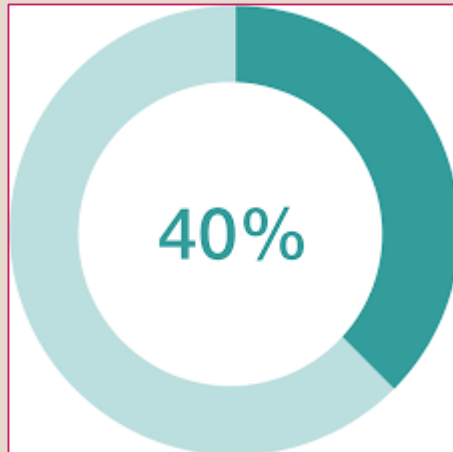
HOME, BUT NOT ALONE

Support learning towards **B2 First (for Schools)**



Reading & Use of English

75 mins





Reading and Use of English tasks

The paper contains seven parts. For Parts 1 to 3, the test contains texts with accompanying grammar and vocabulary tasks. Part 4 consists of 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.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
4	6	12	Key word transformation	Grammar, vocabulary, collocation.	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
5	6	12	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	6	12	Gapped text	Cohesion, coherence, text structure.	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
7	10	10	Multiple matching	Detail, opinion, specific information, implication.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	52	70			





It's been over six months since I last saw Dan.

SEEN

I **HAVN'T SEEN DAN** for over six months.



It's been over six months since I last saw Dan.

SEEN

I HAVE NOT SEEN DAN for over six
months.





Reading and Use of English • 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**

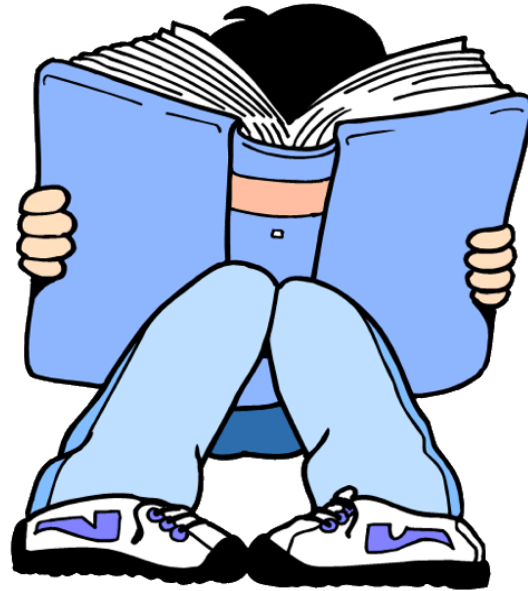
Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.





A good reader can...


**work out
meanings**



**ignore unknown
words if not
important to
main message**

**recognise PARAPHRASING
(saying the same thing using different
words)**



Paper/timing	Test content	Test focus
READING AND USE OF ENGLISH 1 hr 15 mins	Part 1 A modified cloze test containing eight gaps followed by eight multiple-choice questions.	Candidates are expected to be able to: demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills including understanding of specific information, text organisation features, implication, attitude and text structure.
	Part 2 A modified cloze test containing eight gaps.	
	Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.	
	Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.	
	Part 5 A text followed by six 4-option multiple-choice questions.	
	Part 6 A text from which six sentences have been removed and placed in jumbled order, together with an additional sentence, after the text.	
	 Part 7 A text or several short texts, preceded by 10 multiple-matching questions.	



Reading and Use of English • Part 7

You are going to read an article about four teenagers who went to different summer camps. For questions **43 – 52**, choose from the teenagers (**A – D**). The teenagers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which teenager

felt relieved they were kept so busy?	43 <input type="text"/>
was pleased to have achieved something hard but worthwhile?	44 <input type="text"/>
found that observing other people's work encouraged them?	45 <input type="text"/>
helped to produce something that proved popular?	46 <input type="text"/>
got through an activity very promptly?	47 <input type="text"/>
says the main location for their activities particularly appealed to them?	48 <input type="text"/>
stresses how much opportunity they had to use new knowledge?	49 <input type="text"/>
was unwilling to complain about a lack of variety?	50 <input type="text"/>
mentions everyone being obliged to complete certain chores daily?	51 <input type="text"/>
appreciated coming across something interesting by chance?	52 <input type="text"/>

Teenage Summer Camps

A Adam – Nature Camp

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

B Sarah – Culture Camp

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to

C Oliver – Language Camp

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

D Malika – Theatre Camp

We stayed in a youth centre in the suburbs, and went into the centre of town by bus every day. It was a good way to see a bit of the city, and it didn't take long to get to the theatre where we had our classes. I loved the atmosphere in the old building, and we could wander around during our breaks and watch rehearsals. The actors we saw were brilliant, and it was inspiring to watch them before we went back into our own classes. The emphasis was definitely on having fun, but we still learned a great deal and I'm looking forward to putting it all into practice at my school drama club next term! The food at the centre could have been better, but I don't think anyone minded much.



Multiple Matching

C Morgan



When I was 15 I was obsessed with forming a band, but I didn't tell my mates straightaway, because I didn't want them to tease me. I plotted in my head, wrote songs and hassled John Matthews, a manager who had looked after some successful bands, just sending him tapes. He said I was rubbish so many times, but as he'd taken the time to reply, I stuck at it. One day I sent him a song called Heavy. He loved it - and it all went crazy from there. He got us reviewed in the magazine Smash Hits, then we got a record deal, and we were on roadshows and TV, like some amazing, weird dream. What would I say to a new boyband? Enjoy the days when you're starting out – they're the best: coming up, getting known.

Which person says...

Their **favourite time** was when the band was **first together**?

Correct Match

Enjoy **the days** when you're **starting out** – they're **the best!**



Read the instructions.

Find evidence in the text for your answer (and against the other options)

Skim texts first.

Find key words in questions.

If gaps: check before and after the gap.



Writing

80 mins



Writing tasks

The paper contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2. The questions are in a booklet. The answers are written in a separate booklet with lined pages.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	1	20	Writing an essay (one compulsory task) 140–190 words	Focus on agreeing or disagreeing with a statement, giving information, giving opinion, giving reasons, comparing and contrasting ideas and opinions, drawing a conclusion.	Candidates are required to deal with input of up to 120 words. There is an opening rubric to set the scene, and then an essay question with two given prompts, plus a prompt requiring candidates to write about their own additional idea.
2	1	20	Writing (choose one task from a choice of three) 140–190 words	Writing one of the following: an article, email, essay, letter, review or story.	A situationally based writing task specified in no more than 70 words.
Total	2	40			



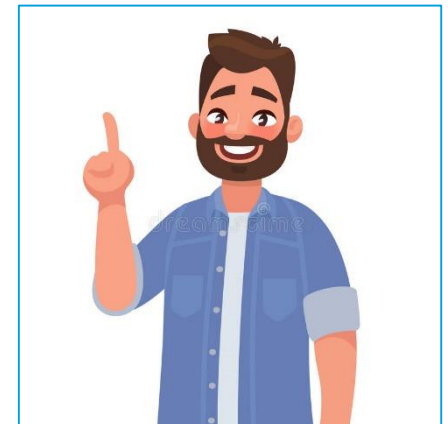
Writing • Part 1

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 what different people can teach each other. 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.

<p>'Teenagers are too young to teach other people about anything.' Do you agree?</p>
<p>Notes Write about:</p>
<ol style="list-style-type: none">1. technology2. the environment3. (your own idea)





Essential things to remember about THE ESSAY

It should...

...be written in a **SEMI-FORMAL REGISTER** throughout
(the intended reader is always a teacher)



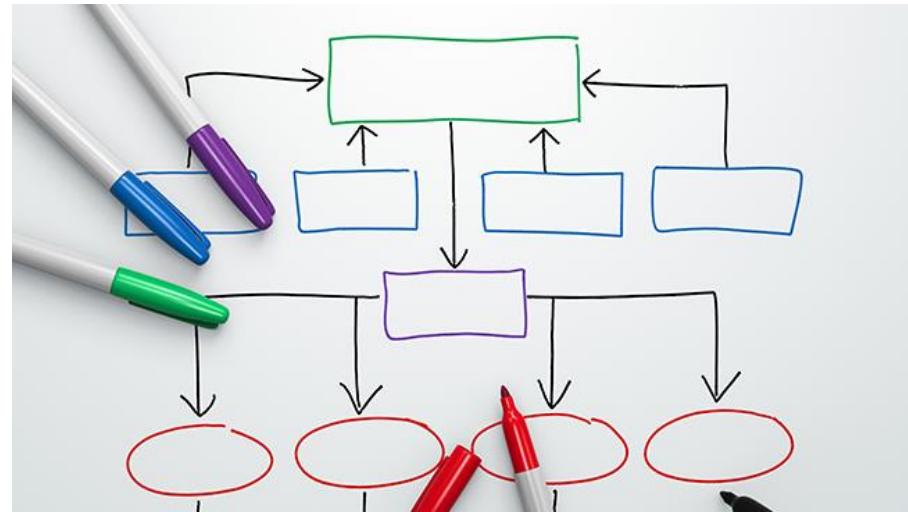


Essential things to remember about THE ESSAY

It should...

...be **WELL-
ORGANISED**

**INTRODUCTION
CONCLUSION**





People say the youth of today are dependent on their mobile phones. What do you think?

Introduction

It is often said that young people nowadays would not be able to live without their mobile phones. **To some extent, I would agree with this point of view.**

Conclusion

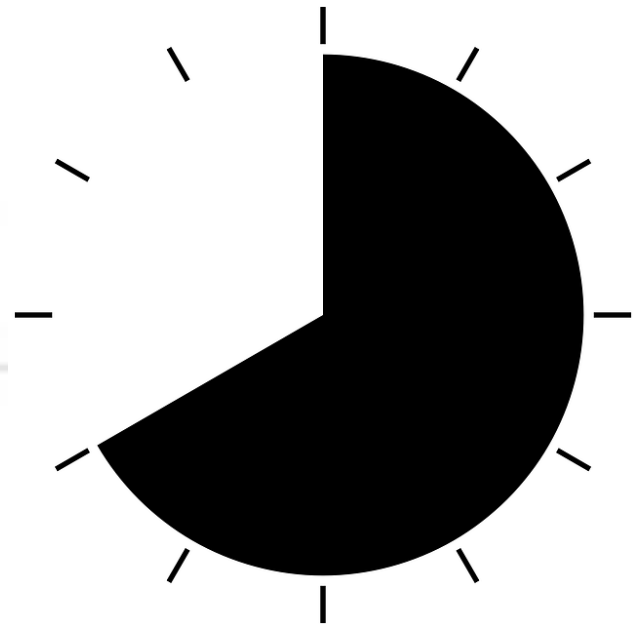
To sum up, these days young people clearly need their mobile phones for numerous reasons. **Consequently, to my mind, they would certainly have some difficulties managing without them.**



Timed writing practice

Estimate number of words per line/page

Allow equal time for each question



Your texts should...



Be well-organised; clear
intro and conclusion

use the text conventions

show a range of language

Include the content
required

Listening

40 min





Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple choice	The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
2	10	10	Sentence completion	The focus is on detail, identifying specific information and stated opinion.	A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.
3	5	5	Multiple matching	The focus is on identifying speaker feeling, attitude, detail, gist and opinion.	Five short related monologues of approximately 30 seconds each. There are five questions which require the selection of the correct option from a list of eight.
4	7	7	Multiple choice	The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	An interview or exchange between two speakers and lasting 3–4 minutes. There are seven 3-option multiple-choice questions.
Total	30	30			





2

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 message on a telephone answering machine.

Why is the speaker calling?

- A to confirm some arrangements
- B to issue an invitation
- C to persuade someone to do something

- 2 You hear two people talking about a water-sports centre.

The man says the centre should

- A pay more attention to safety.
- B offer activities for small children.
- C provide all the equipment needed.

- 3 You hear a professional tennis player talking about her career.

What annoys her most about interviewers?

- A their belief that she leads a glamorous life
- B their assumption that she's motivated by money
- C their tendency to disturb her while she's travelling

- 4 You hear a poet talking about his work.

What is he doing?

- A giving his reasons for starting to visit schools
- B justifying the childlike nature of some of his recent poems
- C explaining that his poems appeal to people of different ages

3

- 5 You hear two people talking about a programme they saw on TV.

The woman thinks the programme was

- A irritating.
- B sad.
- C uninformative.

- 6 You hear two people talking about an ice-hockey game they've just seen.

How does the girl feel about it?

- A pleased to have had the experience
- B relieved that she'd dressed appropriately
- C impressed by the performance of the team

- 7 You overhear two friends talking about a restaurant.

What do they both like about it?

- A the presentation of the food
- B the atmosphere of the place
- C the originality of the cooking

- 8 You hear a man talking on the radio.

What type of information is he giving?

- A a travel announcement
- B a weather forecast
- C an accident report

Underline the KEY words in the question!



What made him leave the job?

- A** His family wanted him to
- B** He needed more job security ✓
- C** He had a number of accidents



TAPESCRIPT

I was what is called a 'base' jumper – somebody who jumps from tall buildings and bridges. I worked for film companies or photographers ... I loved it ... There's a big difference between that and my present job as a ski instructor. It was a difficult decision, giving up jumping, but I felt I needed a good regular income. A lot of people thought I'd just had enough of doing a dangerous job. And my wife had asked me to stop. But not even having children made me question whether I should carry on. Accidents didn't put me off either. I broke my ankle twice and once I even broke a rib but I still felt I wanted to ...



What did the man dislike about it?

- A the plot ✓
- B the actors
- C the length

Make sure you listen
for the right person!



TAPESCRIPT

WOMAN: So you weren't very impressed with the film then? I must say three hours did seem a bit too much but the acting was terrific, didn't you think?

MAN: I'd made up my mind about it after the first half hour.

WOMAN: What do you mean?

MAN: Well, I thought the storyline was just too difficult to follow.

WOMAN: Did you? I don't know about that. But the performers were good, weren't they?

MAN: But that's not enough, is it? I mean the performers have to have a good script to work with and that's where I felt ...



If short
extracts,

- Listen to the end before choosing your answer

If you need
to fill in gaps,

- Write exactly the words you hear; no long answers!

Throughout:

- Read the questions and predict!
- Don't panic if you didn't catch an answer. Try to guess, if nothing else helps.

Speaking

14 min





Speaking tasks

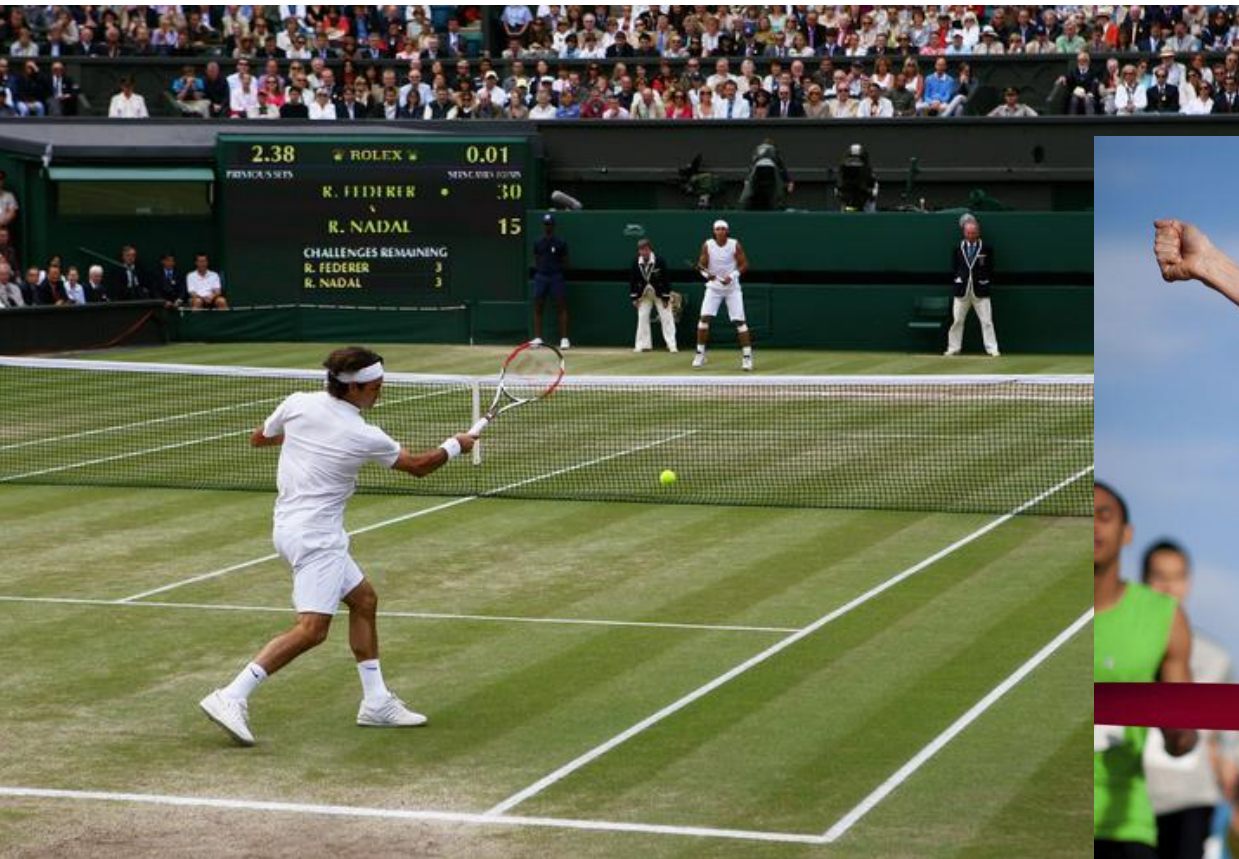
14 min

The Speaking test contains four parts. There are two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation.

Part	Timing	Task type and interaction	Focus
1	2 minutes	A conversation between the interlocutor and each candidate (spoken questions).	The focus is on general interactional and social language.
2	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.	An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.	The focus is on organising a larger unit of discourse; comparing, describing and expressing opinions.
3	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.	The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
4	4 minutes	A discussion on topics related to the collaborative task (spoken questions).	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.



What might be difficult for the people about trying to win in these situations?



The Language of COMPARISON

OF THE TWO SPORTS, I'd prefer to play...

It doesn't seem AS TIRING AS...

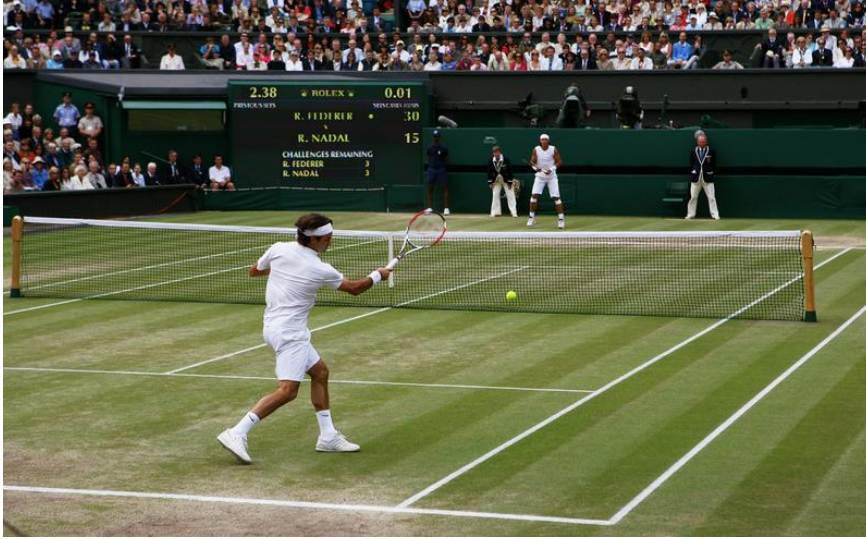
They probably feel MORE RELAXED and HEALTHIER THAN...

This accommodation would probably LESS EXPENSIVE THAN...

In this situation, it's probably TOO LATE TO...

Whereas, on the other hand, similarly, likewise, in contrast

What might be difficult for the people about trying to win in these situations?



Both pictures show people trying to win in a sport competition, **but** in the first picture we can see a tennis player, **while** in the second one there are runners. I think playing tennis is **not as tough as** running, but a tennis game takes **much longer than** running, or sprinting. **So** for tennis you don't need to push yourself to the extreme, **as you do** when you sprint, **but** you have to keep up your strength over one or two hours. **Also**, you play tennis against an opponent, so you have to be quick reacting, and to keep your cool. **On the whole**, I guess it's **more difficult** to win in tennis.

Expressing opinions

Show a range

Use natural
fillers and
discourse
markers



basically, actually,
but of course, 'though,
especially, like, kind of,
whether, obviously,
arguably, right?



it might be the case that,
I suppose, and so,
and so on, really,
don't you think?

Make an effective start

Use another's perspective

Well, it depends...

Actually, not as much as I'd like...

My grandparents would probably say...but I...

Then you can give a full extended answer!

Refer to your partner's answers

Actually, I
wouldn't say
I fully agree
with you on
this.



Well, what
Maria said is
certainly valid
and I'd like to
add to that by
saying...

What you can do to prepare:



Do practice
tests

Improve your
English
where
needed

Get info
about exam
day



Test yourself. With an authentic practice test!



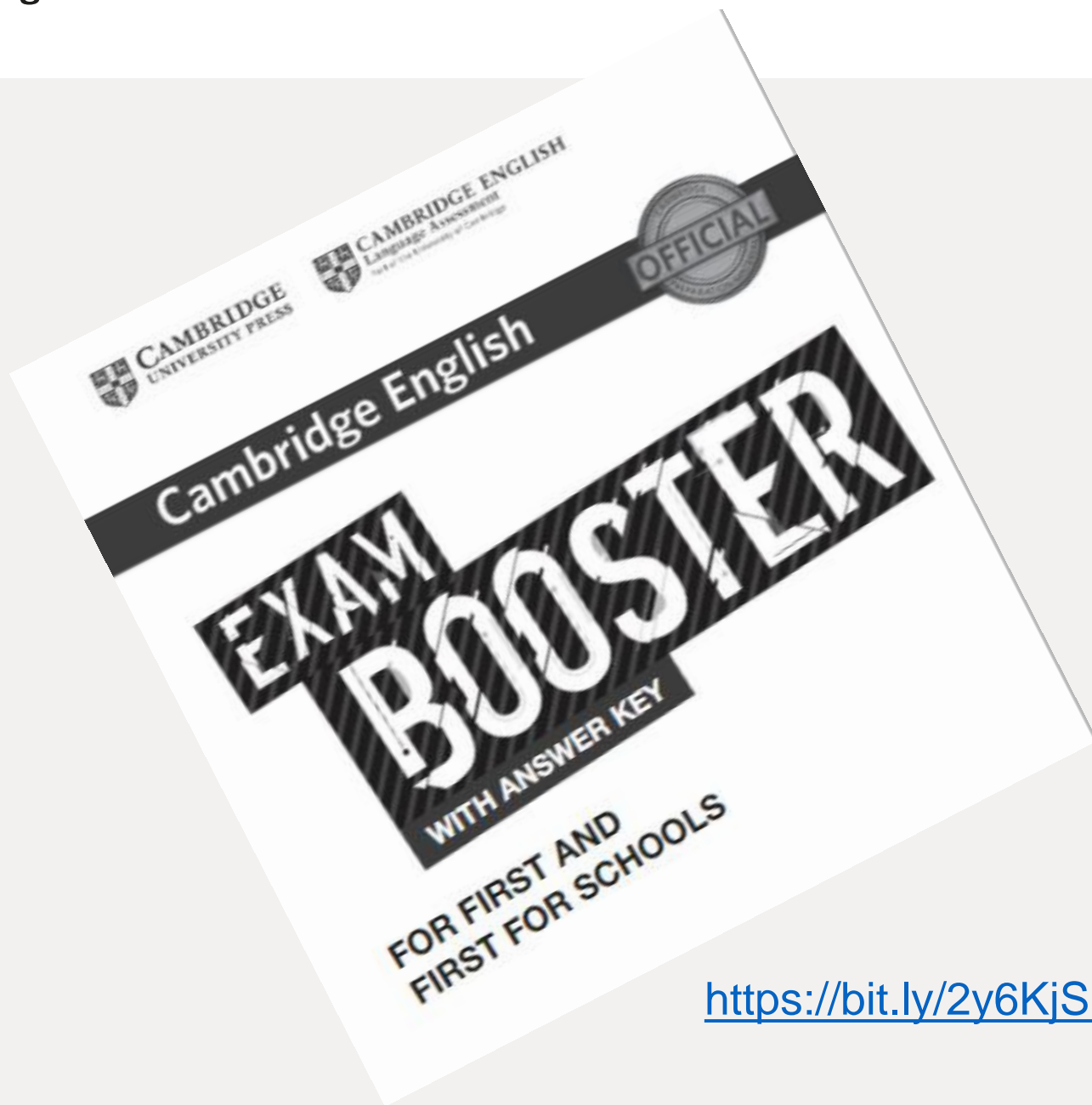
And see where you still need to improve.



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MAP OF THE BOOK

Paper 1: Reading and Use of English 1 hour 15 minutes	Worksheet 1	Worksheet 2	Worksheet 3
Part 1 p12 4-option multiple-choice cloze 8 questions / 8 marks	Hobbies and leisure Adjectives + preposition Hobbies and leisure vocabulary	Travel and holidays Prepositions of location and movement Commonly confused words	Sport Verb + noun collocations <i>-ing</i> and <i>to</i> + infinitive
Part 2 p18 Open cloze 8 questions / 8 marks	Health and fitness Articles, quantifiers and determiners Relative clauses and relative pronouns	Education and study Linking expressions Verb + noun collocations	Family and friends Personal, possessive and reflexive pronouns Phrasal verbs
Part 3 p24 Word formation 8 questions / 8 marks	Science and technology Word formation: adjective suffixes Word families	Food and drink Word formation: noun suffixes Spelling	The natural world Word formation: negative prefixes Spelling
Part 4 p30 Key word transformation 6 questions / 12 marks	Travel and holidays Present forms Comparison	Daily life Reported speech Reported questions	Weather Phrasal verbs Conditionals with <i>if</i> and <i>unless</i>
Part 5 p36 4-option multiple choice 6 questions / 12 marks	Science and technology Technology vocabulary	House and home Future forms	Work <i>wish, hope</i> and <i>if only</i>



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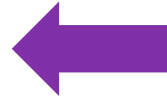




Information for candidates

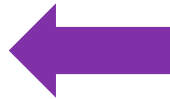
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Test 1 Training Reading and Use of English Part 1

Task information

- In Part 1 you choose from words **A, B, C** or **D** to fill in each gap in a text. Options **A, B, C** and **D** are always the same kind of word (e.g. *verbs*).
- Part 1 mainly tests vocabulary but you may also need to understand grammatical links between words, or the text as a whole.
- Words that often go together, called 'collocations', are frequently tested and so are words followed by a preposition (e.g. *aware of*).

Useful language: collocations

- 1** Match each noun in the box with the verbs below. (Some nouns go with more than one verb.) Then think of more nouns to add to each column.

a break	a job	a mistake	a noise	a party	a photo	a shower
friends	fun	notes	progress	riding	shopping	skiing
some homework	sports	swimming	the bus	the dishes	time	

Tip! Prepare for this task by keeping a record of words that often go together (e.g. *ride a bike, loud noise*).


make	have	go	take	do
<i>a mistake</i>				

If you need more language practice, ...

**Use learning
resources**

- **From our website**

Learning English

Skill	Level	 Time
<input type="checkbox"/> Grammar	<input type="checkbox"/> Basic	<input type="checkbox"/> 0–5 minutes
<input type="checkbox"/> Listening	<input type="checkbox"/> Independent	<input type="checkbox"/> 5–10 minutes
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Proficient	<input type="checkbox"/> 10+ minutes
<input type="checkbox"/> Reading		
<input type="checkbox"/> Vocabulary		
<input type="checkbox"/> Writing		

If you need more language practice, ...

Use learning resources

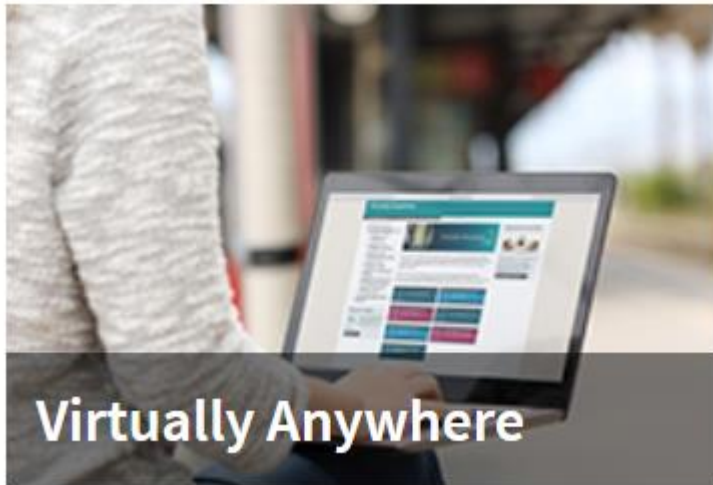
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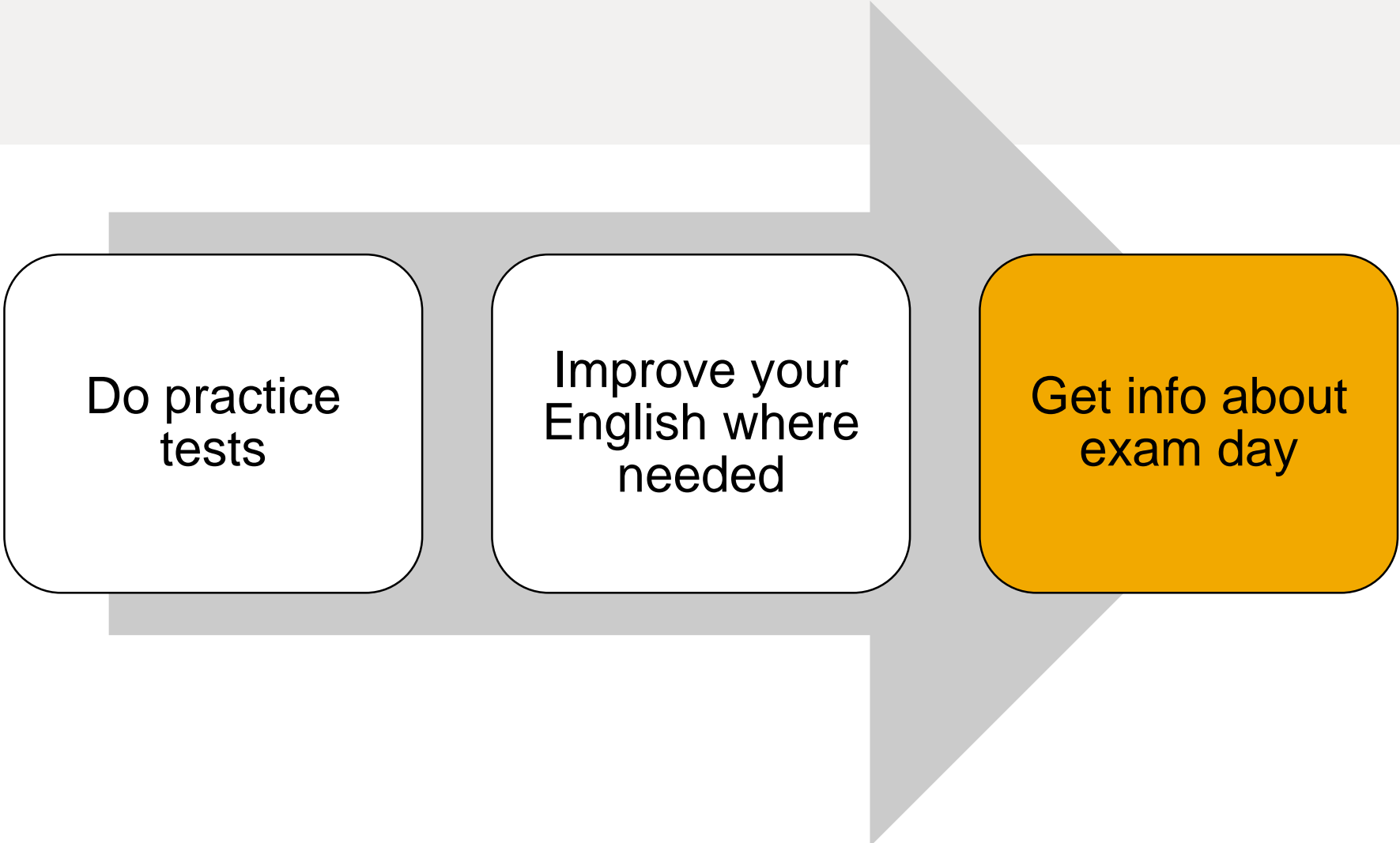
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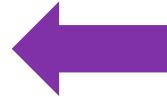
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Taking a Cambridge English Qualification: what to expect on exam day

<https://www.youtube.com/watch?v=x9ojjixNi-Y&feature=youtu.be>



32 First speaking test (from 2015) - Victoria and Edward



B2 First speaking test (from 2015) - Florine and Maria

<https://www.youtube.com/playlist?list=PLpmCHL8PnXq-k7ul81gTcYWmUP6HZm2Xi>



B2 First for Schools speaking test (from 2015)

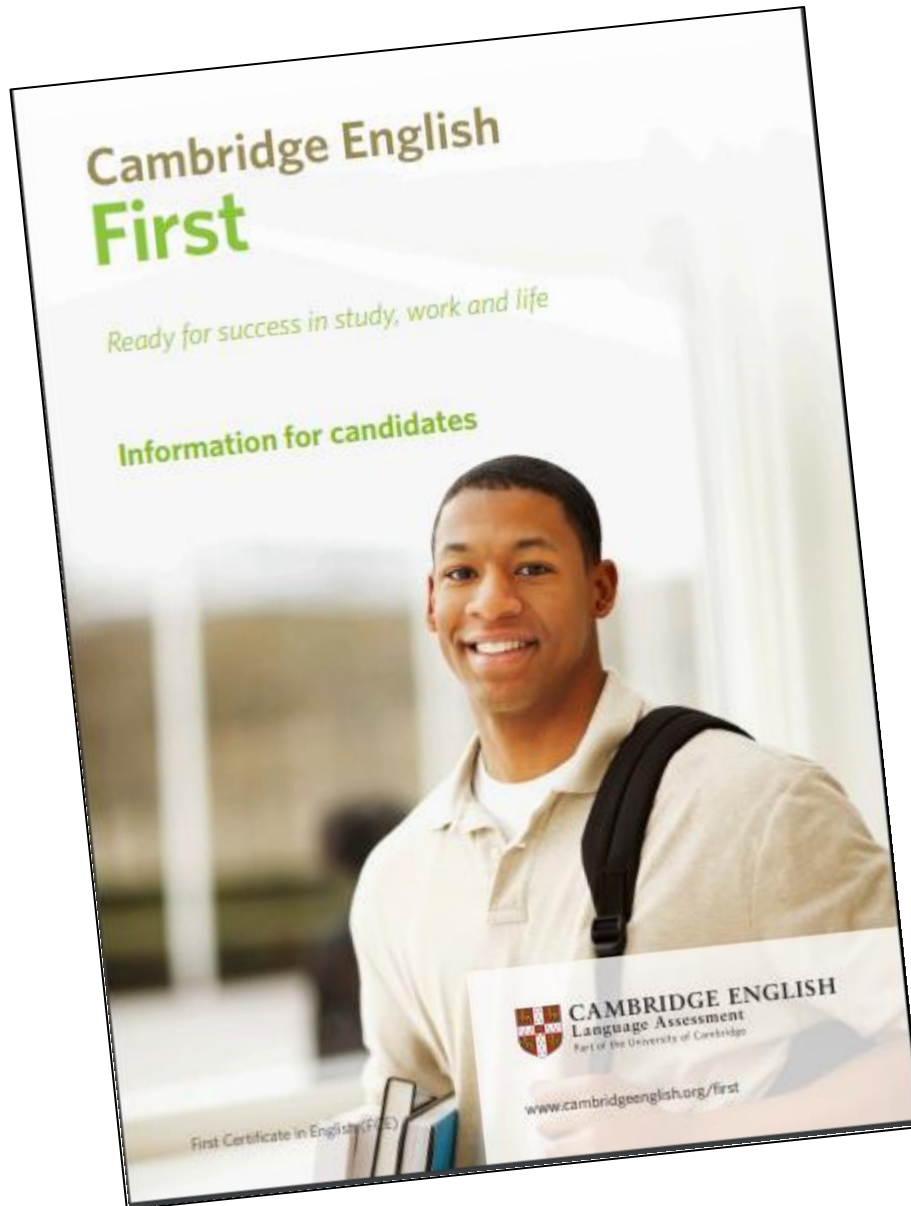
<https://www.youtube.com/playlist?list=PLpmCHL8PnXq-k7ul81gTcYWmUP6HZm2Xj>



32 First speaking test - Part 2



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