

# Introduction

## Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge University Press & Assessment. They are the perfect way to practise – EXACTLY like the real exam.

## Why are they unique?

All our authentic practice tests go through the same design process as the B2 First for Schools exam. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can practise these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Cambridge English Qualifications	CEFR Level	UK National Qualifications
C2 Proficiency	C2	3
C1 Advanced	C1	2
B2 First for Schools	B2	1
B1 Preliminary for Schools	B1	Entry 3
A2 Key for Schools	A2	Entry 2

## 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 the Cambridge English website at: [cambridgeenglish.org](http://cambridgeenglish.org).

## The structure of *B2 First for Schools*: an overview

The *Cambridge English Qualifications B2 First for Schools* examination consists of four papers:

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

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

### Writing: 1 hour 20 minutes

Candidates have to show that they can produce two different pieces of writing: a compulsory essay in Part 1 and one from a choice of four tasks in Part 2. Question 5 in Part 2 is based on a set reading text. These practice tests do not include this task as the set text changes every two years. You can find more information about the set text at the Cambridge English website (see page 4 for details).

### Listening: 40 minutes approximately

Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

### Speaking: 14 minutes (or 20 minutes for groups of 3)

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

	Overall length	Number of tasks/parts	Number of items
<b>Reading and Use of English</b>	1 hour and 15 minutes	7	52
<b>Writing</b>	1 hour and 20 minutes	2	-
<b>Listening</b>	approx. 40 mins	4	30
<b>Speaking</b>	14 mins	4	-
<b>Total</b>	3 hours and 29 mins approximately		

## Grading

All candidates receive a Statement of Results and candidates whose performance ranges between CEFR Levels B1 and C1 (Cambridge English Scale scores of 140–190) also receive a certificate.

- Candidates who achieve **Grade A** (Cambridge English Scale scores of 180–190) receive the B2 First Certificate in English stating that they demonstrated ability at Level C1.
- Candidates who achieve **Grade B** or **C** (Cambridge English Scale scores of 160–179) receive the B2 First Certificate in English at Level B2.
- Candidates whose performance is below B2 level, but falls within **Level B1** (Cambridge English Scale scores of 140–159), receive a Cambridge English certificate stating that they have demonstrated ability at Level B1.

For further information on grading and results, go to the website (see page 4 for details).

## ***Speaking: an overview for candidates***

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

### **Part 1** (2 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

### **Part 2** (4 minutes)

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

### **Part 3** (4 minutes)

The examiner asks you and your partner to talk together for two minutes. They give you a task to look at so you can think about and discuss an idea, giving reasons for your opinion. For example, you may be asked to think about some changes in the world, or about spending free time with your family.

After you have discussed the task for about two minutes with your partner, the examiner will ask you a follow-up question, which you should discuss for a further minute.

### **Part 4** (4 minutes)

The examiner asks some further questions related to your topic from Part 3. You may comment on your partner's answers if you wish.

# 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 keeps    B gets    C carries    D goes

0	A	B	C	D
	●	○	○	○

### The world's deepest underwater cave?

Polish explorer Krzysztof Starnawski (0) ..... returning to Hranická Propast, an underwater cave in the Czech Republic. His fascination with the cave began during his first dive there, when he started to (1) ..... that it might be possible to go far deeper than any other dive had ever taken him before.

Returning a few years later, Starnawski dived to 200 m, but was stopped by a narrow passage in the rock that (2) ..... to a tunnel. He lowered a probe – a weight on the end of a long rope – and still didn't hit the bottom of the cave.

On his next visit, the following year, he found that the passage had widened (3) ..... . He swam through it down to 265 m. Then Starnawski went back again, (4) ..... by a remotely-operated underwater robot, which (5) ..... its way to a record-breaking depth of 404 m.

Starnawski is (6) ..... to continue to explore this mysterious, (7) ..... unending cave, believing that it may (8) ..... out to be even deeper!

Excerpt  
[More Information](#)

*Reading and Use of English*

- |   |                     |                     |                      |                       |
|---|---------------------|---------------------|----------------------|-----------------------|
| 1 | <b>A</b> suspect    | <b>B</b> wonder     | <b>C</b> expect      | <b>D</b> assess       |
| 2 | <b>A</b> guided     | <b>B</b> led        | <b>C</b> headed      | <b>D</b> ran          |
| 3 | <b>A</b> largely    | <b>B</b> entirely   | <b>C</b> excessively | <b>D</b> considerably |
| 4 | <b>A</b> attended   | <b>B</b> provided   | <b>C</b> accompanied | <b>D</b> supplied     |
| 5 | <b>A</b> broke      | <b>B</b> made       | <b>C</b> went        | <b>D</b> gave         |
| 6 | <b>A</b> committed  | <b>B</b> determined | <b>C</b> intended    | <b>D</b> dedicated    |
| 7 | <b>A</b> apparently | <b>B</b> distinctly | <b>C</b> noticeably  | <b>D</b> particularly |
| 8 | <b>A</b> set        | <b>B</b> end        | <b>C</b> turn        | <b>D</b> come         |

Excerpt  
[More Information](#)

## Test 1

## 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	A	L	L																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### Plastic roads

The amount of plastic waste produced around the world is growing **(0)** ..... the time. But one man sees this as an opportunity rather than a problem. Dr Rajagopalan Vasudevan, a professor of chemistry from the Indian city of Madurai has **(9)** ..... up with a way to re-use plastic waste, as **(10)** ..... as improving road quality. His method, **(11)** ..... he first developed in 2001, requires hardly **(12)** ..... changes to existing road-laying techniques.

The method involves breaking plastic **(13)** ..... small pieces, then combining them **(14)** ..... the traditional road-building components in order to produce a strong, long-lasting material. All kinds of plastic can be used, even plastic that is normally considered **(15)** ..... costly to be worth recycling.

There are now over 5,000 km of Dr Vasudevan's plastic roads in use in rural India. He travels throughout the country instructing engineers on exactly **(16)** ..... to build roads in this way. His philosophy is: we create the waste, so it is up to us to find an effective solution.

**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	S	U	I	T	A	B	L	E										
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

**Is chess a sport?**

Should chess be considered a sport, **(0)** ..... to be included in events like the Olympic games? In my view, there's no doubt about it. The point of sport is to test people's physical ability. So, I'm not **(17)** ..... chess as a game and I have great respect for players who take part in chess **(18)** ..... I'm just saying it's not a sport.

There are certainly other sports which don't require athletes to be **(19)** ..... – target shooting is one. But there's a significant difference between shooting and playing chess. In chess, the physical actions themselves are not what the **(20)** ..... are trying to be good at.

Instead, chess makes enormous **(21)** ..... demands on players. Just look at the skill displayed by the grandmasters. So, my **(22)** ..... to describe chess as a sport does not affect my **(23)** ..... for it. Chess calls for extreme mental **(24)** ..... and is a very enjoyable activity.

- SUIT**
  
- CRITIC**
- CHAMPION**
  
- ENERGY**
  
- COMPETE**
  
- INTELLECT**
  
- WILLING**
- ADMIRE**
- STRONG**

Excerpt  
[More Information](#)

## Test 1

## 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 the school year.

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

## Example:

<b>0</b>	<i>TAKES PLACE AT THE</i>
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

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**25** I bought these dance shoes two weeks ago and I've only just started to feel comfortable in them.

**USED**

It's taken me two weeks ..... wearing these dance shoes.

**26** That boy's sister won an Olympic medal!

**WHOSE**

That's ..... won an Olympic medal!

**27** Can you look after my bag for me for a moment?

**EYE**

Can you ..... my bag for me for a moment?

*Reading and Use of English*

- 28 The teacher advised us against bringing too much money with us on our school trip.

**NOT**

The teacher's advice ..... too much money with us on our school trip.

- 29 Let's go straight to the main stage when we get to the festival.

**SOON**

Let's go to the main stage ..... at the festival.

- 30 I really don't mind which day we have the party on.

**CONCERNED**

As ..... , we can have the party on any day at all.

## Test 1

## Part 5

You are going to read an article about a successful British songwriter and music producer called Jamie Scott. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

## A career in music

*Reporter Eamonn Forde met UK songwriter and music producer Jamie Scott.*

Jamie Scott has written and produced some of the biggest hits in the UK music business. He says his mother was 'an amazing singer' who also got him interested in the guitar. The only radio he heard in his house was a local radio station for middle-aged people, which goes some way to explaining what influenced him as he was growing up. He says he was 12 before he heard a contemporary song. At about the same time, he had to choose between tennis, which he played at national level, and music – he was spending his lunchtimes in the music room at school working out songs on the piano. 'With the tennis playing, I was at quite a high level,' he says. 'But it was not what I wanted to do for the rest of my life. It was just too much hard work.'

At 17, he left school to try to make it as a performer. He was part of a duo with a friend who, while not sharing his enthusiasm for making a career out of performing, was a reasonably accomplished guitarist. 'I went to my parents and I just broke down,' he recalls. 'I told them this is what I wanted to do, that I had been writing lyrics in economics lessons and I had been playing the piano every day when everyone else was out playing.' His dad was understanding and gave him 18 months to try and make it; but if he didn't, he would have to get a job. After a few near misses with record labels, he was signed to a music publisher when he was 19, off the back of one song. However, record labels were only interested in him as a solo act and so he had to split with his friend.

In the end, it was behind the scenes rather than on stage where he would make his name. After a difficult period signed to a record label in the UK, he asked them to let him go and he switched to another label

to release a new album. Fame and fortune did not follow. 'It feels like to me in my own artist career that I've been in the wrong place at the wrong time for most of that time,' he says. 'But as a writer I've been in the right place at the right time.'

Writing for others is where he was to find his feet. 'I'd like to think that I am one of the main writers in the UK that UK labels look to send up-and-coming artists to,' he says. This, he believes, helps launch their careers.

Sometimes he has to explain to the artists he's helping that writing with an eye on the charts – writing something that's likely to sell well – is nothing to be ashamed of. 'Why? Why don't you want to? Don't you want 10 million people streaming your music next month? I'm not saying that they should write a bad song, but we should get to something that they think is amazing and that I think is amazing.'

It is refreshing in an age of false modesty in the world of pop music to hear someone speak so bluntly about wanting to write huge songs that go to number one. There is no sense of arrogance or entitlement with Scott; he just realised long ago that he wants to write number ones and that he has a natural ability to do it. So, rather than tie himself in knots trying to make himself sound acceptable to other people, he just gets on with it.

'That's the endgame for when I go into the studio with someone,' he says. 'Whatever happens, we need to state that this is on the global level and that we *line 64* need to write the best music of next year. It's not just about what's cool. We want to write classic modern pop songs.'