

Practice Tests

B2

B2 First for Schools Practice Tests 1–5



By Terry Phillips

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Cambridge English
Qualifications
B2 First for Schools
Practice Tests 1–5

Terry Phillips

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INNOVATING LANGUAGE EDUCATION

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Test Format

What is B2 First?

B2 First is an English language exam at Level B2 of the Common European Framework of reference (CEFR).

B2 First for Schools is an upper-intermediate level qualification for students who need to be able to start working in an English-speaking environment, or who plan to study at an upper-intermediate level. It follows on as a progression from B1 Preliminary, enabling learners to become skilled in English, and giving them practical language skills for everyday written and spoken situations.

You can take B2 First as a paper-based exam or a computer-based exam.

What's in the exam?

Here's a summary of what's in the exam.

Paper 1:

1 hour 15 mins

Reading 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				

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, an informal email or letter, a formal email or letter, a report, a review.	A situationally based writing task specified in no more than 70 words.
Total	2	40			

Listening tasks

The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.

The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.

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	25	25			

Speaking tasks

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.
Total	25		

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Practice Test 1

Paper 1
Reading and Use of English
(1 hour 15 minutes)

Reading and Use of English • 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).

Pencils

Nearly every child learns to write with a pencil before they (0) on to a pen of some sort. Even today, in the age of computers, most adults have a pencil or two, either a (1) wooden pencil or a more modern mechanical one, to write something down when needed. Pencils are everywhere, and they have a long (2), too.

The ancient Romans used a writing tool which was a thin piece of metal, used to (3) letters into wax tablets. The tool (4) dark marks, similar to those made by modern pencils. The metal was lead, which is why we sometimes still talk (5) 'lead pencils', although since the 16th century, pencils have been made from a form of carbon. The cheaper substitute for the (6) lead was found when a huge deposit of a mineral called graphite was discovered in England. The new pencils were safer, but the sticks often broke, so people started to (7) them in string and then to put them into wooden sleeves.

One further improvement appeared in the late 18th century, when it was found that the (8) of the graphite could be controlled. Artists can now choose from a range which goes from 9H [hard] to 9B [black].



- 0 A carry B walk C continue D move
- 1 A clear B easy C simple D plain
- 2 A time B history C age D period
- 3 A chop B tear C pull D scratch
- 4 A remained B left C stayed D resulted
- 5 A about B to C on D over
- 6 A killer B fatal C poisonous D dead
- 7 A wrap B dress C push D protect
- 8 A strength B power C force D hardness

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Reading and Use of English • 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**).

Electricity

The 19th century saw great developments in electric technology, (**0**)^{AT}..... first in the United States, and then gradually throughout the developed world. The new technology had a huge impact on people's lives.

(**9**) electricity, there was little for ordinary people to do in the evenings, as a lack of light made even simple activities, (**10**) as reading, a challenge. With the spread of clean, safe electric lighting, (**11**), houses and streets had light at all hours of the day and night. A wide range of leisure activities suddenly became available to the entire public.

Electricity also changed the appearance of cities, especially the growing cities of America. Electric lifts meant that (**12**) taller buildings became more practical. Electric trains and buses began to appear, (**13**) allowed people to move quickly and cheaply from place to place for work or for personal reasons. The modern world (**14**) being born.

The use of electricity led to a great increase in productivity in factories. It also created jobs and opportunities (**15**) had not existed before. Besides jobs in manufacturing, the electricity based economy increased the demand for salespeople and other service workers, a situation that has lasted (**16**) today.



Reading and Use of English • 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)**.

Making decisions

Are you good at making **(0)** *DECISIONS* ? We all have to decide about many things each day, and usually we don't experience any **(17)** at all.

DECIDE

But when we have to decide about something important, we should follow a process. The first stage is to think, 'What will be a **(18)** result of the process for me?'

DIFFICULT

SUCCEED

This sounds obvious, but many people forget to do this and then spend a lot of time researching **(19)** that will not satisfy them.

SOLVE

For example, if you are trying to decide where to go on holiday, are you looking for **(20)** ? Perhaps a quiet beach is the answer.

RELAX

Or do you want to experience a lot of **(21)** ? Have you thought of going to a theme park? Or perhaps you'd like a combination of the two, beach then theme park.

EXCITE

Next, you need to think of ways to meet all your **(22)** Don't just rely on the web for your research, because many people there are just trying to **(23)** you something, so some of the information there may not be true.

OBJECT

SALE

Friends whose judgement you trust are often the best source of advice. Finally, don't leave it too late to actually make the decision, or it will be **(24)** for you to make all the arrangements.

POSSIBLE



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 A very friendly taxi driver drove us into town.

DRIVEN

We *WERE DRIVEN INTO TOWN BY* a very friendly taxi driver.

25 Alan still passed the exam, although he didn't study very hard.

DESPITE

Alan still passed the exam, very hard.

26 This is the first time I have been here.

BEEN

I before.

27 'I'm sorry I broke your glasses,' said Cora to Logan.

APOLOGISED

Cora his glasses.



28 Marie regrets not going to university.

WISHES

Marie to university.

29 He missed the bus because his alarm didn't go off.

HAVE

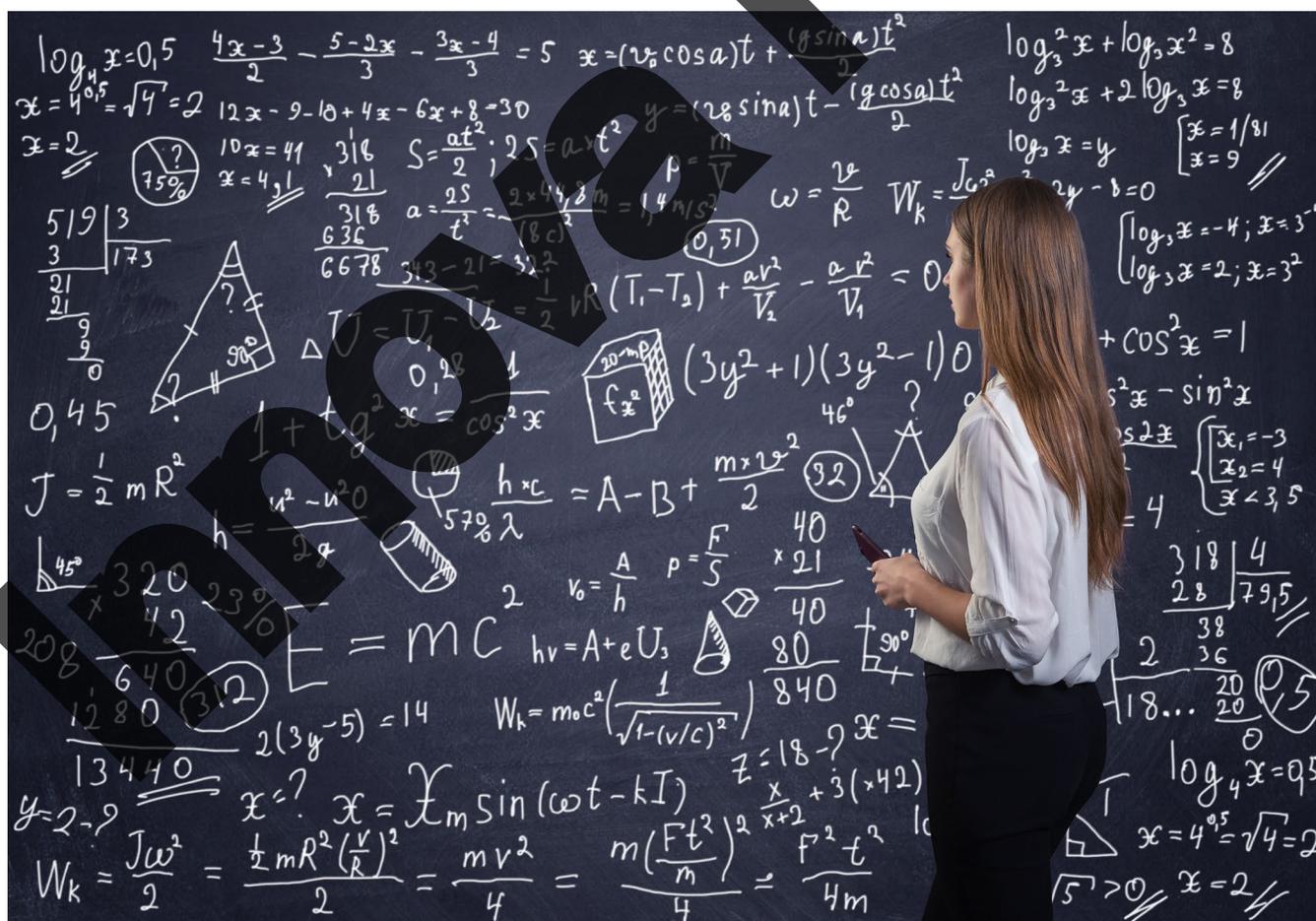
If his alarm had gone off, he the bus.

30 Zara decided to stop studying maths because she wasn't doing very well.

GIVE

Zara decided to maths because she wasn't doing very well.

Prose



Reading and Use of English • Part 5

You are going to read an extract from a novel in which a girl called Melanie talks about going to high school for the first time. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

It was Melanie's first day at the new high school and she knew it would be difficult. She wasn't worried about the work. It would be much more difficult than it had been at her primary school, but she was first in her year group there, which was why she had passed to this high school when so many of her friends – in fact, all of her friends – had not. She was sure she would be able to cope with whatever the new school threw at her in terms of work.

But Melanie knew from experience that going to a new school was a difficult business. She had moved to new primary schools three times because her father had got jobs in different cities. The first time wasn't bad because she was much younger and the children at the new school just accepted her. But the second time was bad, and the third time was worse. The girls at the new schools had already made their friendship groups, and she was an outsider. For a long time at each school, she sat on her own at lunchtime and walked around the playground without company. At the last school, the girls didn't just ignore her. They made fun of her whenever they could. Finally, in both cases, she linked up with other girls who were not part of an in-crowd, but she never felt that she belonged to either school.

And now, she was going to a high school, where the children were even older. She had seen enough films set in high schools showing that many teenage girls judged you on your hair, your face, your clothes, your way of speaking. If you came up short in any way, according to them, they would make your life terrible.

Melanie decided that the key to survival was not to have a high profile. She would keep herself to herself and not go out of her way to make friends. She would also try, of course, not to make enemies. Maybe she could bring her lunch from home and sit in the classroom and eat it rather than going to the school canteen. There were often nasty incidents there when you were

getting your food or trying to find somewhere to sit. But perhaps there would be after-school clubs where she could meet girls with the same interests as her and take it from there.

She was at the gates of the school now. She had walked because it wasn't far, but she would cycle in future once she had found out what the system was with bicycles. Hers was quite expensive and she couldn't just leave it anywhere. There were already a lot of children going up the long drive to the front entrance of the school, and she joined them as they walked slowly along. She noticed something strange. Nobody was talking. There was no pushing or stealing things from people as a joke. The atmosphere was different from schools she had been to before.

She walked through the entrance into a huge reception area. She didn't know which class she was in, but she saw that there were several teachers sitting behind a long table with long lists in front of them. Girls were waiting in lines to go up to them. Each girl got a piece of paper. She waited in one of the lines for a few moments then introduced herself to the smiling man behind the table. 'Hi, Melanie,' he said. 'Welcome to Queen's School. You're in ... um ... 12A. Here you are.' She took the piece of paper. 'It's just down the corridor on the left. You can't miss it.' Melanie said thank you and started to move away from the table. The children were still not talking to each other or whispering and pointing, like at her other schools.

Suddenly, she understood. 'I'm so stupid!' she thought as she walked towards her classroom. 'It's the same for all of us. We're all new! We don't even have friends from our old primary schools here in most cases.' Maybe it wouldn't be so bad after all.

- 31 What is the writer's purpose in the first paragraph?
- A to show that Melanie is facing a difficult time
 - B to introduce Melanie's character
 - C to show that Melanie is very clever
 - D to explain how Melanie is going to deal with a problem
- 32 Why did Melanie find the final primary school change the hardest?
- A The children ignored her.
 - B She was an outsider.
 - C The girls already had friendship groups.
 - D The girls made jokes about her.
- 33 In line 33, what does 'came up short' mean?
- A didn't match expectations
 - B weren't tall enough
 - C didn't have the money for nice clothes
 - D talked in a rude way
- 34 In the fourth paragraph, what solution does Melanie consider for making friends?
- A not to have a high profile
 - B to join a club after school
 - C to bring lunch from home
 - D to stay in the classroom at lunchtime
- 35 What prompted the strangeness on the drive and in the reception area?
- A The children weren't talking.
 - B The children didn't know each other.
 - C The children weren't having fun.
 - D It was the first day of school.
- 36 How does Melanie feel by the end of the extract?
- A She feels stupid.
 - B She's very happy.
 - C She's confused about where to go.
 - D She's hopeful.

Reading and Use of English • Part 6

You are going to read a newspaper article about a schoolboy who came up with an idea for public transport. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

A better bus stop

Elliot Huxley wants to make it quicker to get on a bus.

Elliot Huxley catches a normal service bus, rather than a school bus, every morning from a busy stop near his house. There is always a long queue to get on the bus, and it takes ages for everyone to show their passes or pay, particularly if they have forgotten to bring enough change. Elliot is usually at the front of the queue, so he gets on the bus quite quickly, but he has already waited for five or ten minutes in the heat, the cold or the rain by the time the bus arrives.

The reason it takes so long for passengers to board is that it is a driver-operated bus. **37** Elliot is too young to remember, but his parents have told him that, in the past, there was a person called a conductor on the bus who walked up and down taking money and giving out tickets. At that time, the bus only had to stop for as long as it took all the passengers to get on and sit down. Then the driver could move off while the conductor did his or her job.

Elliot is an economics student, so he understands why bus companies have moved increasingly to driver-operated vehicles. **38**

He thought first about forcing customers to buy tickets on the internet before trying to board a bus. Then they would only have to show their ticket to a machine as they boarded, and the process would be much faster. But Elliot came to the conclusion that this would not be a convenient solution for bus passengers. **39** If you make it harder to use a form of public transport, then usage might go down. That would be a bad result at a time when we are trying to persuade people to get out of their cars and start to use a more environmentally friendly form of travel.

Then, one day, Elliot had to catch a train, and he noticed two interesting things. It was raining outside but as soon as he entered the station, he was in the dry. Secondly, it was a closed station, which meant that Elliot had to show his ticket to a machine. **40** You could buy a ticket from a machine next to the barrier.

Elliot thought about the station solution later. He wondered, 'Why can't we have barriers and ticket machines at bus stops?' Then he made his final creative leap. **41** You would have to pay to get into Elliot's bus stop. The bus would draw up with its entrance door right next to the exit door from the bus stop. People would pay to enter and sit in the cool or warm and dry, then join the bus quickly when it stopped.

It is a very clever idea and Elliot is trying to persuade his local council to consider it. **42** He has discovered that some places in Brazil already have enclosed bus stops like he imagined.

- A** He imagined a bus stop which was enclosed and possibly heated or air-conditioned.
- B** However, from his studies, he felt there must be a better way to solve the problem.
- C** In other words, there is only one bus company employee on each bus – the driver.
- D** Perhaps bus companies should bring back the conductors to speed up boarding.
- E** Since he came up with the idea, he has done some research.
- F** Some of them don't have access to the internet at all or when they suddenly decide to catch a bus.
- G** This action opened a barrier to let him onto the station platform.



Reading and Use of English • Part 7

You are going to read a newspaper article about four teenagers who did different jobs in the summer holidays. For questions 43 – 52, choose from the four people (A – D). The teenagers may be chosen more than once.

Which teenager

did overtime if it was necessary?

43

didn't find the job as interesting as expected?

44

enjoyed extra benefits from the job?

45

may have saved someone from drowning?

46

refused to get extra money for doing the job?

47

talked to a lot of people in the job?

48

thinks the job helped with a possible future career?

49

took money from customers?

50

wasn't able to help customers very much?

51

worked very long days?

52



Summer jobs

Four young people talk about summer jobs that they have had.

A Martin – Farm Worker

My grandparents have got a farm in the hills near my hometown. They keep cows and pigs and chickens and goats, and I went there in the summer to help out while their regular farm workers were on holiday. Farm work is very hard work, with long days. You have to get up at dawn and you don't stop, except for half an hour at lunch time, until about 6.00, or sometimes later if the cows have got out of their field – which they do all the time, somehow, or if anything else needs doing. You can't tell an animal that you've finished work for the day. You also get incredibly dirty, although I don't mind that. The great thing about it is that you're next to nature, even if it is cold and wet sometimes. I want to be a vet, so this was great experience for me.



C Graeme – Lifeguard

I've done the job before at our local swimming pool, but this time I decided to work at the beach as I thought it would be a bit more interesting. It was certainly more frightening when I actually had to rescue a little kid who had got blown out to sea on her rubber ring. Her father was shouting on the beach, so I did the full lifeguard thing, running past him, diving into the surf and swimming out to save the girl. Other people helped, but the father offered me £50. I couldn't take it, because we're not allowed to. Most of the time, though, it's incredibly boring, sitting on the top of a ladder, just like at the swimming pool, and staring at people having more fun than at the pool. You can't read, and you shouldn't listen to music – but I had my ear buds, so I did. The only good thing was the short shifts. You're only allowed to do two hours a day because of the concentration required.



B Olivia – Supermarket Worker

This was the first time that I had taken a summer job, and I'm not sure I'd do it again. I didn't realise how hard you have to work, unpacking boxes in the warehouse. I really like meeting people, but in this job you don't. At least, not when you're my age, because I wasn't allowed to work on the tills, so I spent most of my time in the warehouse behind the supermarket. Occasionally, I was told to go and stack the shelves in the actual supermarket, which was better, but a bit embarrassing because people kept asking me where stuff was and of course I didn't know. I did get a staff discount, so I got some great food and clothes for me and my parents. Oh, and I only did four hours a day – which felt like 10!



D Tina – Fast Food Server

I thought this would be an awful job, but it was the only thing I could get in our town at my age. In the end, I really enjoyed it. You're on your feet for the whole of your shift, which was four hours in my case, so that's very tiring. But the time flies by. It wasn't complicated, because the place I was in only had a very small set of products. It took me a while to work the till properly, but I became very skilled, which would be helpful if I were going to get a job in retail – but I'm not. Generally, the people are nice, and the place I was in had quite a lot of regulars, so you really got to know the orders. But you don't know their names, so we used to say things like, 'Has the regular black coffee with a double shot been in yet?'



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Practice Test 1

Paper 2
Writing
(1 hour 20 minutes)

Writing • Part 1

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

1 In your English class you have been talking about the media. Now, your English teacher has asked you to write an essay on the topic.

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

**How do movies and television influence young people's behaviour?
Do you think the influence is good or bad?**

Notes

Write about:

1. role models
2. violence
3. (your own idea)

Part 1

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Writing • Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style.

- 2 You see this announcement in your college English-language magazine.

Film review wanted

Have you seen a film recently which ended in a surprising way?
Write us a review of the film, explaining the plot and why the ending was surprising.
Tell us whether or not you would recommend this film to other people.

The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

The most interesting person I have ever met

Who is the most interesting person you have met?
Why is the person interesting?

Write an article answering these questions.



Write your **article**.

- 4 You have received this email from your English-speaking friend, Emma.

From: Emma
Subject: Your city

A foreign friend of mine is coming to your city for one day in August this year. Can you suggest some places that she could visit? She will only have about four hours to spend. Also, what's the best way for her to get to you from the capital?

Hope you can help.

Emma

Write your **email**.

Part 2

Handwriting practice lines consisting of multiple horizontal dotted lines.

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Practice Test 1

Paper 3
Listening
(approx. 40 minutes)

Listening • Part 1

Questions 1 – 8

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 young dancer talking about her childhood.
Why did she start dancing?
- A** because her mother was a dancer
 - B** because she went to ballet performances as a young child
 - C** because she couldn't sing
- 2** You overhear a boy talking on the phone about a games shop.
The boy thinks his friend could
- A** exchange some of his games there.
 - B** get the next best-seller as soon as it comes out.
 - C** buy the extra equipment he needs for his latest game.
- 3** You hear part of an interview with a vet.
What is she doing?
- A** She's trying to persuade people to follow her into the job.
 - B** She's explaining some disadvantages of her choice.
 - C** She's justifying the reasons for becoming a vet.
- 4** You hear two friends talking about a film.
How does the girl feel about it?
- A** confused by the plot
 - B** amazed at the special effects
 - C** irritated by the accents

5 You hear a headteacher talking about a change in school policy.

Who has suggested the change?

- A some of the teachers
- B the headteacher herself
- C some of the students

6 You hear a woman talking on the radio.

What type of information is she giving?

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

7 You hear two people talking about the news.

What do they agree about?

- A social media is a good source of world news
- B television news is the most reliable
- C newspapers report the news more accurately

8 You hear a teacher talking about a science project.

What does he want them to do first?

- A choose a topic from the list
- B do some research in the library
- C get into project groups

Turn over ►

Listening • Part 2

Questions 9 – 18

You will hear a woman called Kerry Smith, who is a biologist, talking about the duck-billed platypus. For questions 9 – 18, complete the sentences with a word or short phrase.

The platypus

Kerry uses the word (9)

to describe what people thought when they saw the skin and the drawing.

The animal is strange because it has the body of a beaver, the tail of an otter and the mouth of

(10)

Small numbers still live in the wild in Eastern Australia and in New Zealand, although it is an

endangered (11)

Kerry says it is difficult to (12)

the platypus because it has features of different kinds of animals.

Kerry gives three examples of mammals – (13)

Kerry gives two examples of reptiles – (14)

The platypus is a mammal because it has (15)

which it gives milk to.

The species has lived on Earth for at least (16)

Platypuses can cover their (17)

when they are submerged.

Platypuses can (18)

the webbing around their toes so they can run on land.



Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about a drama club. For questions 19 – 23, choose from the list (A – H) what each speaker feels about the club. Use the letters only once. There are three extra letters which you do not need to use.

A I enjoyed it more when I was younger.

B I love getting ready for the shows but still don't like performing.

C I needed to put a club like this onto my personal statement.

D It has helped me to be more confident meeting new people.

E It's made me realise that I don't want to be a professional actor.

F It's shown me what I want to do after I leave school.

G It's something to do on a Tuesday night.

H It's taught me a lot about good playwriting.

Speaker 1 19

Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

Turn over ►

Listening • Part 4

Questions 24 – 30

You will hear a radio interview with a young filmmaker called Mike Freeman, who's talking about his work. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

24 Why does Mike think his style of filmmaking might become more popular?

- A** because you don't need expensive equipment now
- B** because many people have the necessary equipment already
- C** because you can get top-of-the-range movie cameras quite cheaply

25 What's Mike's preferred way of making films?

- A** shoot on a phone, edit on a tablet
- B** shoot and edit on a smartphone
- C** shoot on a tablet, edit on a PC

26 Which method of sound recording does Mike not use?

- A** the in-built microphone
- B** a separate microphone
- C** a commentary added later to silent film

27 How does Mike deal with camera shake?

- A** He doesn't. He thinks it makes the filming look more real.
- B** He relies on the computer software in the phone.
- C** He supports the camera.

28 Mike thinks the most important thing about a film is

- A** how well you solve the technical problems.
- B** how good the planning is, with mind maps and storyboards.
- C** how clear you are about what you want to say.

- 29 When can Mike start shooting his films?
- A immediately after finishing the storyboard
 - B as soon as he has employed the actors
 - C after writing a script and having rehearsals
- 30 If you follow Mike's ABC of filmmaking, you will consider
- A getting above the subject, the scenery behind the subject and the composition of each scene.
 - B your position, the things behind the subject and the left-right movement of each scene.
 - C the angle of your camera, the background and the music for each scene.



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Practice Test 1

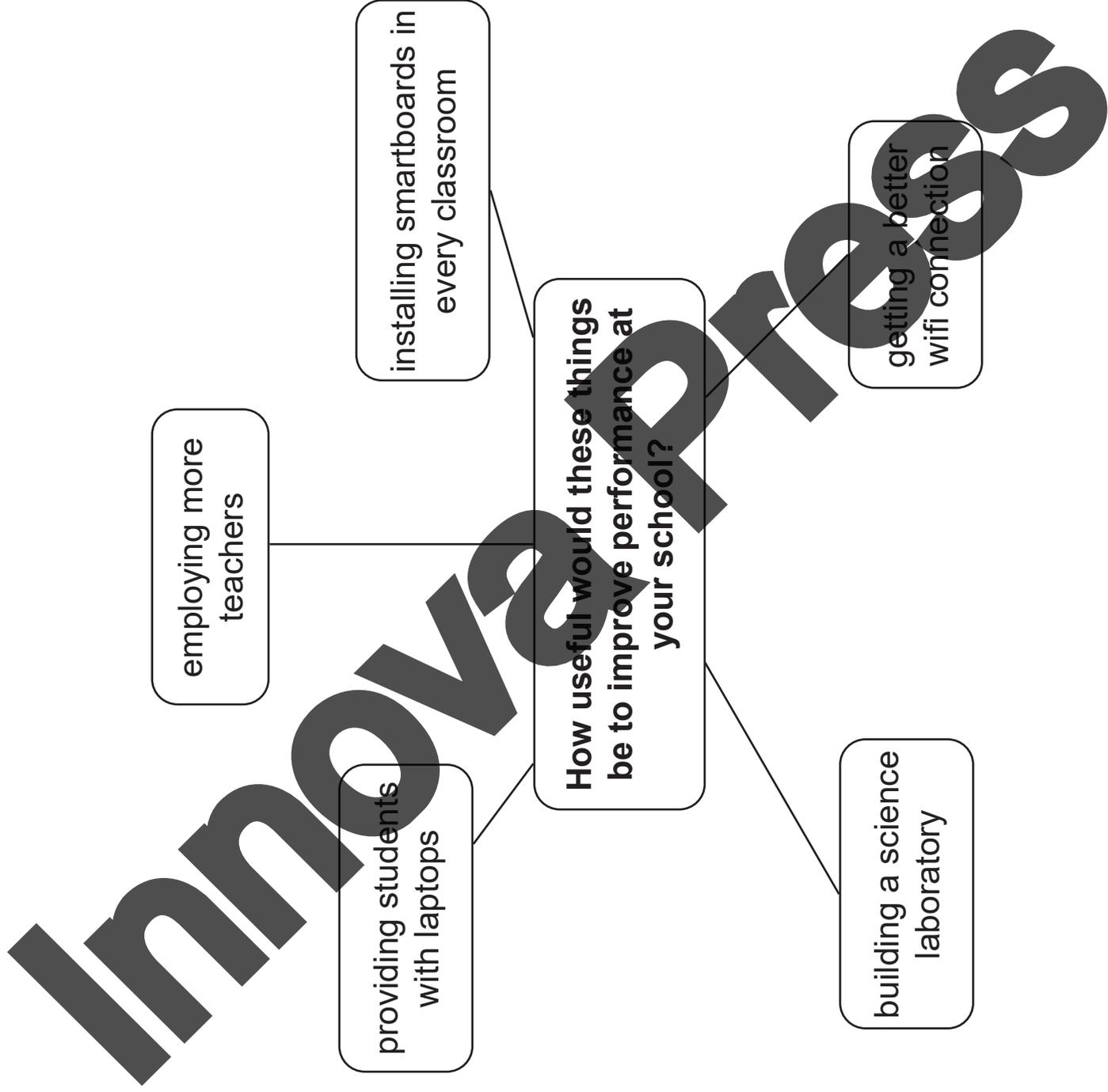
Paper 4
Speaking
(14 minutes)

Which leisure activity would you prefer?



Why might people find it hard to work in these places?





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Practice Test 2

Paper 1
Reading and Use of English
(1 hour 15 minutes)

Reading and Use of English • 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).

Lenses

Lenses are used in glasses to (0)^B..... problems with eyesight. Amazingly, the way in which they worked was (1) by the Ancient Greeks 2,000 years ago. Islamic scholars also did a lot of work on optical science. In fact, the English word 'lens' (2) from two Arabic words, 'al ein', meaning 'the eye.' By 1300, it was possible for a (3) person in European cities such as Venice to buy glasses to help their vision.

The long history of the lens makes it hard to understand why it was not until the 17th century that they were used to make telescopes. Perhaps you have been (4) that the Italian scientist Galileo invented the (5), but in fact he only made the invention well-known. The true inventor seems to have been a person called Hans Lippershey. One day, Lippershey saw two children playing with the lenses from glasses. The children were holding two lenses far (6) Lippershey realised that they were doing this to make objects (7) bigger. He went back to his laboratory, put two (8) lenses in a wooden tube, and invented the telescope.



- 0 A right B correct C mark D tick
- 1 A got B thought C understood D believed
- 2 A goes B comes C starts D becomes
- 3 A expensive B dear C wealthy D costly
- 4 A learnt B said C explained D taught
- 5 A device B machine C vehicle D equipment
- 6 A away B apart C off D from
- 7 A appear B get C be D grow
- 8 A possible B acceptable C reasonable D suitable

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Reading and Use of English • 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).

Internet marketing

The internet was originally built (0) ^{AS} a way for university departments in the USA, and then around the world, to communicate with each other. When it became open to the general public, (9) were very few adverts at first. The ones which did appear took the same basic form as adverts in print, (10) as newspapers and magazines, or on television, where a short video ended with the marketing message. These adverts were not directed at particular users of a website; they were seen by anyone (11) went to that website.

In the next few years, internet companies got access to sales data from shops, and they would advertise – to specific users – the same products (12) they had just bought. This was not a particularly clever idea, since someone who (13) just bought a widescreen television is probably not in the market (14) another one.

But now we have what's called contextual advertising. This type of approach is based on trying to understand the complete context of a customer. For example, a person who buys salad vegetables from an online supermarket may (15) shown an advert for weight-loss products when he next visits (16) favourite new website.



Reading and Use of English • 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)**.

Nature ... or nurture?

Personality can be **(0)** *DEFINED* as the way that someone normally behaves. But where does personality come from?

DEFINE

The general **(17)** is that two factors affect a person's normal behaviour. Firstly, there are genes, which are inherited from parents through DNA. This can be termed 'nature'. The second is the way children are brought up by their parents and the **(18)** on them during the early years. This can be called nurture.

BELIEVE

INFLUENCE

Scientists still do not know which of the two factors has the greatest **(19)** in forming personality. However, there are studies of twins, who clearly share the vast majority of their DNA, which suggest that nature is very **(20)**

IMPORTANT

POWER

You could argue that nurture, or **(21)**, is also a clear factor here, since twins would **(22)** have grown up in exactly the same environment. But even where twins were separated shortly after birth and were **(23)** of each other's existence for years, some studies have shown remarkable **(24)** in the interests, attitudes and opinions of those twins when they are eventually brought together again.

BRING

NORMAL

AWARE

SIMILAR



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 A very friendly taxi driver drove us into town.

DRIVEN

We *WERE DRIVEN INTO TOWN BY* a very friendly taxi driver.

25 His car is so big that he could take all the children home.

A

He had that he could take all the children home.

26 I couldn't have done the homework without your help.

IF

I couldn't have done the homework me.

27 'This meal is cold,' said Anna to the waiter.

COMPLAINED

Anna cold.



28 The river was too wide to cross.

NARROW

The river to cross.

29 'Do you want to have a picnic at the weekend?' Jade's father asked her.

SHE

Jade's father asked her a picnic at the weekend.

30 I last went there in January.

BEEN

I since January.



Reading and Use of English • Part 5

You are going to read an extract from a novel in which a girl called Luna talks about learning to ski. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Luna was having a wonderful time. It was the winter break from her school, and she had come with her parents to a hotel high in the mountains. She had always wanted to learn to ski ever since her brother told her about the wonderful time he'd had during his first year at university, when he'd come to this same hotel with a group of new friends and learnt the skill which she was acquiring now. Like him, before coming to this beautiful location she'd never been skiing before, although she'd skated enough times at the winter rink with her parents and, once, on the frozen lake in their town (which she had never told her parents about).

Luna had thought that skiing would be similar to skating ... but it wasn't. She knew that with cross-country skiing you used your body strength to move you forward, like with skating. However, she was learning to ski downhill and the whole point here was that the slope of the mountain, rather than the movement of her body, propelled her forward. With skating, if you stopped pushing your legs, you eventually stopped. But with this, the mountain was pushing you! That was scary! She was still learning how to turn and, more importantly, stop. But her instructor was clearly an expert, so she knew that she was completely safe.

Except ... where was he? Somehow, she had skied away from him around a curve in the mountainside. She should have paid more attention instead of just letting the slope take her. There was nothing to worry about, though.

line 34 She was reassured that her instructor would reappear in a moment. The sun was beginning to go down in front of her. He'd told her that she was his last pupil of the day and that they had to get off the mountain before the sun set.

Luna looked all around her but there was no sign of Johann. She wanted to call out, but he had warned her that any loud noise in these mountains could cause an avalanche. Huge

amounts of snow could come loose and crash down the mountainside, moving faster than even skilled skiers and burying them in metres of snow under which you could not breathe. Luna began to get very frightened.

She turned and looked back up at the top of the slope which she had just skied down and saw that the mist was coming in for the night. The sun still shone through the mist, but not for much longer. She had no idea where she was, and she knew that it was very dangerous to be out on the mountain after dark. As she was looking up at the mist, she saw a figure at the top of the slope. Johann! What was he doing up there when he had skied down behind her? She started to move up the slope with difficulty. The instructor hadn't taught her this movement yet. The next time she looked up, the figure was larger.

She was just beginning to really panic when she heard a familiar voice behind her. 'Sorry,' said Johann. Even though she was wearing skis, she was sure that she jumped. 'I lost you on that last turn,' he said. 'You did it very well.' 'But,' said Luna, 'you're up there!' 'Not me!' laughed Johann. 'Hasn't anyone told you about the ghost of the mountains yet? We see it when there is mist on the mountaintop and the sun is going down behind a skier. Look, there are two ghosts now!' It was true. Luna could see two huge figures on the mist. Johann laughed. 'Let's go home. I think that's enough skiing for today,' he said. 'Enough scaring, you mean!' said Luna.

- 31 What is the writer's purpose in the first paragraph?
- A to set the scene for the later action
 - B to introduce Luna's character
 - C to show that Luna is not an experienced skier
 - D to describe Luna's family
- 32 How is skating different from downhill skiing, according to Luna?
- A In skating, you can stop and turn more easily.
 - B You don't need an instructor to learn to skate.
 - C In skating, you don't need to push yourself forward.
 - D You are more in control of forward movement in skating.
- 33 Why was Luna 'reassured' in line 34?
- A because the sun was beginning to set
 - B because her instructor was an expert
 - C because they had to get off the mountain soon
 - D because her instructor had to appear again soon
- 34 In the fourth paragraph, why did Luna begin to get very frightened?
- A She couldn't see her instructor.
 - B She thought there might be an avalanche.
 - C She couldn't ski faster than moving snow.
 - D She was afraid of being buried under the snow.
- 35 In the fifth paragraph, why did Luna try to go back up the slope?
- A The sun was going down and it was getting misty.
 - B She wanted to get off the mountain.
 - C She thought her instructor was at the top.
 - D She believed there was someone up there who could help her.
- 36 What did Luna really see on the mountain?
- A the ghosts of the mountain
 - B two strange figures at the top of the slope
 - C shadows of herself and her instructor
 - D the sun shining on the mist

Reading and Use of English • Part 6

You are going to read an article from a school magazine about William Shakespeare. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

The most famous unknown person in the world

Marianne Thomas writes about William Shakespeare.

William Shakespeare is one of the most famous people in the world. He is certainly the greatest playwright in the English language, and although he was creating his plays more than four hundred years ago, they are still performed regularly around the world. And yet, we know almost nothing about his life.

This is not actually too surprising. The fact is, we know almost nothing about most of the people who lived 400 years ago, except perhaps kings and queens or generals in charge of armies. **37** After all, we have 37 of his plays and hundreds of beautiful poems.

So, what do we know about this amazing person? Documents show that he was born in 1564 in Stratford-upon-Avon, which is 130 kilometres northwest of London. **38** His parents certainly weren't poor, but there is not much information about them.

He grew up in Stratford and went to school there until the age of 15. He would have learnt Latin at Stratford Grammar School, and probably acted in school plays. **39** Church records show that a few years after leaving school, he married a lady called Anne Hathaway in 1582. She was eight years older than him, at 26. In the next three years, they had a girl, Susannah, and twins Judith and Hamnet.

Shakespeare bought a house in Stratford before moving to London in 1592, where he made his name, first as an actor, then as part-owner of a theatre company.

40 For the next twenty years, Shakespeare wrote, directed and performed plays, becoming wealthy and buying a lot of property in his hometown, including the second-largest house in the town, New Place, in 1597.

There is no evidence that he ever left Britain in his life, although he sets a lot of his plays in Italy and other parts of the Mediterranean. **41** Shakespeare died on April 23, 1616, the same day as his birth. We do not know the cause of his death. **42** However, there is a suggestion that Shakespeare's health was already getting poor.

Despite his fame, we do not really know what he looked like. However, there is a drawing of him on the 1623 edition of his plays, which was produced seven years after his death.

- A** Despite his wide knowledge of the world and command of the English language, it is clear that he did not go on to university.
- B** Researchers have found documents which show that he paid tax in his hometown.
- C** Even so, it is strange that Shakespeare's works have survived and information about his life has not, to a large extent.
- D** He also seems to know about being a soldier, but we have no evidence that he ever served in the military.
- E** His brother-in-law had died a week earlier, which could imply an infectious disease.
- F** His father worked with leather, making gloves and other items.
- G** His first plays appeared in print shortly after his arrival in London.



Reading and Use of English • Part 7

You are going to read a newspaper article about four teenagers who go to after-school clubs. For questions 43 – 52, choose from the four people (A – D). The teenagers may be chosen more than once.

Which teenager

can only go occasionally because of schoolwork?

43

finds some of the topics boring?

44

has only been a member of the club for a short time?

45

is more confident as a result of attending the club?

46

is trying to persuade friends to join?

47

likes the sense of achievement from the club work?

48

sees the club as preparation for a career?

49

started the club with two other students?

50

thinks that all students should attend the club?

51

wishes it was possible to go to another club, too?

52 

After-school clubs

Four students talk about the clubs they attend together after school.

A Carl – Drama Club

There's so much to enjoy about this club. I don't know where to start. We learn about both classic and modern plays. We do role-plays and perform every term for the whole school. But more importantly than all that, this club has helped me a lot in my social life. I can now meet new people without going bright red and being unable to think of anything to say. I think maybe I'm acting in those situations rather than being myself, but perhaps that doesn't matter. Do we all act some of the time with strangers? I've become a bit of a salesperson for the club. It has helped me so much that I think it would be good if everyone came, at least to a few meetings. I thought drama was boring until I came here, but it's not like sitting in class and listening to the teacher going on and on about a line in Shakespeare which we don't understand.



C Eric – Art Club

I've tried out a few of the clubs and I've found all of them quite good, but this is the one which always makes me feel that I've actually done something. I love the way the art teacher sets up each meeting so, by the end, you have produced something which you can take home and show your parents. It's not always very good in my case, but I can put it up in my bedroom and the next time we do the same sort of subject, I can see how far I've come with that kind of artwork. My only regret is that I can't go to the Drama Club as well because it's on the same night. I'd like to do a physical activity sometimes, rather than just sitting around painting or drawing. But I won't change as long as this club continues to be so interesting. I don't want to be an artist or go to art school or anything like that, but it is great to have something to show for all the hard work we put in each week.



B Nina – Gym Club

I think I'm a better gymnast because of this club. Of course, we do gym every week as part of the school timetable, but there are so many people in my class that the teacher only spends a few minutes with each one. Here, there are usually only about ten of us, so she has a lot more time to speak to everyone individually. Unfortunately, even though I love it, I can't make it every week. I'm in the last year at school and there's so much to do, revising and getting my final projects ready. It's particularly annoying for me because I persuaded the PE teacher to get the club going in the first place – well, me and Emma and Jane.



D Donna – Debating Club

I probably shouldn't make too many judgements about this club because I only joined a few weeks ago. I wasn't interested when it started, because I thought it would just be kids arguing about things which I wasn't interested in, like, 'Should we have a school uniform?' And actually, there are some topics which are not interesting for me, but I'm willing to put up with that because I've actually realised how valuable this experience could be for me. In one way, it doesn't matter what the topic is in a particular week, even if I'm not interested in the arguments. The thing is, I want to be a lawyer and it's great to have to see the other side of an argument, because that, of course, is exactly what a barrister has to be able to predict. What will the other side say?



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Practice Test 2

Paper 2
Writing
(1 hour 20 minutes)

Writing • Part 1

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

1 In your IT class you have been talking about information technology and learning. Now your teacher has asked you to write an essay.

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

**Does IT make learning more interesting and more effective?
Do you think computers will replace teachers in the future?**

Notes

Write about:

1. benefits of IT
2. disadvantages of IT
3. (your own idea)

Part 1

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Writing • Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style.

- 2 You see this announcement in your college English-language magazine.

Book review wanted

Have you read a book recently which had very good character development?
Write us a review of the book, explaining the plot and why the development is so good.
Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

The best day of my life

What was the best day of your life so far?
Why was it so good?

Write an article answering these questions.



Write your **article**.

- 4 You have received this email from your English-speaking friend, Morgan.

From: Morgan
Subject: Your school

My school is organising exchange visits for students from my year to schools in your country. We can come for up to one month in the spring of next year. I would love to come to your school and stay with your family if I can. Can you let me know if that is possible? Also, I need to know what is good about your school, so I can persuade my teacher to recommend it!

Hope you can help.

Morgan

Write your **email**.

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Practice Test 2

Paper 3
Listening
(approx. 40 minutes)

Listening • Part 1

Questions 1 – 8

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 young footballer talking about his childhood.

What helped him improve his skills?

- A kicking a ball by himself
- B watching skillful players on the television
- C listening to his father's instructions

2 You overhear a girl talking on the phone about a pet shop.

The girl thinks her friend could

- A get a new pet cat there.
- B take her dog there for training.
- C get cheap food for her lizard.

3 You hear part of an interview with a hotel manager.

What is she doing?

- A justifying why she is in that job
- B explaining why it is a good job for some people
- C pointing out the disadvantages of the job

4 You hear two friends talking about a book.

How does the boy feel about it?

- A interested in the heroine
- B disappointed in it
- C irritated by the relationship between the main characters

5 You hear a news report about a change in the local law.

What change has the council proposed?

- A no cycling near the beach
- B a time restriction on cycling on the beach footpath
- C only beach hut users to be allowed to cycle in front of the beach huts

6 You hear a woman talking on the radio.

What type of information is she giving?

- A an accident report
- B a weather forecast
- C the headlines

7 You hear two people talking about a restaurant.

What do they agree about?

- A the food is good value for money
- B the service could be improved
- C there is not enough variety on the menu

8 You hear a teacher talking about a school trip.

What does he want the students to do this week?

- A get the permission letter signed
- B pay a deposit for the trip
- C provide a copy of a passport page

Turn over ►

Listening • Part 2

Questions 9 – 18

You will hear a woman called Lauren Brooks, who is an ocean scientist studying animals and plants. For questions 9 – 18, complete the sentences with a word or short phrase.

Animals or plants?

Lauren says it is easy to tell the difference between animals and plants when they are

(9)

Even in the oceans, there are clear differences between, for example, whales and

(10)

But it is not so easy when we look at (11) in the oceans.

There are two key (12) between animals and plants.

The differences relate to food and (13),

but the second difference is not important here.

Lauren explains that if an animal is an omnivore, it eats

(14)

Plants can use the energy from the sun to make (15)

that the plants use as food.

The oceans are full of tiny plants called (16),

which make their own food.

However, one type actually eats (17),

so that might mean it should be classified as an animal.

Another type eats plants but keeps them inside its body, which enables it to produce

(18)



Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about summer camps. For questions 19 – 23, choose from the list (A – H) what each speaker feels about the camps. Use the letters only once. There are three extra letters which you do not need to use.

A I go to the same one each year.

Speaker 1 19

B I'd never been to one before.

Speaker 2 20

C It was quite boring at times.

Speaker 3 21

D I went this time as an employee.

E It's brilliant for making friends from different countries.

Speaker 4 22

F I wouldn't recommend it unless you really love sports.

Speaker 5 23

G My parents made me go.

H I learnt a lot about myself.

Turn over ►

Listening • Part 4**Questions 24 – 30**

You will hear a radio interview with a young inventor called Amy Morris, who's talking about inventing. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

- 24** How did Amy become interested in inventing?
- A** Her mother is a chemistry teacher.
 - B** Her father works for a chemical company.
 - C** She's not sure how she first became interested.
- 25** What kind of invention is Amy interested in?
- A** doing something for the first time
 - B** doing something in a better way
 - C** solving a big problem
- 26** Amy mentions better mousetraps because
- A** she has invented one.
 - B** she wants to invent things which people need.
 - C** Franklin said that people will want to buy her invention.
- 27** What kind of inventions does Amy want to make?
- A** ones which find better solutions than existing inventions
 - B** ones which deal with the production of energy
 - C** ones which solve problems for the first time
- 28** Amy won a competition with an invention which
- A** took care of animals.
 - B** was fun to play with.
 - C** helped with forestry work.

29 How is Amy's solution better than previous ones?

- A It's quicker.
- B It's cheaper.
- C It needs fewer people.

30 Amy's next invention is

- A a secret.
- B not finished yet.
- C not started yet.



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Paper 4
Speaking
(14 minutes)

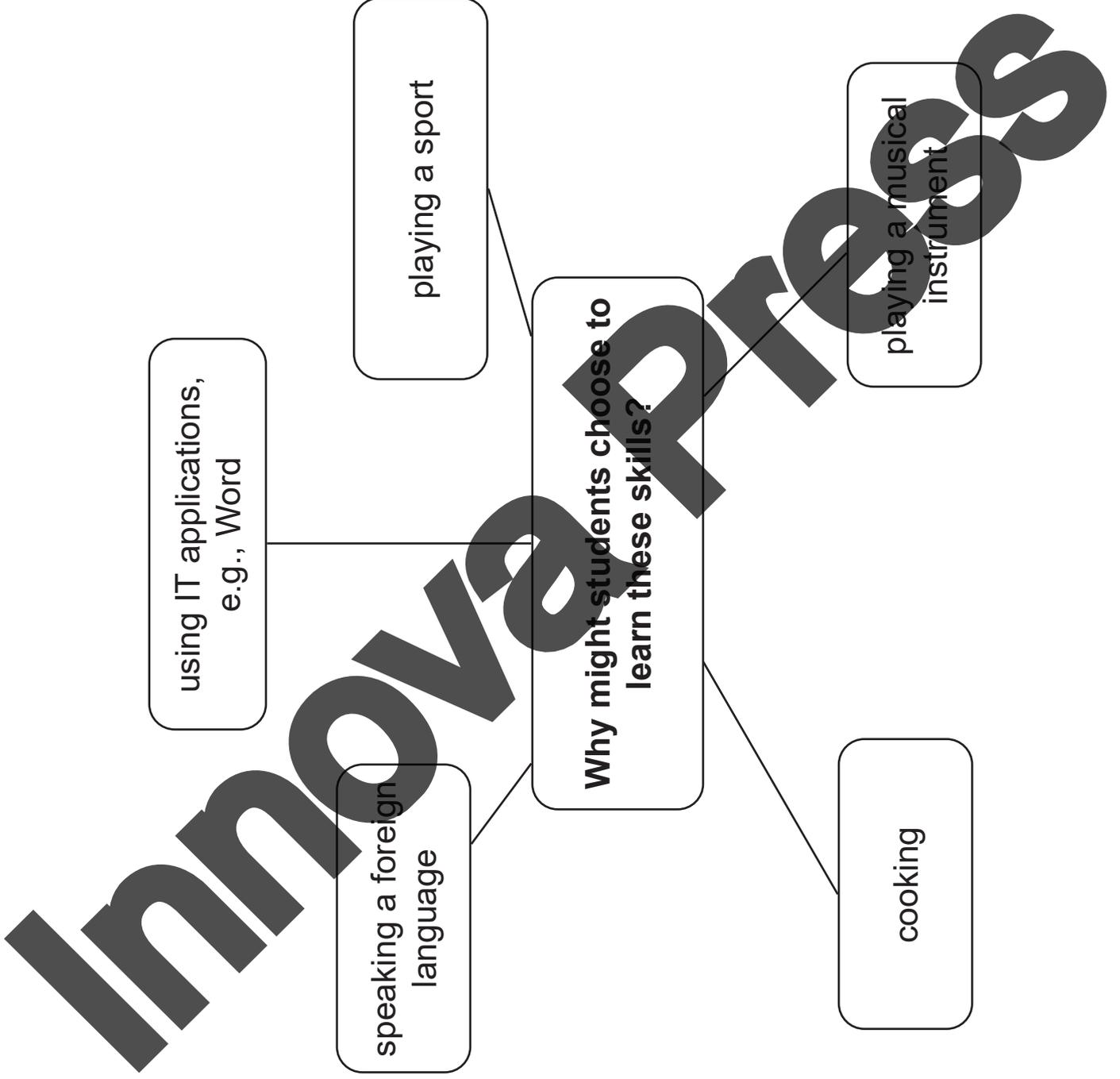
Why is it important to help people in these situations?



Why have people chosen these methods of travel?

2





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Practice Test 3

Paper 1
Reading and Use of English
(1 hour 15 minutes)

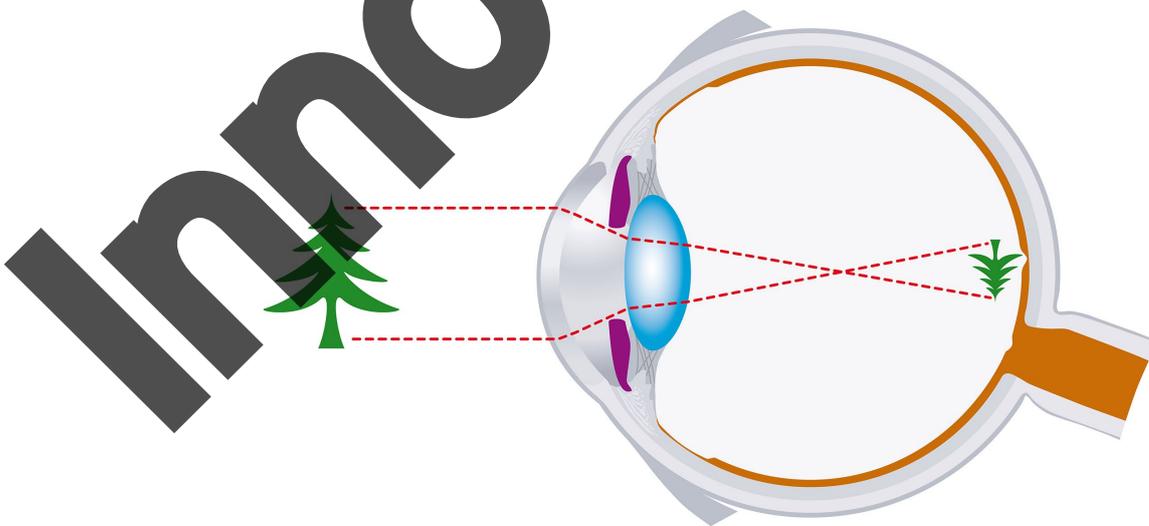
Reading and Use of English • Part 1

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).

Cameras

A camera is (0)^B..... the human eye. It is made of similar parts and works in a similar (1) There are lenses in cameras and in eyes. They focus the light. The camera shutter is like the lid of an eye. It opens and closes to let light in. In old film cameras, the focused light (2) on a special material, which records the picture. In the same way, the human eye has sensors which get the (3) and send it to the brain. There is one point about these pictures. They are the wrong way up. In animals, the picture is turned the right way by the brain. In digital cameras, software (4) the same job.

The technique for producing a picture of a scene on a flat wall was (5) by the ancient Greeks at least 2,400 years ago. They discovered that if they made a small hole in the wall of a dark room, the scene outside would (6) on the opposite wall, with the bottom at the top, of course. However, the Greeks had no way of (7) the picture over time by using chemicals. This technique was only discovered (8) than 200 years ago.



- 0 A as B like C same D also
- 1 A method B route C way D sort
- 2 A falls B drops C slips D moves
- 3 A news B focus C meaning D information
- 4 A does B has C makes D works
- 5 A shown B believed C thought D known
- 6 A appear B go C come D be
- 7 A seeing B putting C keeping D having
- 8 A little B less C lower D earlier

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Reading and Use of English • 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).

Effort and reward

Why do (0) *PEOPLE* work hard in a particular situation? According to a theory by a man called Vroom, there is a (17) formula which we can apply to predict the answer. It will tell us if a person is (18) to put effort into a task. Vroom's theory suggests that it will only happen if there is a clear (19) between three points.

PERSON
SCIENCE
LIKE
RELATION

Firstly, a person must believe that an increase in effort will lead to better (20) If I know that I will not do any better in a job if I work harder, what is the point of the extra effort?

PERFORM

Secondly, it must be clear to a person that any (21) will lead to a reward of some kind. If I am (22) whether or not the teacher or my boss will notice the change, then, again, I might not bother.

IMPROVE
SURE

Finally, a person must value the reward. They must not, therefore, be (23) with what is on offer. The reward must lead to the achievement of a (24) goal, for example, a better mark in a test or more money for completing a job.

SATISFY
PERSON



Turn over ►

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 A very friendly taxi driver drove us into town.

DRIVEN

We *WERE DRIVEN INTO TOWN BY* a very friendly taxi driver.

25 It's been a long time since I saw him.

SEEN

I a long time.

26 'Have you seen the teacher?' she asked me.

IF

She asked me the teacher.

27 Around the world, people often say that the planet is getting warmer.

IT

Around the world, that the planet is getting warmer.



- 28 We only went to that restaurant because we had heard the food was cheap.

WOULD

If we had not heard that the food was cheap, to that restaurant.

- 29 'I'm sorry I damaged your car,' Jaz said to her mother.

APOLOGISED

Jaz her mother's car.

- 30 They had the picnic, even though it rained heavily all afternoon.

DESPITE

They had the picnic, all afternoon.



Reading and Use of English • Part 5

You are going to read an extract from a novel in which a boy called Karl talks about moving house. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

When his mother told him that the family were moving again, Karl was upset. This was the third house move in five years, and he was angry to think that he would have to make new friends yet again. His parents' jobs with the International Space Organisation, or ISO, meant that they had had to move the family to different remote locations at short notice. But Karl's anger did not last long. The new location was not another farm, miles from anywhere, like before. This time, they weren't moving so that his mother and father could set up a listening post for the latest exploration trip. This time, the family was actually moving ... to the Moon!

It wasn't a complete surprise. Karl's mother and father had talked about it several times, but he'd thought it was one of those things that parents said to children to make them think that the future was going to be more interesting than the present. Of course, Karl knew that his family was on the list of possible Moon colonists. Apparently, they fitted the profile perfectly, according to his mother: both parents under 35, both employed by the ISO, two children, one boy and one girl, both between 11 and 14, no living grandparents. But his mother had also explained that there were more than 200 families which had the same composition, and there were only spaces for 40 people – that is, 10 families with this profile – on the next spaceship to the Moon. But Karl's family had been chosen, his mother said, and they were leaving within a week.

That was just over two weeks ago, and now they were all on the spaceship. After four days travelling, the computer voice had just said that they were approaching their new home. It had been incredibly boring. Karl had thought that he would spend hours looking out of the windows at the wonderful views of the Earth as they left it thousands of miles behind, and then, looking out of different windows at the equally amazing views of the Moon as they got closer and closer. But his mother had explained that modern spaceships

did not have windows, because space travel was not a sightseeing trip and windows could break easily. All the images they received inside the craft came from cameras, and that was just like watching a science fiction film for Karl.

The one thing which Karl was afraid of was getting into a spacesuit. He didn't like having anything covering his face, and he had never been able to join his sister in diving because he was afraid the air tubes would break and he would die. But his mother had told him not to worry about arriving on the Moon. It was true that there was no oxygen there, but the spaceship would go into a landing area that had an atmosphere like the Earth, and they would be able to get out without suits, like at any normal airport.

Karl heard the sound of the engine change and he realised that they were about to land. This was it! He was going to become one of the first people to actually live on the Moon. He would get married, eventually, and have children, who would have the nationality ... what? Moonish – or something? But that was all in the future. For now, just being here was amazing.

Karl's mother unstrapped herself from her seat and came over to her son and her daughter. 'We're here,' she said. 'But I have something to tell you both. We have landed in a desert in the middle of Australia. We've been flying around the Earth for four days. There are no plans for the ISO to send people to the Moon. But we have to show the government that we can do it, or we will all lose our jobs. We'll live here for a few months and then return quietly to our own country, where we will get new names and enough money to live in luxury for the rest of our lives.'

- 31 Why did Karl stop feeling angry with his parents?
- A because he wouldn't have to make new friends
 - B because they weren't moving after all
 - C because their destination was exciting
 - D because he wanted to live on a farm
- 32 Why might they not be chosen for the mission, according to Karl's mother?
- A They didn't fit the profile exactly.
 - B Their grandparents were dead.
 - C The members of the family were the wrong ages.
 - D Many families fitted the profile.
- 33 Karl was bored in the spaceship because
- A there were no windows.
 - B the journey took four days.
 - C the images of the Earth and the Moon came from cameras.
 - D they just watched science fiction films.
- 34 Karl's mother explained that
- A spacesuits were not scary.
 - B he wouldn't need a spacesuit.
 - C there was enough oxygen on the Moon.
 - D the atmosphere on the Moon was the same as on Earth.
- 35 In paragraph five, Karl was excited at the thought that
- A he was on the Moon.
 - B he would get married.
 - C he would have children.
 - D his children's nationality might be Moonish.
- 36 Karl and his family would
- A live on the Moon for a few months.
 - B go back from the Moon to Australia after a few months.
 - C be well-off when they returned to their own country.
 - D live very well on the Moon as a family.

Reading and Use of English • Part 6

You are going to read an article from a school magazine about a household chore. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Ironing and society

Peter Symonds writes about one of the first labour-saving devices.

Many labour-saving devices have been invented in the last 150 years to reduce or take away completely the time spent on household chores, such as washing and ironing clothes. Let's consider the second of these and see what the future might hold for this chore.

Clothes get creased when you wear them and badly creased when you wash them. It seems that people have disliked this creasing for thousands of years and invented ways to remove it. For example, in China two thousand years ago, there are records of people using a wooden box filled with hot charcoal, which is wood which has been burnt once. **37** This method of removing creases had many problems. Firstly, people sometimes burnt themselves very badly. Sometimes the wooden box caught fire and injured the person ironing. Sometimes the iron was too hot and it burnt the clothes.

38 Irons were responsible for many house fires. In addition, you had to have a source of heat available all year round or you could not iron anything. Finally, it took a long time to heat the iron, so people used to do all the ironing at the same time.

In 1882, an American called Henry Seeley invented an electric iron. Electricity was passed through a steel plate, heating it up.

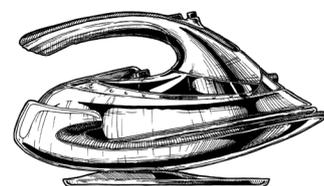
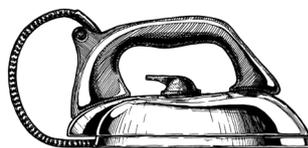
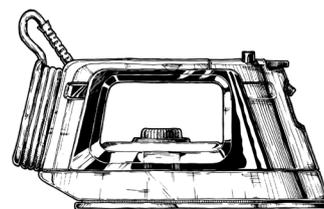
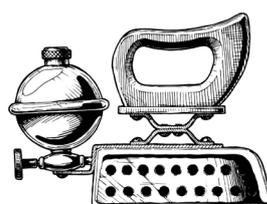
39 Finally, in the 1950s, the steam iron was invented, which heated water and then released steam into the clothes as the iron was moved backwards and forwards. Hot, wet clothes iron much better than hot dry ones.

The electric iron has saved a lot of time and removed a lot of danger from an everyday household chore. **40** The invention of different types of fabric may reduce or remove the need for ironing completely.

There is another possible future for ironing. As noted above, clothes get badly creased when you wash them. **41** That seems a silly idea, because surely there is no way that we can stop clothes getting dirty? That's true, but it is possible that clothes could clean themselves if recent advances in nanotechnology prove successful. 'Nano' means very, very small, and at this microscopic level, it is possible to make self-cleaning clothing. You hang your clothes up in the wardrobe and, overnight, the dirt drops out into a tray underneath. Any creases probably drop out at the same time.

We have seen that older solutions to the problem of creases caused injury, damage and even loss of life. But they had another hidden effect, too. Even in today's more equal societies, women and girls in any family unit still do the majority of household chores, such as ironing. **42** However, it may be another hundred years before we entirely remove the idea of 'women's work' from society. Therefore, the more we can reduce the time spent on household chores, the more we can release women to take a full part in society today.

- A** But nowadays, more and more clothes are made out of fabrics which do not need ironing.
- B** But what if you didn't need to wash clothes?
- C** Clearly, we should educate men and boys to do half the work around the house.
- D** In the 1920s, a thermostat was added which turned off the iron when it reached the correct temperature.
- E** Perhaps we won't need to iron things at all in the near future.
- F** Sometimes it set fire to the clothes and other things.
- G** This very basic sort of iron was still in use in America until 1920.



Reading and Use of English • Part 7

You are going to read a newspaper article about four teenagers who went on a trip with their school. For questions 43 – 52, choose from the four people (A – D). The teenagers may be chosen more than once.

Which teenager

enjoyed the trip more than expected?

43

got into trouble during the trip?

44

had a bad dream after the trip?

45

had to go home early?

46

has been to the zoo many times?

47

has had different thoughts about a career since the trip?

48

learnt a huge amount about a favourite animal?

49

stayed in one part of the zoo for the whole time?

50

wants to go back to the zoo as soon as possible?

51

was deeply upset by the trip?

52 

The school trip

Four teenagers talk about a school trip they have been on.

A Martin

It wasn't my first visit, because my younger sister loves animals so we always go on her birthday. And during my last visit, I discovered the best bit, which is the bird house. I didn't go anywhere else! I'm a birdwatcher anyway, but of course that's normally little brown birds or slightly bigger black birds. But at the zoo, there's every colour and every kind of bird you can imagine, and some you can't, like the hyacinth macaw, which is completely blue. It's the one I like best now – I've switched from the toucan – and the great thing about the bird house is that they have a handout on every one of the creatures, so I now know a lot more about my new favourite. I got a postcard with a beautiful picture from the zoo shop, too.



C David

I'm not a great animal lover. I've never had a pet of any sort, so when the teacher said it was the zoo this year, my heart sank. I imagined trailing around a bunch of cages, probably in the rain, and then having to write 100 words on 'My favourite animal' when I didn't like any of them. It wasn't like that at all. It was a beautiful hot day and at least some of the animals weren't in cages at all, but had a sort of enclosure to move around in that looks something like their natural environment, I suppose. And the polar bears seemed to be very happy, even if it was about 30 degrees hotter than it would be in their normal habitat. I've even asked my parents if we can go again next week, and they're thinking about it – which probably means no.



B Wendy

The day wasn't a great success for me. It was my fault, because I didn't take the teacher's warning seriously about not feeding the animals. I had some sandwiches from home, and when we got to Monkey World, one of the animals came right up to me on the other side of the cage and started to reach through, so I gave it some of my sandwich. At least, I tried to, but it grabbed my hand and pulled it back through the bars and bit me! I was terrified! I'd heard about people catching diseases from monkeys, but when I screamed and pulled my hand back, a keeper came up and told me that all the monkeys were checked regularly, so I had nothing to worry about. She was very cross with me, though, and told the teacher, who was even more cross. I started to feel sick and the teacher called a taxi for me.



D Ruth

I was looking forward to the trip more than some of the others we've been on in the past, like the one last year to the funfair. I love animals and I was sure that it would be interesting. But I think my love of animals turned out to be the problem. There were a few places where the animals could move quite freely, but in other places, I just couldn't bear to see them in their small cages. They all looked so sad, although they probably aren't at all because they have never known anything different. We shouldn't really give human emotions to wild animals, should we? Still, I'm sure I won't be going back, ever. And I definitely won't apply to be a zookeeper if I don't get onto a Veterinary Science course in a couple of years. I even had a nightmare a couple of days later that I was in one of the cages and there were lots of animals outside my cage, laughing and pointing at me.



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Cambridge English Qualifications
B2 First for Schools
Practice Test 3

Paper 2
Writing
(1 hour 20 minutes)

Writing • Part 1

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

1 In your citizenship class you have been talking about teenagers. Now your teacher has asked you to write an essay.

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

**How much freedom should parents give teenagers?
What are the dangers of too little freedom?**

Notes

Write about:

1. clothes
2. bedroom
3. (your own idea)

Part 1

Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line. The text 'Innova Press' is written diagonally across the page in a large, bold, sans-serif font.

Writing • Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style.

- 2 You see this announcement in your college English-language magazine.

Educational computer game review wanted

Have you used a computer game recently which had good educational value?
Write us a review of the game, explaining how you play and what it helps you learn.
Tell us what age group would benefit most from this game.
The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

The best teacher I've ever had

Who has been your best teacher so far?

Why was that teacher so good?

Write an article answering these questions.



Write your **article**.

- 4 You have received this email from your English-speaking friend, Adey.

From: Adey
Subject: The capital

My family want to take me to the capital at the weekend, but they've never been there, so they want some ideas on where to go and what to see. I know you have been a few times with your family. Can you recommend some places? Remember that my sister is only eight, so there must be at least a few things which a young child will enjoy.

Thanks!

Adey

Write your **email**.

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Cambridge English Qualifications
B2 First for Schools
Practice Test 3

Paper 3
Listening
(approx. 40 minutes)

Listening • Part 1

Questions 1 – 8

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 teenager talking about his home life.
What is the most challenging thing for him?
- A** looking after his brother and sisters
 - B** getting his schoolwork done
 - C** cooking and cleaning
- 2** You overhear a girl talking on the phone about a clothes shop.
The girl thinks her friend could
- A** get something for her sister's birthday there.
 - B** get a job there in the summer holidays.
 - C** sell some of her clothes there.
- 3** You hear part of an interview with a drama teacher.
What is she doing?
- A** giving the points for and against the career
 - B** explaining why it is a good job for some people
 - C** pointing out the disadvantages of the job
- 4** You hear two friends talking about a book.
How does the boy feel about it?
- A** amazed at the mistakes in it
 - B** annoyed by the writer's use of language
 - C** interested in finding out how the story continues

5 You hear a news report about a problem in the town centre.

What has just happened?

- A A lorry has crashed and caught fire.
- B The police have closed the town centre.
- C A shop in the Green Mall has caught fire.

6 You hear a woman talking on the radio.

What type of information is she giving?

- A an appeal
- B a news report
- C an invitation

7 You hear two people talking about social media.

What do they agree about?

- A You can use social media to communicate easily with friends.
- B You can see lots of funny things on social media.
- C Social media is good for local news.

8 You hear a teacher talking about a school competition.

Why is he talking to his class?

- A to remind them about the rules
- B to encourage them to enter
- C to inform them of a change to the deadline

Turn over ►

Listening • Part 2

Questions 9 – 18

You will hear a woman called Amara Marsh, who is a scientist studying genetics. For questions 9 – 18, complete the sentences with a word or short phrase.

Genetics

Amara says that genetics is the study of how biological information is passed

(9)

She says that genes carry information, particularly about your

(10)

In humans, there are about 25,000 to 35,000 genes in each

(11)

Farmers in the ancient world knew that you could use seeds and breed them to

(12)

About 2,500 years ago, a Greek doctor called Hippocrates said that children got

(13) from their mother and their father.

Lamarck thought that if you used a physical ability, you made it bigger, better or

(14)

Francis Galton believed that parents could pass on

(15)

Charles Darwin explained his idea, which he called

(16)

Changes happen all the time by

(17)

Darwin believed that if a change was valuable, it might survive and be

(18)



Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about charity work. For questions 19 – 23, choose from the list (A – H) what each speaker feels about the work. Use the letters only once. There are three extra letters which you do not need to use.

A I cry sometimes when I get home.

Speaker 1 19

B I don't enjoy doing it, but I know it's valuable.

Speaker 2 20

C I stopped doing it because the people annoyed me.

Speaker 3 21

D I think it's important to give something back.

Speaker 4 22

E It helps me to remember how lucky I am.

Speaker 5 23

F It's a lot of fun actually.

G It's better than giving money to people in the street.

H It's made me want to do it as a job.



Turn over ►

Listening • Part 4

Questions 24 – 30

You will hear a radio interview with a young woman called Ellie Malcolm, who's talking about an organisation she's involved with. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

- 24** What sort of area did Ellie grow up in?
- A** an area for skiing
 - B** a mountainous area
 - C** a tourist area
- 25** How did Ellie feel about the area when she was young?
- A** She hated going out in the cold and wet.
 - B** It didn't hold any interest for her.
 - C** It made her very happy.
- 26** The local people
- A** want tourists to respect the area.
 - B** don't want so many tourists to come to the area.
 - C** don't want people to have barbecues on the moors.
- 27** People get into trouble both on the lakes and in the mountains because
- A** they go out in bad weather.
 - B** they don't know how to contact the rescue services.
 - C** they aren't prepared enough.
- 28** Who set up Out and About?
- A** four people from Ellie's family
 - B** Ellie and her parents
 - C** Ellie's grandparents

- 29 What does Out and About do?
- A It trains local people to be safe when exploring the area.
 - B It offers tourists a range of services.
 - C It sells suitable clothing online.
- 30 Ellie plans to
- A expand Out and About to other parts of the country.
 - B write a guidebook about her local area.
 - C set up campsites in the lakes and mountains.



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Practice Test 3

Paper 4
Speaking
(14 minutes)

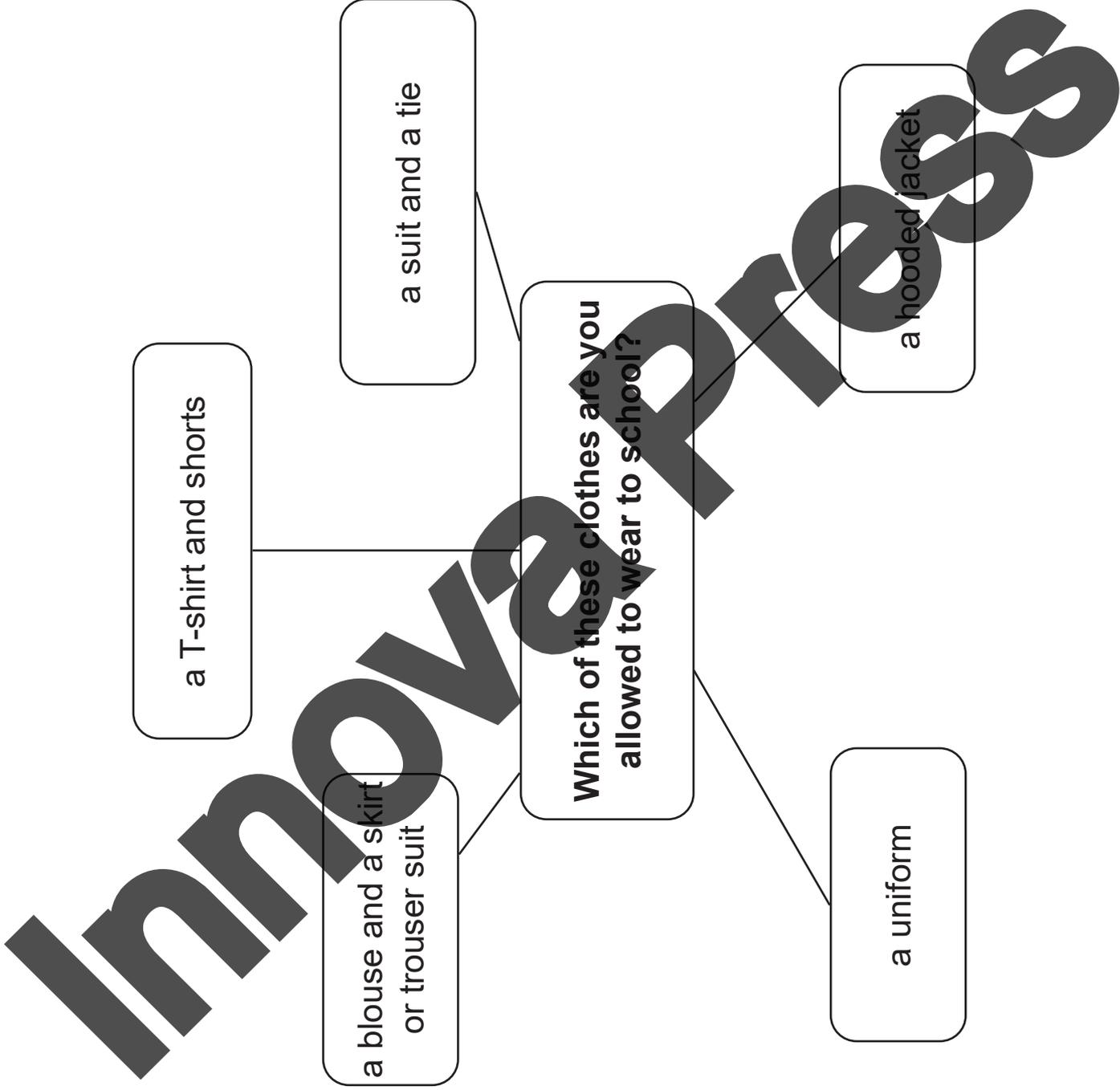
What is the best way to learn a musical instrument?

1



Why have people chosen these places of entertainment?





Cambridge English Qualifications
B2 First for Schools
Practice Test 4

Paper 1
Reading and Use of English
(1 hour 15 minutes)

Reading and Use of English • 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).

Mount Everest

Everybody knows that Mount Everest, which sits on the (0) between China and Nepal, is the highest mountain in the world, but what is less clear is its exact (1) Since 1955, it has been (2) in encyclopaedias as 8,848 metres. But has that changed in the last 60 or more years?

Everest and the rest of its mountain range, the Himalayas, were (3) about 55 million years ago, when two huge rock plates (4) into each other. Since that ancient time, Everest has been gradually growing, although the increase caused by the (5) of the plates may be reduced by the effects of wind, rain and snow, which wear away the peak to a tiny extent. In the last 50 years, even human (6) might have had an effect, because so many people climb the mountain now that their feet may also be wearing away the mountain.

Whatever the causes, the (7) survey by Nepal and China in 2020 says that the mountain has risen by less than a metre from its previous measurement. This new (8) was based on data from several instruments, including GPS.



- 0 A edge B line C border D coast
- 1 A height B highness C measure D amount
- 2 A sent B brought C given D told
- 3 A done B built C informed D formed
- 4 A smashed B walked C drove D flew
- 5 A moving B moved C move D movement
- 6 A action B acting C acts D act
- 7 A late B least C latest D later
- 8 A telling B decision C definition D finding

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Reading and Use of English • 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).

Child development

John Bowlby was a child psychologist who is best known for his (0)THEORIES..... on child development. We need to look at Bowlby's (17), because it is likely that it had an effect on his later work.

THEORY
BRING

Bowlby was born into a wealthy family and was raised in a way that was (18) for a family of his class at the time. His main contact in the family was his nanny, a maid whose job was to look after the children. There was little contact between him and his parents during his (19) His mother thought that love and (20) spoilt children, so Bowlby usually only saw his mother for one hour a day, after teatime.

TYPE

CHILD
ATTEND

Almost certainly as a result of these experiences as a child, Bowlby became interested in child development. He formed a theory of (21) parenting, which covered the first five years of a child's life. He called it (22) theory. According to this theory, if a child has an (23) link to a person during that time, usually a mother but perhaps a father, he or she will have problems in their (24) with other people in the future.

SUCCEED

ATTACH
SATISFY
RELATION



Turn over ►

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 A very friendly taxi driver drove us into town.

DRIVEN

We *WERE DRIVEN INTO TOWN BY* a very friendly taxi driver.

25 I worked in the library for a long time yesterday.

SPENT

I in the library yesterday.

26 Rosie is clever enough to get into a top university.

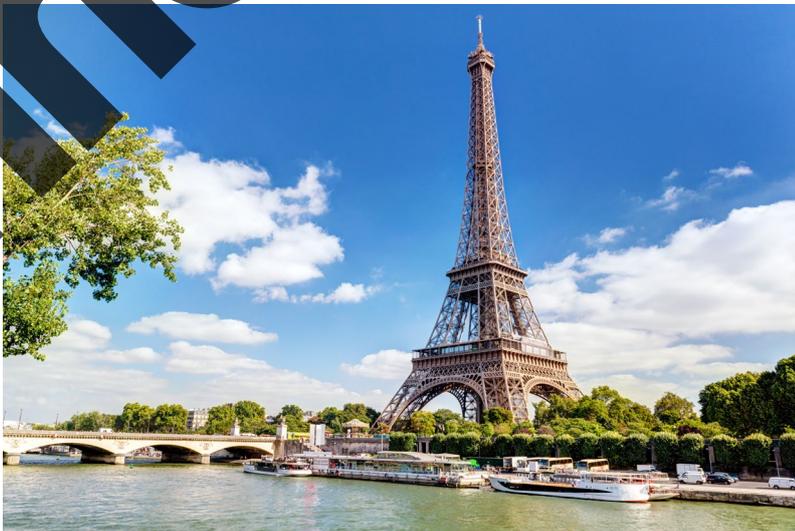
SO

Rosie is get into a top university.

27 I think that we should go to France this year.

FAVOUR

I to France this year.



28 Josh came to my house unexpectedly at the weekend.

UP

Josh unexpectedly at the weekend.

29 We went for a walk despite the rain, and we enjoyed it.

EVEN

We went for a walk, and we enjoyed it.

30 My skateboard is better than yours, but you can do better tricks than me.

GOOD

Your skateboard is, but you can do better tricks than me.



Reading and Use of English • Part 5

You are going to read an extract from a novel in which a girl called Carrie is worrying about her day. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

It was the day of Carrie's birthday. Unfortunately, it was also the day of the most important exam in her life. She wasn't worried about biology or physics, but she had to get at least a B in the maths exam or her first choice of university would not confirm her place to study medicine. How could she enjoy her birthday breakfast, cooked eggs, bacon and tomatoes, instead of the usual cereal and toast, with the exam just hours away?

But this was the way that life treated her, Carrie knew. Did it happen to everyone? She didn't know, but she wondered whether there always had to be a balance between good and bad events. Did every action have to have an equal and opposite reaction, like in the laws of physics? It had happened so many times to her. Like the time her cat had gone missing on the day that her parents had got the campervan which would change their family holidays forever. Of course, the cat turned up one day later, but its absence had spoiled that moment when her father invited everyone to go for a first drive in the new vehicle. Or when she had toothache for the whole of her first foreign holiday with her family, a holiday which she had been looking forward to for months.

It was particularly irritating that these two events were due to happen this time, because birthdays were always a cause for celebration in her family. Her mother called them 'magical moments'. Everyone, even her annoying little sister, went out of their way to make it a lovely day for whoever was the special person. But her family couldn't do anything about the exam board deciding that this was the day that Carrie would sit her hardest exam. There was no point in trying.

There was a tradition in Carrie's house that, after the special breakfast, the birthday celebrations were put on hold until after school if the birthday fell on a school day. She wouldn't get her presents until the afternoon, when her mother arrived

home just after her, having taken the afternoon off work. Her father worked from home anyway, so he only had to step out of the home office to take part in the festivities. Carrie respected the tradition, but she could hardly wait to actually get the widescreen television which she was sure had been delivered just two days before.

Carrie left her house and caught the school bus as usual, going through maths formulae in her head, although she was sure that none of them would be the ones she would need when she was actually in the exam room. Then she was in the exam room, and the teacher was saying, 'Turn over your papers and begin working'. Carrie did not turn over her paper for at least a minute. This was going to end all her hopes of a place at university. Oh, well. At least she would be able to watch *Stars in the Jungle* on her new widescreen television when she got home. She opened the exam booklet. Question 1. There are four parts to this question ... and she understood all four parts. Question 2 was even easier. Question 3 was no problem. Why had she been so worried about this exam? Carrie finished early. The teacher in charge of the exam was surprised when Carrie handed in her paper with ten minutes to go. 'I've got to get home to my birthday party,' she whispered, before almost running out of the exam room.

Carrie ran into her house. 'I've done it!' she shouted to her father as he appeared in the kitchen. 'How do you know?' he asked. 'I understood all the questions, and everything came out right in my calculations.' He looked at her in a slightly strange way. 'I'm so glad,' he said. 'But ... look ... I'm sorry. We just couldn't afford the television you wanted. Your mother and I got you some perfume.' Carrie smiled at her father. It was the balance of life again. She didn't mind. There would be other birthdays, but she would never again pass the exam she needed to get into her university course.

- 31 Why wasn't Carrie looking forward to the day?
- A She didn't like birthdays.
 - B She didn't like cooked breakfast.
 - C She was worried about an exam.
 - D She had three exams that day.
- 32 How did life treat Carrie, according to her?
- A A lot of bad things happened to her.
 - B Only bad things happened to her.
 - C She could never enjoy the good things fully.
 - D Exactly the same as everyone else.
- 33 She was upset because
- A without the exam, the day would be really special.
 - B she always had important exams on special days.
 - C her birthday was always special.
 - D her family had tried to change the date of the exam and failed.
- 34 Carrie was looking forward to getting her present
- A after breakfast.
 - B when she got home from school.
 - C when her father got home.
 - D when her mother got home.
- 35 Carrie
- A found the maths exam easy.
 - B could only do three of the exam questions.
 - C couldn't do the maths exam and went home without finishing it.
 - D ran out of the exam room because she was so upset.
- 36 At the end of the story, Carrie
- A was disappointed again at the way that life always treated her.
 - B felt that the balance of life had worked in her favour.
 - C was happy that everything had worked out for her, for once.
 - D hoped that things would be better on her next birthday.

Reading and Use of English • Part 6

You are going to read an article from a school magazine about novels. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

The structure of novels

Bella Dickens asks: Are all novels basically the same?

When you pick up a novel, you probably imagine that you are about to encounter a completely new story. With a good novel, you will maintain that feeling to the end. However, people who analyse literature say that you would not even understand the novel if it did not follow a particular structure that is much the same as many other novels. It will probably have well-known characters and follow familiar plot lines.

There is a clear difference in novels between story and narration. The story is the series of events, or plot. The narration is the way the story is told. Most novels have a first-person narrative, with many sentences beginning, 'I ...'. The story can also be told by a narrator, with most sentences beginning, 'He / She ...'. **37** The first-person narrative is often more exciting or moving, because readers tend to put themselves into the position of the main person. On the other hand, we can only be told directly what the main person is seeing, hearing and doing. Narrators can see all the events, but readers may not be drawn in as much to the action.

The characters in novels are familiar to us. **38** There is usually a hero, who should do brave and daring things, although in modern novels there is sometimes an anti-hero, who does bad things but is still lovable to the readers.

Until recently, the hero was nearly always male. **39** In the earliest novels, she was often an actual princess, but in later novels she acts like one, often hating the hero for a large part of the novel, but eventually seeing that he is a good person.

Another man called Booker said that a novel in English will probably follow one of seven basic plots. The most common could be called Man against the Monster. In the earliest novels, the monsters were things like two-headed animals or dragons which breathed fire. **40** Nowadays, the monster can be the government of the hero's own country, or another country, or, in science fiction novels, aliens. Perhaps the most recent monster is big business.

The second very common plot is called Rags to Riches. Rags in this sense are the clothes of very poor people. **41** Sometimes there is a secret, wealthy relative who supports the person in the early part of their life and is only revealed at the very end.

The third common plot is popular in the fantasy genre and is behind most computer games. **42** A person, or perhaps an animal or fictional creature, sets off to find something, encountering difficulties along the way. Obviously, he (or she or it) succeeds in the end, but in the process, the hero or heroine, or both together, travel to many different locations, often very exotic, and have small separate adventures in each one.

Reading and Use of English • Part 7

You are going to read a newspaper article about four teenagers who went on exchange visits to schools in different countries. For questions 43 – 52, choose from the four people (A – D). The teenagers may be chosen more than once.

Which teenager

appreciated the trouble the family went to?

43

was relieved to understand everyday conversation?

44

was homesick at the beginning?

45

felt an obligation to pay for things?

46

felt stupid in social situations?

47

stressed how useful the visit was for the future?

48

found it very hard to communicate at first?

49

loved everything about the visit?

50

was unwilling to take part in some of the activities?

51

said the teaching style appealed to them?

52 

The exchange visit

Four young people talk about their experience of an exchange visit.

A Ben

I wasn't keen on the idea of an exchange visit at first, but my parents said I should take the opportunity, partly I think because they had never been offered the chance. I do love going to France with the family each year, so I wasn't completely against the idea. But really, as I expected, it was difficult for me to make myself understood in the first few weeks. It wasn't so bad at the school, because the communication was structured and my written French is OK, but I often had no idea what the other students were talking about in the canteen at lunchtime, so it made me feel like a baby. As a result, I didn't participate in some of the things, like football in the park at the weekends. Eventually, they just stopped asking me, and I stayed in my bedroom and went on social media – in English!



C Chris

It wasn't as bad as I expected. I had to do it because I'm taking German as one of my three main subjects and the visit is part of the syllabus. But I wasn't looking forward to it. The school was OK, although the way they taught was very old-fashioned, I thought, perhaps because I was in a small town a long way from the capital. The best thing about the visit was the family I stayed with. They took me out every weekend, and quite a few evenings, too. We went into the mountains and down to the lakes. They really made the visit enjoyable on a social level. The only slightly uncomfortable thing was, I didn't know whether they expected me to contribute to the bill in restaurants or when we went to the funfair. So I did every time, and they didn't reject my money!



B Dawn

I thought it was wonderful from start to finish. I knew my Italian was pretty good because my mother is half Italian, and we talked quite a lot in the language before I set off for Rome. But even so, it was good to realise that I could reply sensibly to most things that people said to me. By the end, I was able to express myself very well. The family I stayed with were lovely. Again, not a surprise, as they were people my mother knew, although I had never met them before. But in some ways, the best bit was the lessons – and that did come as a surprise. To my mind, the teaching methods were much better than the ones most of our teachers use. There was much more discovery learning, where we had to work out answers and then the teacher confirmed, which I loved.



D Melissa

It was a visit of two halves for me. I've been to Spain quite a few times with my family and I have ordered food in restaurants and so on, so my spoken Spanish is good. I didn't expect to have too much trouble with day-to-day communication – and I didn't. The school was fine, and the family was OK, so there were no problems there. But what surprised me was how much I missed my family for the first two or three weeks. It was horrible. The mother thought I was having problems at school, and the teacher thought there was a problem with the family. Finally, they all understood, and I got over it after about three weeks. Then I really began to enjoy myself and I'm sure now that I want to go on to take Spanish at university. This exchange visit really helped me to make up my mind.



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B2 First for Schools
Practice Test 4

Paper 2
Writing
(1 hour 20 minutes)

Writing • Part 1

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

1 In your science class you have been talking about damage to the environment. Now, your teacher has asked you to write an essay on the topic.

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

What can each person do to help the environment?

Notes

Write about:

1. cut waste
2. recycle
3. (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style.

- 2 You see this announcement in your college English-language magazine.

Website review wanted

Have you visited a website recently which you think is useful for college students? Write us a review of the website, explaining why it is useful and pointing out any problems. Tell us which students you would recommend the website to.

The best reviews will appear in this magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

What makes you laugh?

What sort of things do you find funny?
 What things don't you laugh at?
 Write an article, giving examples and saying why you think they are funny ... or not!



Write your **article**.

- 4 You have received this email from your English-speaking friend, Charlotte.

From: Charlotte

Subject: Choice of subjects

Hi!

As you probably know, I'm allowed to choose three subjects next year. I have to take English and maths, which leaves me with a choice between

- history or geography – I can't take both
- music / drama / art – one from the three
- IT / economics

I don't know which subjects you chose at this point, but perhaps you could give me some advice.

Charlotte

Write your **email**.

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Practice Test 4

Paper 3
Listening
(approx. 40 minutes)

Listening • Part 1

Questions 1 – 8

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 young musician talking about his childhood.

What helped him improve his skills?

- A listening to music in his bedroom
- B practising in his bedroom
- C listening to music in the living room

2 You overhear a girl talking on the phone about a charity shop.

The girl thinks her friend could

- A get a job there for the summer.
- B get some cheap clothes.
- C donate some of her clothes.

3 You hear part of an interview with a police officer.

What is she doing?

- A advising on the best way to get accepted
- B trying to persuade people to join the police force
- C trying to put people off joining the police force

4 You hear two friends talking about a piece of furniture.

How much did she pay for the table?

- A £400
- B £300
- C £200

- 5 You hear a news report about an accident.
What has just happened?
- A The fire in the mall has been put out.
 - B The lorry has been removed from the town centre.
 - C The police have closed the town centre.
- 6 You hear a woman talking on the radio.
What type of information is she giving?
- A an advertisement
 - B a weather forecast
 - C a traffic announcement
- 7 You hear two people talking about a website.
What do they agree about?
- A the information
 - B the videos
 - C the adverts
- 8 You hear a teacher talking about a change in school policy.
What will the students have to do for the first time from Monday?
- A sign in and sign out
 - B use their student cards in the canteen
 - C go to reception if they are late

Turn over ►

Listening • Part 2

Questions 9 – 18

You will hear a woman called Jo Marks, who is a geologist studying natural events. For questions 9 – 18, complete the sentences with a word or short phrase.

Tsunamis

Jo is talking about a natural event called a 'tsunami', a Japanese word meaning

(9)

Jo says tsunamis exist far out to sea, but they may be only

(10) in height.

The problem with tsunamis is the speed, which is converted into

(11)

Tsunamis have been recorded since over (12) years ago.

Tsunamis are not common. In 2019, there were only (13)
..... of them recorded.

Smaller tsunamis can be caused by (14) under the sea.

A tsunami hit Japan in 2011 and caused over (15) worth
..... of damage.

The worst tsunami in history was caused by (16) which
..... occurred in the Indian Ocean.

The worst tsunami is remembered partly because so many people on the beaches had
(17) and digital cameras.

One young girl saved her family because she knew that seawater is
(18) just before a tsunami hits a beach.



Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about good lessons. For questions **19 – 23**, choose from the list (**A – H**) what each speaker feels about the lesson. Use the letters only once. There are three extra letters which you do not need to use.

A It was great because everyone had a chance to express themselves.

Speaker 1 19

B The teacher could answer all our questions.

Speaker 2 20

C We had a chance to work out the rules first.

Speaker 3 21

D The teacher treated us all as individuals.

Speaker 4 22

E The teacher made us laugh.

Speaker 5 23

F We had the opportunity to do the experiment ourselves.

G The information was memorable because of the way we learnt it.

H I loved the pairwork and the groupwork.

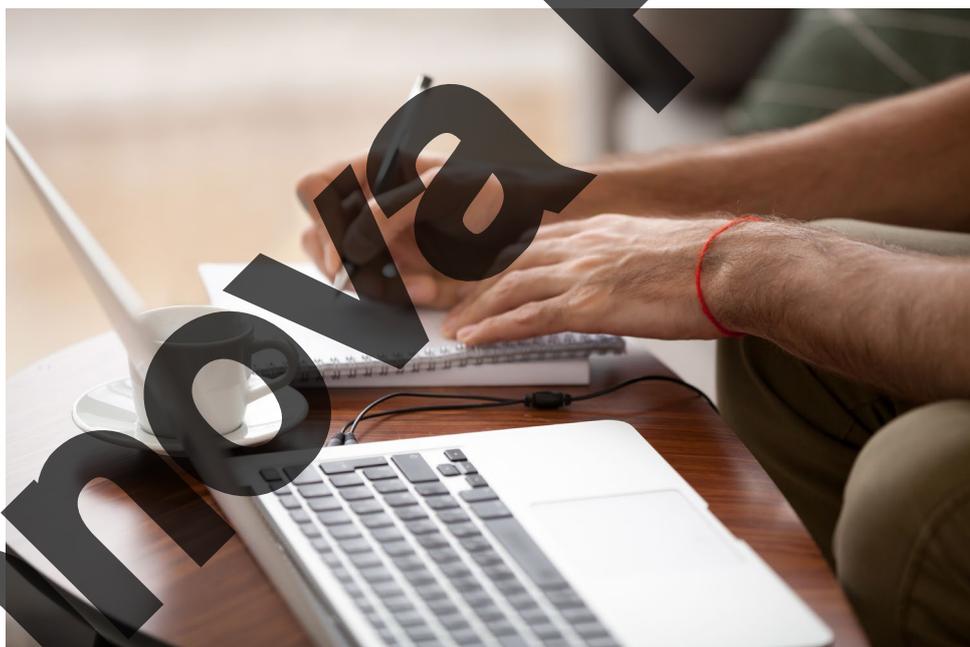
Turn over ►

Listening • Part 4**Questions 24 – 30**

You will hear a radio interview with a young writer called Tom Hicks. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

- 24** How did Tom become interested in writing?
- A** His father was a writer.
 - B** His mother was a writer.
 - C** His parents wrote a lot of letters and emails.
- 25** Tom mentions his mother and the envelopes because
- A** it got him interested in writing letters.
 - B** he liked the idea of putting things in writing rather than speaking.
 - C** he loved helping her with the envelopes and the stamps.
- 26** What did Tom first write?
- A** a diary of his daily life
 - B** the interesting things he had done each day
 - C** invented actions and conversations
- 27** What did Tom do with his early diaries?
- A** He left them in his parent's house.
 - B** He still uses them to get ideas from.
 - C** He can't remember.
- 28** Tom's first story was inspired by
- A** a rainstorm.
 - B** his own feelings.
 - C** a boyhood friend.

- 29 What does Tom write about?
- A cultural events he has experienced
 - B real people he has met
 - C buildings he has visited
- 30 For his next story, Tom has already worked out
- A the characters.
 - B the background event.
 - C the plot.

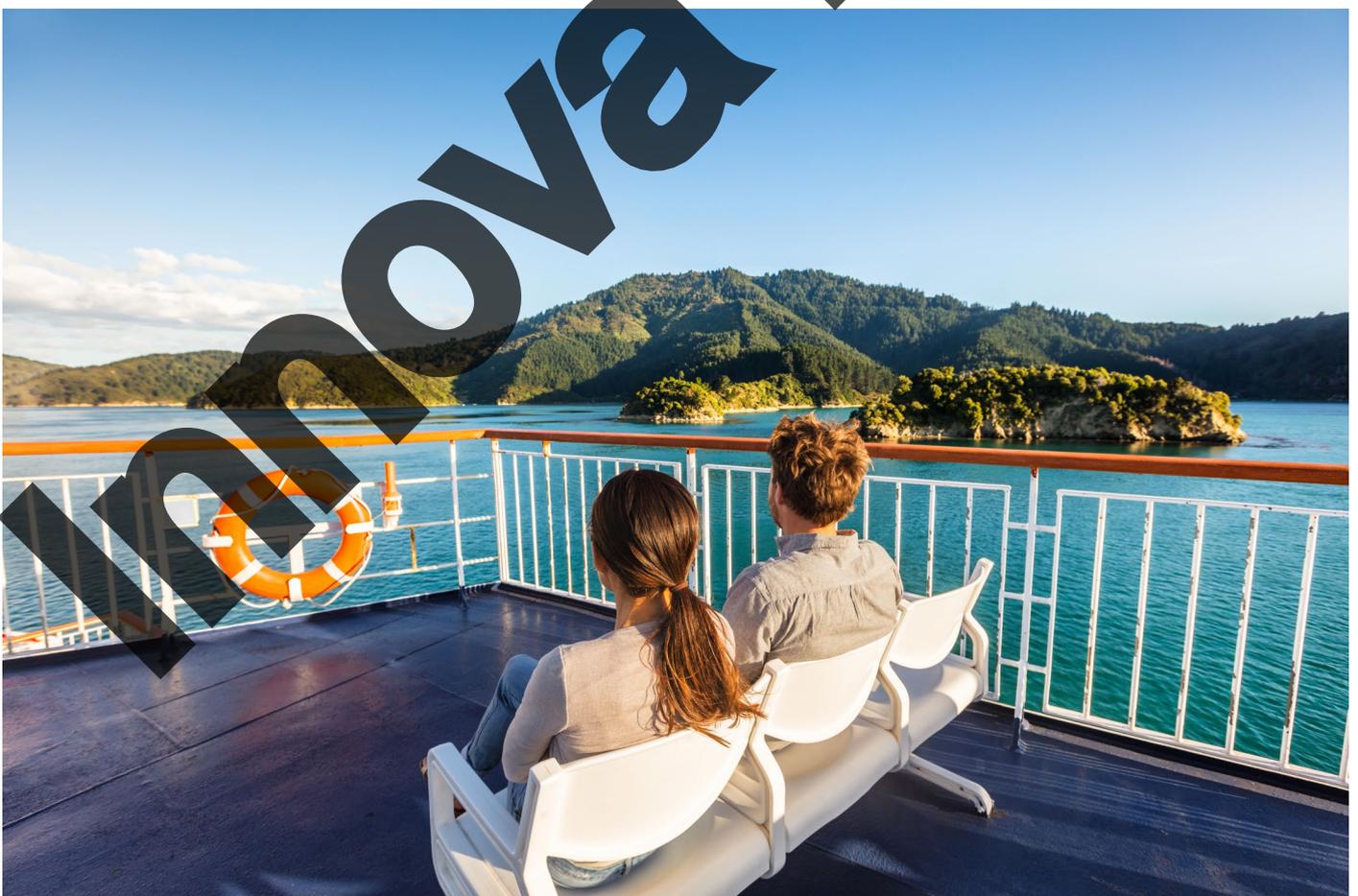


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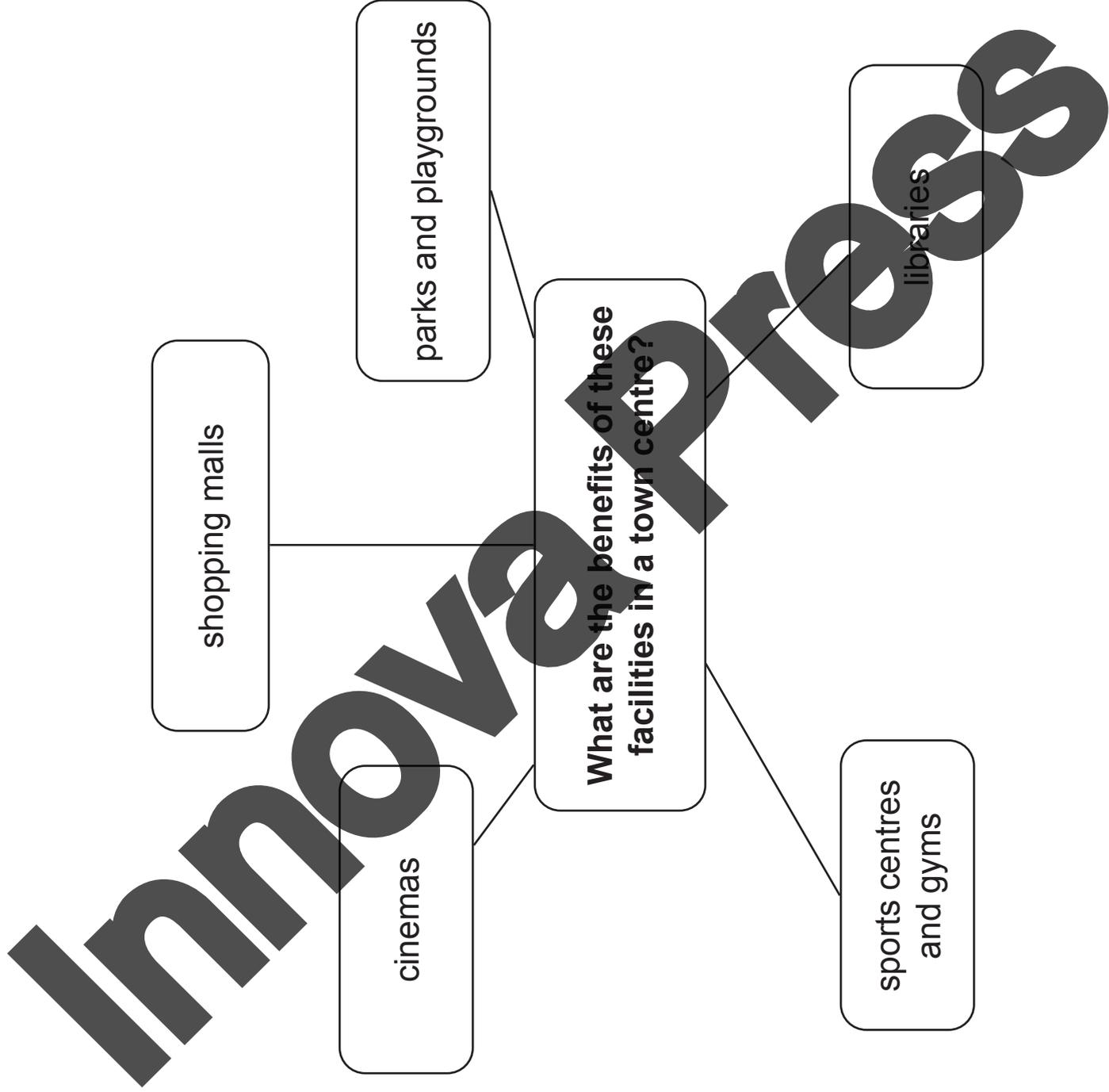
Paper 4
Speaking
(14 minutes)

Why have people chosen these holidays?



Who has the worst job?





Cambridge English Qualifications
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Practice Test 5

Paper 1
Reading and Use of English
(1 hour 15 minutes)

Reading and Use of English • 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).

Social groups

Everybody (0) to a family. In many cultures, people also have (1) of a much larger group above the family, called a 'tribe'. The basic family form is the 'nuclear family' and normally consists of a man, a woman and their child or children, but the (2) form is the 'extended family', where blood relatives of several generations all live together.

A tribe is a group that is based (3) on a common ancestor from a number of generations ago. Members of a tribe usually have the same surname and are usually not (4) to marry each other, but groups of tribes often have agreements, which may go back centuries, that say each member can marry (5) from one of that group of tribes.

In many cultures, everybody belongs to a class – that is, a group of people who share similar social position, economic background and, often, political (6) For example, in Britain, there is still the belief that people are working class, middle class or upper class. Working-class people tend to work in manual or semi-skilled jobs. Middle-class people are (7), such as doctors, lawyers and teachers. Upper-class people may own land or live in a home which has been in the same family for (8)



- 0 A is B has C belongs D joins
- 1 A together B joining C collection D membership
- 2 A wider B longer C higher D smaller
- 3 A first B once C originally D origin
- 4 A let B made C permitted D allow
- 5 A someone B anyone C one D some
- 6 A sees B views C information D notices
- 7 A working B workers C professional D professionals
- 8 A long B time C generations D period

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Reading and Use of English • 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**).

Facts about eyes

The basic form of the eye is thought to have developed in animals around 550 million years ago. We say that eyes are the sense organs of sight, but in fact eyes only capture light and send **(0)**^{IT}..... to the brain. It is the brain which interprets the information it receives **(9)** turns it into images. **(10)** the human eye were a digital camera, it would have 576 megapixels. This compares with 12 megapixels in a top-of-the-range camera phone.

The **(11)** common eye colour is brown, but if your eyes are blue, you are related to every other blue-eyed person in the world.

Eyes in humans are not as powerful **(12)** in some animals, but if there are no other sources of light, a human eye can see the light of a single candle **(13)** 20 kilometres away.

You are born with eyes **(14)** are a certain size, and they remain that size throughout your life, while almost every other part of your body, **(15)** your nose and ears, gets bigger. The cells in your eyes survive from birth to death, which is unlike all the other cells in your body.

The eye is the fastest muscle in the human body, **(16)** it never gets tired.



Reading and Use of English • 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).

Theory X and Theory Y

In 1960, a Doctor of Psychology called Douglas McGregor published a book in which he identified two (0) ...*MANAGEMENT*... attitudes to workers.

MANAGE

McGregor said most managers at that time had a negative view of their workers, which he labelled 'Theory X'. This view says that people (17) work. According to this theory, whenever possible, (18) will attempt to avoid work. As a result, they must be (19) with punishment to achieve the goals of the company. Generally speaking, the theory states that people will avoid (20)

LIKE

EMPLOY

THREAT

RESPONSIBLE

As a result, in the 1960s, most managers made no attempt to involve workers in (21) about working practices. In fact, because of the (22) of labour in huge factories, workers sometimes didn't even know what product they were making.

DECIDE

DIVIDE

By contrast, McGregor felt that most workers had exactly the opposite attitude to work under the right circumstances. He called this 'Theory Y'. He said these people will work hard if they are committed to the (23) of their organisation. They can also see solutions to problems with working practices. Good solutions are not (24) only found by managers.

OBJECT

NECESSARY



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 A very friendly taxi driver drove us into town.

DRIVEN

We WERE DRIVEN INTO TOWN BY a very friendly taxi driver.

25 When I stayed with my grandparents, they often took me to the park.

USED

My grandparents to the park when I stayed with them.

26 He knows how to speak French and German.

HAS

He French and German.

27 The car stopped because there was no petrol left.

RUN

The car stopped because it petrol.



28 I failed the test because I arrived late.

WOULD

I the test if I hadn't arrived late.

29 She had a chance to win the game in the last minute.

COULD

She in the last minute.

30 He wishes he had bought a better car.

REGRETS

He a better car.



Reading and Use of English • Part 5

You are going to read an extract from a novel in which a girl called Julia talks about a rock group. For questions **31 – 36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Julia was desperate to be part of *The Polar Bears*. They were still only known in her hometown, but she was sure that they would strike it rich in time ... and she wanted to be there when it happened. But she faced an uphill task.

Julia wasn't a fan in the old-fashioned sense. She didn't love any of the band members, although she thought Lee, the guy who managed them and also played the drums, was very sweet. She'd known him since primary school. Her desire to be part of their future was almost a business decision. Her father was a management consultant, and he had told her several stories already about how you had to be in on the ground floor of a new business if you were going to benefit financially. *The Bears*, as they were usually known, were going to be big. She knew it, and she had enough of her father in her to recognise that and want to be part of it. The question was, how?

She'd always loved the kind of music which the group played – a mixture of jazz and rock – but she'd never been a real musician herself. Oh, she'd tried hard enough from time to time, and her parents had done everything they could, paying for expensive lessons in piano and guitar, and even flute, when Lee had mentioned that it would be nice to have a flute player in the group but it was very hard to find one.

Julia wasn't bad at any of the instruments and had even performed briefly with the lead guitarist of *The Bears*, Pete Knowles, on the flute. Of course, that was back when they were still called *The Penguins*. But she had known before they'd told her after the second performance that she just wasn't good enough. She could play a classical piece in her precise way, and had done so at school concerts, but she had to admit that she was hopeless at the freer type of playing that was part of being in a jazz rock group.

If she was honest with herself, the problem was really that her heart wasn't in practising for hours, which she would have to do to acquire the natural feel for *The Bears'* type of music. Her first love was electronics of any kind, and she would spend hours programming in her bedroom when, if she really wanted to be a professional musician, she should have been practising chords. And what was she going to do about her university place to study Computer Science if by next year she had, somehow, managed to be part of the group and gone on the road with them, or off to a recording studio for three months? She really didn't know.

When the virus hit the country, the schools closed, and Julia spent even more time in her bedroom with her computer equipment. All the live music venues, like concert halls, festivals, clubs and pubs, closed too, and *The Polar Bears* had nowhere to play. Julia went on social media to ask Lee how they were getting on, and he said they couldn't even rehearse because you needed thousands of pounds worth of equipment to have real-time link up between musicians playing in their own homes. A band that doesn't rehearse quite rapidly ceases to be a band, and Lee was worried that, when everything finally reopened, it would take them months to get back to performance level, if they ever could.

Julia thought about the problem for a long time. University wasn't an issue anymore. For at least the next year, all courses would be conducted online. She experimented with a few things, then went online and started to research microphones, headphones and recording equipment. She had a word with her father and used his credit card to purchase quite a lot of stuff, then she emailed Lee. 'Welcome to *Me!Sounds*, your new remote rehearsal space. The future of real-time music recording in a locked-down world.' She got a smiley face by return.

- 31 Why did Julia want to be part of the group?
- A because she loved their music
 - B because she could make a lot of money with the group
 - C because she was fond of one of the members of the group
 - D because she wanted to play with them
- 32 Julia played the flute
- A once with *The Polar Bears*.
 - B once with *The Penguins*.
 - C twice with *The Bears*.
 - D twice with *The Penguins*.
- 33 Julia didn't fit in as a band member because
- A she wasn't a musician.
 - B she didn't play an instrument which the band needed.
 - C she was the wrong kind of player.
 - D she didn't play with enough accuracy.
- 34 According to the information in paragraph 5, Julia
- A was confused about her future.
 - B couldn't decide between computing and music.
 - C had a place at university for next year.
 - D didn't know if she wanted to go to university next year.
- 35 Why couldn't *The Polar Bears* continue to practise after the virus arrived?
- A The live music places were closed.
 - B The band members had to stay at home.
 - C It was not possible to practice remotely in real time.
 - D The band could not afford the equipment for remote practice.
- 36 At the end of the story, we find out that
- A Julia has set up a company.
 - B Julia and her father have set up a company.
 - C *The Polar Bears* are probably going to work with Julia in future.
 - D *The Polar Bears* are probably going to use Julia's computer knowledge.

Reading and Use of English • Part 6

You are going to read an article from a school magazine about important achievements. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

What is our greatest achievement?

Rosa Davenport asks the question.

What is the greatest achievement in the history of mankind? There are many possibilities competing for the title.

Some people have said that it is preserving food. Certainly, early methods freed people from the daily work of gathering food, and more recent methods have freed people from the need to shop for fresh food every day.

Others talk about public health and the way that has increased life expectancy. **37** It's also true that the increase is largely due to improvements in public health rather than medicine.

However, in my opinion, the greatest achievement in history does not have anything to do with food or health. **38** The achievement I'm talking about is the invention of writing, initially by the Sumerians about 5,000 years ago.

Written information is the basis of nearly all learning nowadays. Children still study textbooks, and scientists and researchers put information in written form online for other scientists and researchers to read. The enormous quantity of information that the average person can access is astonishing.

People have said that John Milton, the 17th-century English poet, was the last person who could possibly have held all the known information about the world in his head. **39** But now, anybody sitting at a computer terminal has access to most of the known information

about the world through the medium of written language.

You might argue that people could speak long before they could write. Surely, therefore, the invention of language itself, not written language, was more important? It is true that speech came before writing, probably many thousands of years before. In oral cultures, a huge amount of information was passed from generation to generation through speech. **40**

Imagine you and I lived in an oral culture. You know something which you want to tell me. We have to meet, then, after our meeting, I have to remember the information because I can't write it down, and I have to meet other people because I can't send them the information in writing. **41** And, over time, information may get changed or forgotten. In a written culture, the situation is completely different. As soon as new information is written down, it is available to be printed and distributed to the whole world. **42**

However, it is not language itself, or the internet or the printing press, which is the greatest advance. It is the coding of speech into written form which makes everything else possible.

- A** It is true that we live longer now than we did even 50 years ago.
- B** I believe it came before most of the other advances and, quite simply, made the other advances possible.
- C** So the distribution of new information took an enormous amount of time.
- D** Perhaps the greatest advance is the discovery of electricity.
- E** After his time, the quantity of world information increased so dramatically that it became impossible for one person to remember it all.
- F** However, before the invention of sound recording and reproduction in the 19th century, spoken interaction could only take place face to face.
- G** Nowadays, with the internet, printing and distribution can be immediate.



Reading and Use of English • Part 7

You are going to read a newspaper article about places to visit in Britain. For questions 43 – 52, choose from the holidays (A – D). The holidays may be chosen more than once.

Which holiday is good for someone who

- | | | |
|--|----|--------------------------|
| enjoys live music events? | 43 | <input type="checkbox"/> |
| is a birdwatcher? | 44 | <input type="checkbox"/> |
| likes to pay for everything in advance? | 45 | <input type="checkbox"/> |
| likes to stay in one place but hates hotels? | 46 | <input type="checkbox"/> |
| loves history? | 47 | <input type="checkbox"/> |
| wants to see as much as possible in one week? | 48 | <input type="checkbox"/> |
| thinks good food and shops are the most important things in a holiday? | 49 | <input type="checkbox"/> |
| wants a touring holiday but gets seasick on boats? | 50 | <input type="checkbox"/> |
| loves walking and cycling? | 51 | <input type="checkbox"/> |
| wants to take their caravan to the UK? | 52 | <input type="checkbox"/> |



Places to visit

Here are four ideas of where to go and what to see in Britain.

A Lake Camp

Get off the beaten track! Our campsite is deep in the beautiful Lake District, with its sparkling water and beautiful uplands.



Bring your own tent or vehicle to sleep in. Or stay in one of our luxury tents, which sleep two to six people.

Hire one of our mountain bikes and go off-road. It's the perfect way to travel through the beautiful forests and see and hear all the wildlife. Or just hike out onto the heather-covered moors with your binoculars.

Local village with pub and café: 20 mins walk.

C See Scotland by Train

Touring Scotland is a wonderful way to spend your summer holiday, but not by car in July and August.



Avoid the traffic jams or those long journeys on boring motorways. Take away the stress of driving on the 'wrong side' of the road in a strange hire car.

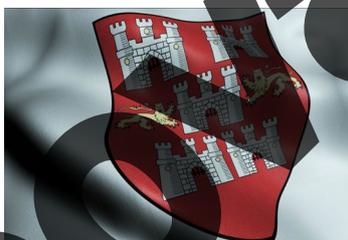
Our low-cost family tickets – up to 6 – include transfer from Edinburgh or Glasgow airport to the sleeper train.

Choose from one- or two-week tours.

Optional day trips to one of the many beautiful Scottish islands, just a few kilometres off the coast. No need to worry about seasickness!

B World Heritage City

This summer, why not stay in the beautiful, historical city of Winchester?



Here are just some of the reasons for making Winchester the centre of your holiday:

- 1,000-year-old cathedral
- 17th-, 18th- and 19th-century architecture Museum
- Great restaurants, cafés and pubs
- Theatre and street theatre
- Shopping malls
- Boutique shops

Our city has hotels in every price range.

And if you come in July, you can take in the Best of All Festival of music, just 10 miles from the city. Live bands from the 70s to today! Get one-, two- or three-day passes.

D Cruise around Britain

The British Isles has it all!

- beautiful scenery
- miles and miles of countryside
- cities full of culture ... and much more.



Sail from the south of the country, with its golden beaches, past the island of Ireland and up to the mountain landscape of Scotland. Stop in seven places to see the sights during our 15-day cruise.

All food and drinks included in the low, low price!

All day trips included, too!

Cabins for one, two or four people.

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Practice Test 5

Paper 2
Writing
(1 hour 20 minutes)

Writing • Part 1

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

1 You have recently had a class discussion about school uniform. Now, your teacher has asked you to write an essay.

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

**Should students be allowed to wear their own clothes at school?
What are the advantages and disadvantages of school uniform?**

Notes

Write about:

1. all students wear same clothes so no showing-off
2. some uniforms make children look silly
3. (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style.

- 2 You see this announcement in your college English-language magazine.

TV channel review wanted

There are a lot of channels on satellite and cable services now.
Have you come across one which is good for college students?
If you have, write us a review of the channel, explaining how you can get it and why it is good for students.
Tell us what age group would benefit most from this channel.
The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

The best holiday I've ever had

What has been your best holiday so far?
Why was it so good?



Write an article answering these questions.

Write your **article**.

- 4 You have received this email from your English-speaking friend, Poppy.

From: Poppy
Subject: Party

How are things?

Sorry I haven't been in touch for a while. I've been ill.

The last time we talked, you were going to organise a party for your parents' wedding anniversary. Did you do that? How did it go? What did you all do?

Write soon.

Poppy

Write your **email**.

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Paper 3
Listening
(approx. 40 minutes)

Listening • Part 1

Questions 1 – 8

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 teenager talking about a night out.

How did he get home?

- A by bus
- B by car
- C on foot

2 You overhear a girl talking on the phone about a new shopping mall.

She wants her friend to

- A get something for her when she goes.
- B check out the clothes shop.
- C meet her there at the weekend.

3 You hear part of an interview with an environmental scientist.

What is she doing?

- A encouraging people to do more to protect the planet
- B giving advice on what individuals can do about waste
- C explaining what an environmental scientist does

4 You hear two friends talking about a sports centre.

How does the boy feel about it?

- A There's not enough variety of sports.
- B The courts are not safe.
- C The gym is poorly managed.

5 You hear a news report about a problem in Morely.

Where was the animal captured?

- A in the school playground
- B in the park
- C in a back garden

6 You hear a message on an answering machine.

Why is the speaker calling?

- A to offer help
- B to give an invitation
- C to confirm an arrangement

7 You hear two people talking about a TV programme.

What do they agree about?

- A It was very informative.
- B They will watch the next episode.
- C The presenter is irritating.

8 You hear a teacher talking about a school trip.

Why is he talking to the students?

- A to give them the schedule
- B to tell them about the destination
- C to warn them about behaviour

Turn over ►

Listening • Part 2

Questions 9 – 18

You will hear a woman called Sophie Drew, who is a scientist studying food safety. For questions 9 – 18, complete the sentences with a word or short phrase.

Food safety

- Sophie says that we all need food, but it is (9)
- She says that about 40 million people get ill with food poisoning each year, and (10) die.
- Her talk is about the preparation, cooking and (11) of food.
- People think that you can't be poisoned by (12)
- They think that cooking and freezing (13)
- Some people put frozen food straight in (14)
- Never cook food on a barbecue without using a (15)
- The inside of beef and fish must reach 63°C, whereas a whole chicken must reach (16)
- Never put raw food in the fridge (17)
- If you leave cooked meat out overnight, each bacterium becomes (18)



Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about art clubs. For questions 19 – 23, choose from the list (A – H) what each speaker feels about the clubs. Use the letters only once. There are three extra letters which you do not need to use.

A I'm really glad my friend persuaded me to go.

Speaker 1 19

B I wish there were more variety of subjects.

Speaker 2 20

C I miss it when I can't attend.

D It helps me to express myself.

Speaker 3 21

E I take something home each week that I'm proud of.

Speaker 4 22

F I was surprised that there is so much technical information to learn.

Speaker 5 23

G It's so much better than the music club which I used to go to.

H It's made me realise that I'm not an artist.



Turn over ►

Listening • Part 4

Questions 24 – 30

You will hear a radio interview with a young actor called Leo Taylor. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What is Leo's acting job at the moment?
- A He's doing a play called *Brief Lives*.
 - B He performs seven times a week.
 - C He's working with a theatre company in London.
- 25 What is Leo's earliest memory of acting?
- A a teacher holding his hand in a performance at nursery school
 - B a play at primary school one December
 - C playing a star in a school play
- 26 Leo stopped acting for a few years because
- A he didn't like being the focus of attention.
 - B he fell out of love with acting.
 - C his secondary school didn't put on plays.
- 27 Leo joined the youth theatre because
- A his brother lied about it.
 - B his brother was a member.
 - C they didn't do performances.
- 28 In his first play with the youth club, Leo played
- A Romeo.
 - B a young man with a bad cough.
 - C a dying man.

- 29 What has Leo's life been since he left school?
- A drama school, London company, Bristol company
 - B university, unemployment, Bristol company
 - C drama school, unemployment, London company
- 30 What does Leo dislike the most about filming?
- A waiting for things to happen
 - B not doing the scenes of the story in order
 - C having to do some speeches directly into the camera



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Paper 4
Speaking
(14 minutes)

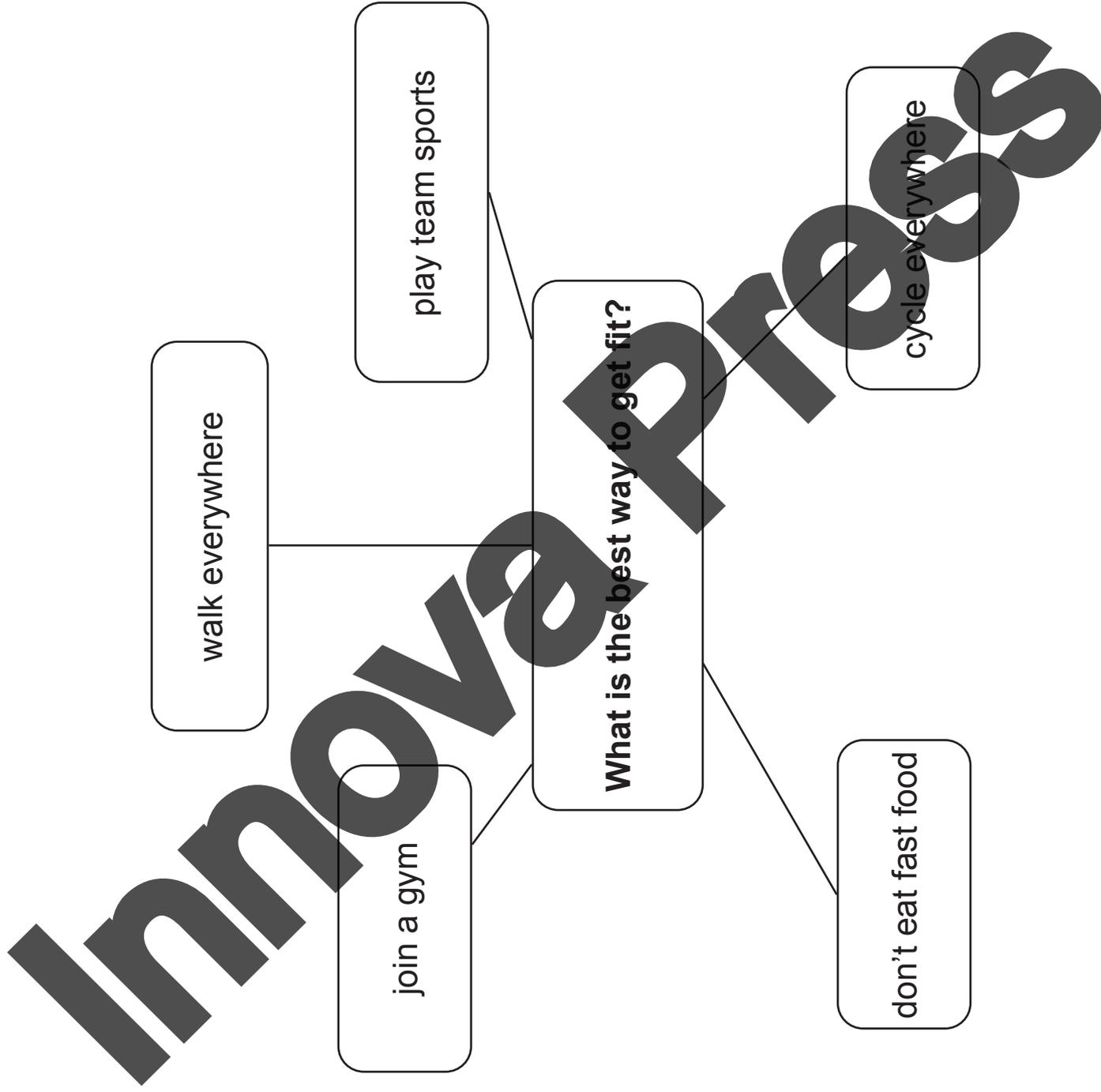
What is the best way to learn these subjects?

1



Why have people chosen these methods of transport?





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