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OXFORD PREPARATION & PRACTICE *for*

Cambridge English
First
for Schools

EXAM TRAINER

with 7 practice tests

with
key

**SAMPLE
PAGES**



Includes Speaking DVD and 2 Audio CDs

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Introduction

This set of six printed practice tests and training activities comes with an additional online practice test (see card with access code). This material provides thorough preparation and practice for the *Cambridge English: First for Schools* exam. It is available with and without an answer key. The answer key provides a full explanation of correct and incorrect answers.

The first two tests in the book contain preparation pages with training for exam tasks in each paper. These preparation pages consist of several exercises which give candidates training in how to approach each task type and what to look for in the exam. There are also tips on exam technique.

For support with the Writing paper, there are sample answers for each type of question, and examiner commentary highlighting what a good answer should look like. For support with the Speaking paper, there is a DVD included with example Speaking interviews for the *Cambridge English: First* exam and examiner commentary.

For more information about the *Cambridge English: First for Schools* exam, go to www.cambridgeenglish.org.

Sample pages

Preparation • Reading and Use of English

Part 1

This part of the Reading and Use of English paper focuses on vocabulary such as collocations. If words collocate, it means they are frequently used together.

Here are some examples:

Noun + noun: a bank *statement* (not *record*) / a lawn *mower* (not *cutter*)

Verb + noun: *take* a photo (not *make*) / *clean* your teeth (not *wash*)

Adjective + noun: a *close* friend (not *near*) / a *blank* sheet of paper (not *empty*)

Verb + adverb: speak *quietly* (not *silently*) / sleep *deeply* (not *thoroughly*)

Adverb + adjective: *hugely* enjoyable (not *greatly*) / *highly* unlikely (not *strongly*)

- 1 Make common collocations by combining a word from list A with a word or phrase from list B. There are four each of the five types of collocation listed above.

act (verb) bitterly (adverb) computer (noun) draw (verb) drive (verb)
eat (verb) fully (adverb) heart (noun) heavy (adjective) mutual (adjective)
picture (noun) seat (noun) seriously (adverb) shake (verb) soft (adjective)
A strong (adjective) tell (verb) virtually (adverb) walk (verb) watch (verb)

attack aware belt briskly coffee cold the curtains dangerously drink
frame friend hands healthily impossible injured screen suspiciously
B television traffic the truth

- 2 Use collocations from exercise 1 to complete the gaps in these sentences.

- a I arrived at work an hour late because of the _____ on the motorway.
b I wore my thick coat because it was _____ when I left home.
c It can damage your eyes if you spend too long staring at your _____.
d I try to _____ by avoiding sugar and fatty foods.
e In many countries it's normal to _____ when you meet someone.
f If you're very tired, _____ can help you stay awake.
g Road accidents are usually caused by people who _____.
h He spoke so quickly that it was _____ to understand what he was saying.
i In a court of law, all witnesses should _____.
j You should always wear a _____ when you're travelling in a car.

TIP

In Reading and Use of English, a correct answer may be dependent on a preposition which follows a gap. Look at this example:

Some people find it harder than others to _____ with exams.

- A manage B cope C handle D survive

Only the verb *cope* is followed by the preposition *with* + noun. When you learn a new verb, it is important to check and learn the prepositions which usually follow it.

- 3 Which prepositions normally follow these a) verbs b) nouns c) adjectives? Choose from this list:

about for from in of on to with

a verbs

accuse someone _____ something
congratulate someone _____ something
lend something _____ someone
rely _____ someone to do something
share something _____ someone

b nouns

feel anger _____ something
show curiosity _____ something
show enthusiasm _____ something
express an interest _____ something
show kindness _____ someone

c adjectives

be afraid _____ something
be famous _____ something
be jealous _____ someone
be keen _____ something
be sorry _____ someone _____ something

- 4 Complete these sentences with the correct verbs, nouns or adjectives from exercise 3.

- a I've always got on well with my sister. We've never been _____ of each other.
b You shouldn't _____ someone of something if you have no proof.
c Children who sleep with the light on are often _____ of the dark.
d My brother expressed an _____ in football at a very early age.
e The manager _____ the team on winning the cup for the second year running.

Practice Test 1 • 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).

Mark your answers on the separate answer sheet.

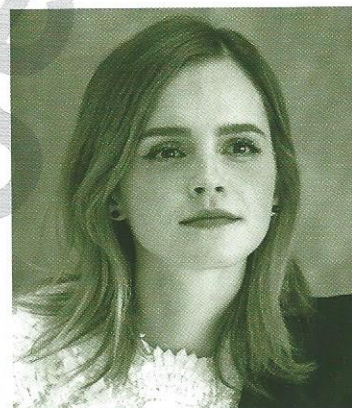
Example:

0 A knowledgeable B familiar C aware D conscious

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

Emma Watson

If you have seen any of the Harry Potter films, you will be 0 _____ with the name Emma Watson as the actor who 1 _____ the part of Hermione Granger. Emma was born in Paris in April 1990 and was 2 _____ in acting from a very early age. She regularly took part in school plays, but her first professional 3 _____ was in the first *Harry Potter* film. This made her a superstar all 4 _____ the world.



In spite of spending much of her time acting, Emma did not give 5 _____ her education and, after 6 _____ school, she studied at Brown University in the USA and at Oxford University in the UK.

She has 7 _____ to star in films, but now also works as a fashion model for famous brands such as Burberry. In addition to all this, she has been appointed as a United Nations ambassador and is 8 _____ in a campaign which calls for equality between men and women.

- | | | | | |
|---|--------------|---------------|-------------|----------------|
| 1 | A performed | B represented | C played | D appeared |
| 2 | A interested | B inspired | C attracted | D enthusiastic |
| 3 | A task | B career | C character | D role |
| 4 | A throughout | B over | C about | D through |
| 5 | A in | B into | C up | D off |
| 6 | A leaving | B abandoning | C departing | D ending |
| 7 | A kept | B maintained | C remained | D continued |
| 8 | A included | B implicated | C involved | D related |

Preparation • Writing

Part 1 Essay

This part of the Writing paper asks you to write an essay and tests your ability to give opinions and reasons for them in a clearly structured piece of writing using an appropriate register. Also of importance are the range and accuracy of your grammar and vocabulary, and whether you have answered the question.

TIPS

- Read the question carefully, as well as the notes you are expected to include in your answer.
- Think briefly about the opinion you are going to express in response to the question.
- Before starting your essay, make a paragraph plan. This should include an introduction which is interesting to readers.

- 1 Read this sample essay question and the notes you have to include. Underline the key points and decide on a third note (your own idea) to include.

In your English class, you have been talking about the advantages and disadvantages of being able to speak more than one language. 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. Write your essay in **140–190** words.



Children should start learning a second language while they are at primary school. Do you agree?

Notes

Things to write about

1. the importance of learning a second language
2. the best age to start
3. _____ (your own idea)

- 2 The question gives you the option of answering the question, 'Do you agree?' in two ways: 'Yes' or 'No'.
 - a Think of reasons someone might answer 'Yes' and reasons someone might answer 'No'.
Examples:
'Yes' – reasons: children learn languages more quickly when they are young
'No' – reasons: it is more important for children to learn their own language in primary school
 - b Now decide what your opinion would be if you were answering this question.

TIP

When answering essay questions, remember: you do not have to express your actual opinion if you can write a better answer by expressing the opposite opinion.

- 3 Read these three possible paragraph plans for the sample essay question in exercise 1 and choose the best one.

Plan 1

- Paragraph 1** Your opinion with reasons
Paragraph 2 What you think is wrong with the opposite opinion
Paragraph 3 Which second language children in your country should learn
Paragraph 4 What is wrong with starting to learn a second language in primary school

Plan 2

- Paragraph 1** An introduction to the subject and the main ideas related to it
Paragraph 2 Support for one side of the argument: answering 'Yes'
Paragraph 3 Support for the other side of the argument: answering 'No'
Paragraph 4 A clear expression of your own opinion with a reason

Plan 3

- Paragraph 1** An introduction to the subject
Paragraph 2 Your opinion with first reason
Paragraph 3 Your opinion with second reason
Paragraph 4 Your opinion with third reason

- 4 Now read these three opening paragraphs (A, B and C) and decide which is the best. Say why you have chosen this paragraph and what is wrong with the other two. Remember, opening paragraphs should be interesting and the content should be appropriate to the task.

Starting a second language in primary school is much too early in my opinion because there are more important things for children to be doing, like getting better at their own language or doing maths which many children find very difficult. I think some children will never be good at a second language so starting early is just a waste of their time. **A**

I started learning English when I was nine years old and in my opinion this was much too early because I couldn't understand why I was doing it. I couldn't imagine a situation in which I would need to use a second language. This meant that I didn't work very hard at my English and now I'm not as good as other children in my class. **B**

Learning a second language is becoming more important in today's world. In the past it was normal for children to start learning a new language at secondary school when they were in their teens. However, many people now believe that an earlier start is more likely to help children to become fluent users of a language when they are adults. I will consider both points of view before expressing my own view. **C**

Practice Test 1 • Writing

Part 1

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

- 1 In your English class you have been talking about health and fitness. Now your English teacher has asked you to write an essay for homework.

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

Young people are not getting as much exercise as they should.
Why do you think this is?

Notes

Write about:

1. school life
2. free time
3. _____ (your own idea)

Sample page



Preparation • Listening

Part 1

This part of the Listening paper tests your understanding of gist (general understanding), detail, feeling, attitude, purpose, and agreement between speakers.


TIP

Use the time before you hear the recording to read the questions and optional answers A, B and C. This will give you some ideas about what you are going to hear.


- 1  **1.01** Listen to someone talking about a past event he remembers well. Choose the correct answer to this gist question: What kind of event is he talking about?
- A something he heard about
- B something that he witnessed 1
- C something that he was personally involved in
- 2  **1.01** Listen to the speaker again, and choose the correct answer to this detail question: How long before the speaker heard about it did the explosion happen?
- A more than an hour ago
- B more than half an hour ago 2
- C more than a quarter of an hour ago

TIP

To listen for feeling or attitude, you will have to interpret what you hear. Speakers will not say things like *I feel very angry*. You need to be able to understand key expressions which indicate what the speakers are feeling. For example, a speaker who says *Oh no, that's a pity* is disappointed. Someone who says *That's brilliant* is pleased or happy.

- 3  **1.02** Listen to this conversation between a teacher and one of her students and answer this 'feeling' question: How does the teacher react to what the student tells her?
- A She is pleased.
- B She is disappointed. 3
- C She is annoyed.

Which expressions helped you to choose your answer?

- 4  **1.02** Listen to the conversation again. How would you describe the student's attitude to the completion of the biology project?
- A He is anxious to please the teacher.
- B He is confident that he can finish on time. 4
- C He is polite and respectful to the teacher.

Which expressions helped you to choose your answer?

TIP

If you listen for agreement between speakers, you have to decide whether the speakers think the same or differently about something.

- 5 Look at these expressions and decide whether they express agreement, disagreement or doubt.

Absolutely! Do you really think so? Exactly! I can't go along with that.
I don't think so. I'm not sure about that. That's true.
That's not the way I see it. You're right there.

- 6 Read this conversation between two friends. What do they agree about?

- A The raising of the school leaving age is a good idea.
B The raising of the school leaving age will improve children's education.
C The raising of the school leaving age will affect employment figures.

6

Anna Did you hear the news this morning? They're going to raise the school leaving age again.

Sophie Really? That's great!

Anna Do you think so?

Sophie Yes, definitely.

Anna I think it's a terrible idea. I want to leave and get a job as soon as I can.

Sophie Well, it means everyone will get a better education, doesn't it?

Anna Does it?

Sophie I think so – and it means it'll make the numbers of unemployed people seem lower.

Anna That's true. But do you really want to stay on an extra year?

Sophie I really don't mind – I wasn't going to leave at the end of next year anyway.

Now underline the expressions which helped you to choose your answer.

Practice Test 1 • Listening

Part 1

▶ 1.03 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear two friends talking about a tennis match they saw on TV. What do they agree about?
 - A The American player was physically stronger.
 - B The French player was unlucky to slip. 1
 - C The American player deserved to win.
- 2 You hear a girl telling her friend about a concert she attended. What does she say about recorded music?
 - A She thinks it's fine.
 - B It's never loud enough. 2
 - C It doesn't excite her at all.
- 3 You hear a news report about the dangers facing tigers today. What is their biggest threat?
 - A Human beings are destroying their natural environment.
 - B They are being hunted by people to sell for medicines. 3
 - C People are killing them because they are so dangerous.
- 4 You hear a teacher talking about essay writing. What advice does the teacher give?
 - A You should go through events in order.
 - B Begin with something especially interesting. 4
 - C Make a plan before you start writing.
- 5 You hear a brother and sister talking about how much sleep they need. How does the boy feel about the time they have to go to bed?
 - A He'd feel better if he went to bed earlier.
 - B He thinks it's good for both of them. 5
 - C He needs more sleep than she does.
- 6 You hear a boy telling a friend about his summer holiday. How did the holiday change him?
 - A He found that he quite liked the rain.
 - B He decided that sunbathing was dull. 6
 - C His French improved a lot.
- 7 You hear a news item about a lost cat. What did the family want the neighbours to do?
 - A to look after the cat
 - B to find a new home for the cat 7
 - C to contact them if they found the cat
- 8 You hear a radio interview with a young pianist. What does the pianist say about music as a school subject?
 - A It isn't usually taught very well.
 - B It should only be taught as a hobby. 8
 - C It should never be compulsory.

TIP


Remember: In Part 1, you will have 8 seconds to read the three possible answers for each question before you listen. You will hear each piece twice.

Preparation • Speaking

Part 3

This part of the Speaking paper tests your ability to interact with another speaker, ask for opinions, give and justify them, speculate, make suggestions and work towards a decision with your partner. This is sometimes called the 'collaborative task'.

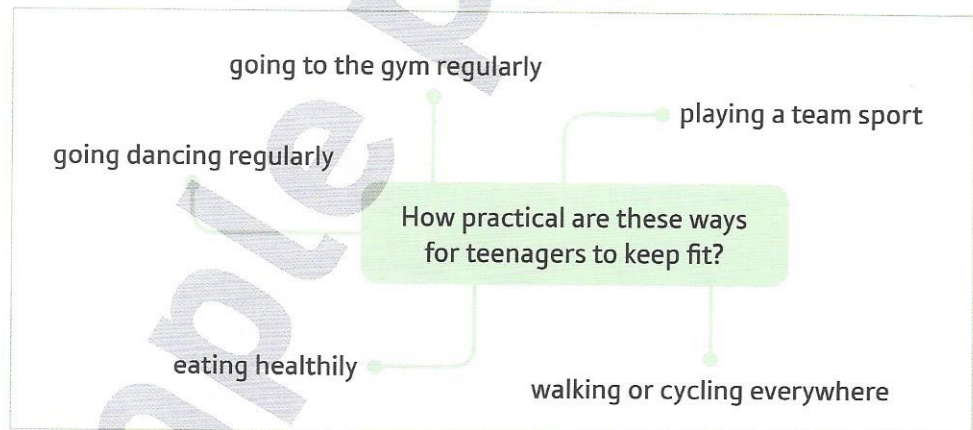
The examiner gives a pair of candidates written prompts which form the basis of a two-minute discussion. Candidates then have one minute in which to reach a decision.




- 1  **1.13** Listen to how the interlocutor introduces Part 3. Below is the kind of information the interlocutor gives to the pair of candidates. Before you listen to this particular question, work with a partner. Think about the question and then discuss the pros and cons of each of the five suggestions from your own point of view.

TIPS: Collaborating with your partner is very important

- Make sure you give your partner a chance to speak. If they don't volunteer anything, ask them what they think.
- Listen carefully to what your partner says and agree or disagree in an appropriate way.

- 1 Take turns to begin talking about each suggestion, using one of these expressions:
In my opinion, ... I'd say ... As far as ... is concerned, I think ... Personally, I'd say ...
- 2 When you have spoken, invite your partner to respond, using one of these questions:
What do you think? Would you agree? What's your opinion? What/How about you?



- 2  **1.14** Now listen to two candidates, Gemma and Sam, discussing this subject. As you listen, think about these questions.
- a Do the candidates discuss all five suggested ways of keeping fit?
 - b Do they give reasons for their opinions?
 - c Do they answer the question: *How practical are these ways for teenagers to keep fit?*
 - d Do the candidates talk for about the same length of time?
 - e Do the candidates invite each other to contribute to the conversation?
- 3  **1.14** Listen again. Which phrases do the two candidates use to
- express an opinion?
 - invite their partner to respond?
- 4  **1.15** Now listen to the second part of the task. What decision do the candidates reach?

Preparation • Speaking

Part 4

This part of the Speaking paper tests your ability to give opinions and justify them, speculate, and agree or disagree with your partner.

TIPS

- Continue thinking about the theme of the Part 3 discussions, because the questions the examiner asks you will be related to this theme.
- You do not see the questions the examiner asks you in this part, so make sure you listen very carefully.
- Always give reasons and explanations for any opinions you express.

- 1  **1.16** Listen to six questions an examiner might ask on the subject of 'keeping fit'. Make brief notes about what you need to say, as in the first example.

- 1 *sports: team or individual?* _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

- 2  **1.16** Listen to the questions again and expand your notes.

- 3 Discuss each question with a partner, using your notes and expressions from the lists below. Make sure that you:
- express your opinions and ideas, giving reasons or explanations
 - agree or disagree with your partner, giving reasons or explanations.

Opinions



In my opinion, ...
 I'd say ...
 As far as ... is concerned, I think ...
 Personally, I'd say ...

Agreeing / Disagreeing

I agree. / I disagree (with) ...
 I'm with you there. / I don't agree.
 That's true. / That's not true.
 You're right. / I'm not so sure.

Reasons / Explanations

I can go along with ... / I can't go along with ...
 (mainly) because ...
 The main reason (for this) is ...
 I'll explain what I mean. ...
 For one thing, ...
 ... and for another ...
 Let me explain. ...
 I mean, ...

- 4  **1.17** Now listen to two pairs of candidates discussing questions 1 and 6 in exercise 1. Check whether all the candidates give reasons or explanations for their opinions.
- 5  **1.17** Work with a partner. Listen to each conversation again and discuss the two questions, thinking about what the candidates said.

Parts 3 and 4

Healthy eating

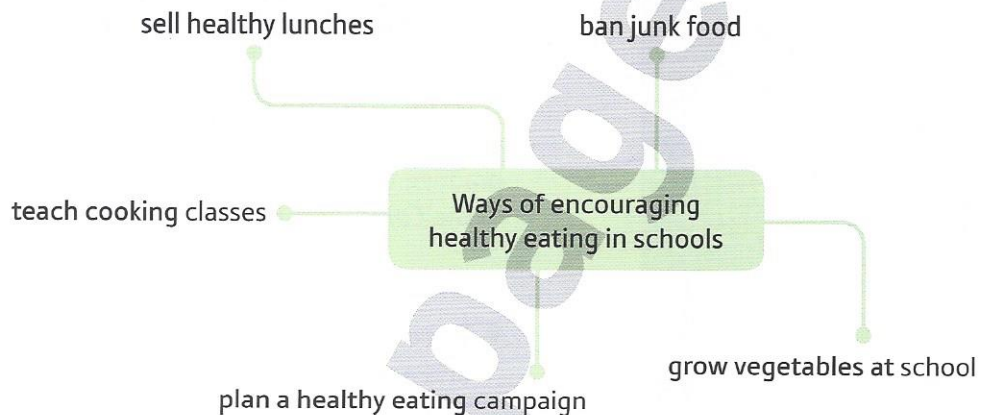
Part 3

Look at the diagram below. Here are some ideas which might encourage students to eat more healthily. Talk to a partner about how important you think it is to eat healthily.

In the exam, Candidates A and B discuss this together for 2–3 minutes.

Now you have about 1 minute to decide which two ideas you think would be most likely to persuade students to eat more healthily.

In the exam, Candidates A and B discuss for about 1 minute.



Part 4

TIP

In the exam, the examiner will ask you and your partner follow-up questions in Part 4. After your partner answers a question, the examiner will ask you one of the following:

- Do you agree?
- What do you think?
- And you?

Answer the following questions:

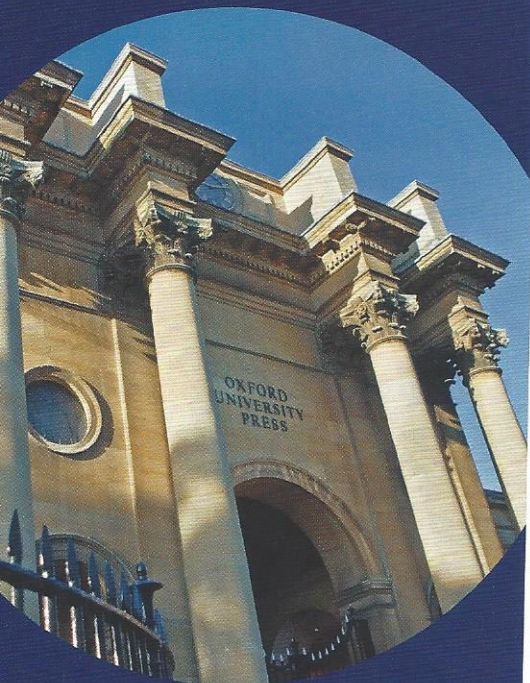
- Do you think a healthy eating scheme at school would be popular with students? (Why/Why not?)
- Why do you think fast food is often popular with students?
- Do students in (candidate's country) get a choice of what to eat at school? (Why/Why not?)
- Is breakfast an important meal of the day for students? (Why/Why not?)
- Do schools have a responsibility to teach students about good health? (Why/Why not?)
- How important is it for young people to be able to cook? (Why?)

In the exam, Candidates A and B answer selected questions for about 4 minutes.

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