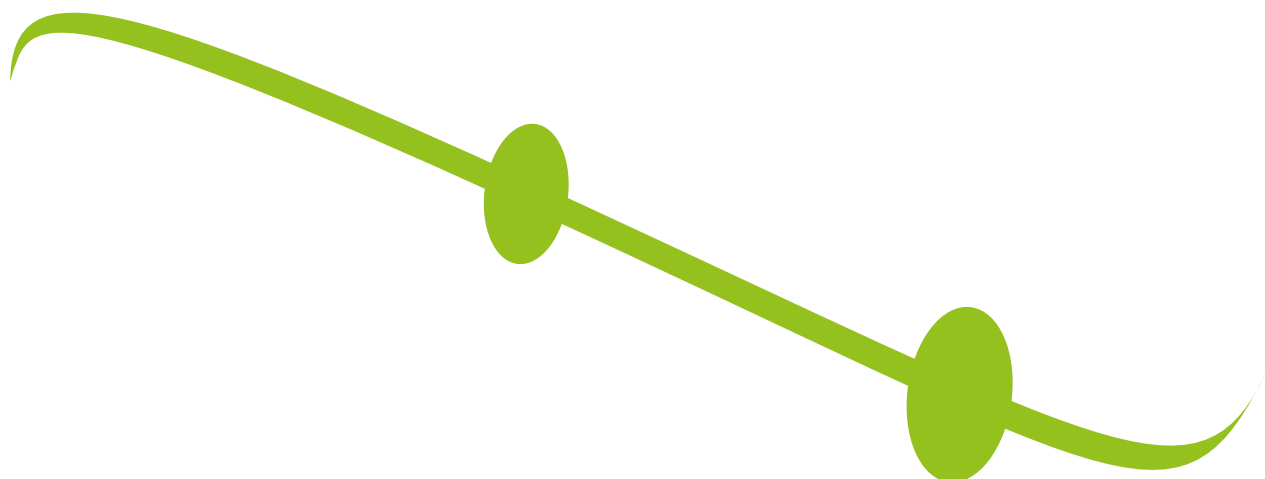
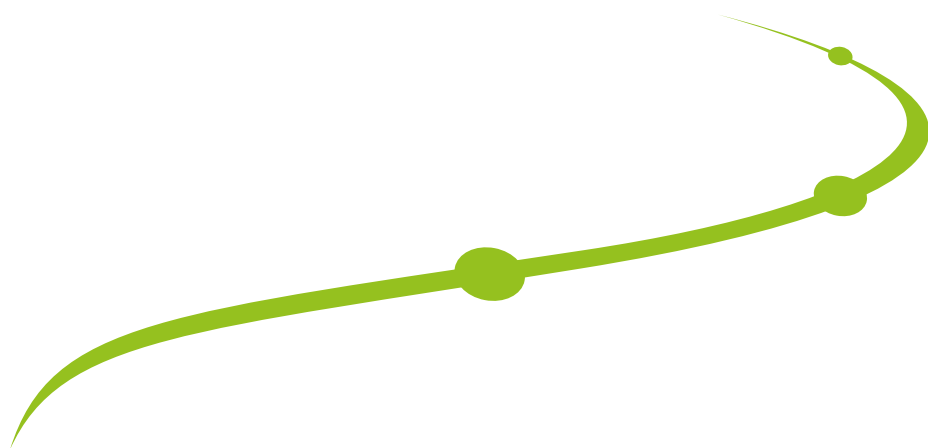




# Cambridge English **First** *for Schools*

## Information for candidates



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## Why take *Cambridge English: First for Schools?*

If you are learning English at school and your knowledge of English is already good enough for many everyday situations, then *Cambridge English: First for Schools* is the right exam for you. The topics and content are specially designed for school students, and it is ideal as a qualification if, in the future, you would like to study or work abroad or to develop a career which requires English.

*Cambridge English: First for Schools* follows the same format and level as the *Cambridge English: First* exam. It is an upper-intermediate-level Cambridge English exam, at Level B2 of the Council of Europe's **Common European Framework of Reference for Languages** (CEFR). This means that if you pass *Cambridge English: First for Schools*, your level of English is good enough to be of practical use in many types of situation. Successful *Cambridge English: First for Schools* candidates can deal with speaking and writing in many everyday and real-life work situations, can understand some simple articles and school textbooks and have English language skills that can be used towards higher-level qualifications.

## Why take a Cambridge English exam?

### **Develop good communication skills**

- Cambridge English exams cover all four language skills – listening, speaking, reading and writing – as well as testing your use of grammar and vocabulary. They include a range of different types of question which test how well you can use English, so that you develop the full range of skills you need to communicate well in a variety of situations.

### **A world of opportunity**

- Thousands of universities and employers around the world recognise Cambridge English examinations, so a Cambridge English exam is a valuable qualification to have when you need to provide evidence of your level of English when you apply for a place to study or for a job.

### **Quality you can trust**

- We carefully test all our questions before we put them into an examination. This makes sure that they are fair, at the right level, that the content is suitable for all candidates and that you have enough time to answer them. You can therefore be sure that your result is a true measure of your level of English.

University of Cambridge ESOL Examinations (Cambridge ESOL) offers the world's leading range of qualifications for learners and teachers of English. More than 3 million people in over 130 countries take Cambridge ESOL exams each year.

## What does Cambridge English: First for Schools involve?

This booklet is a brief introduction to *Cambridge English: First for Schools*. We show examples from each part of the exam, but in some cases we do not show the full text or all the questions. You can find more detailed information about the exam, as well as a full *Cambridge English: First for Schools* sample paper, on our Candidate Support website at: [www.candidates.CambridgeESOL.org](http://www.candidates.CambridgeESOL.org)

	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1: Reading	3 parts/30 questions	1 hour	20%
Paper 2: Writing	2 parts: Part 1 – one compulsory question Part 2 – one from a choice of four questions	1 hour 20 minutes	20%
Paper 3: Use of English	4 parts/42 questions	45 minutes	20%
Paper 4: Listening	4 parts/30 questions	40 minutes (approx.)	20%
Paper 5: Speaking	4 parts	14 minutes per pair of candidates	20%

# Paper 1: Reading

Time: 1 hour

## Part 1

In this part of the Reading paper you have to read a text carefully and answer some questions. The questions are multiple choice, each with four options (A, B, C or D) and they follow the same order as the information in the text.

In the example below we show you an extract from a novel and some of the questions from a typical exam paper. Read the text and try to answer the questions (1–3). In the exam, the text is longer and in this example there are five more questions like the ones below.

Jamie tried to ignore the shouts from the spectators, urging the players on. Across the squash court, Danny Powell glared back at him. But there was an element of satisfaction in Danny's face. His arrogance had gone – the first two games had at least knocked that a bit – but having fought back with usual aggression to two games all, he clearly felt he was in with a chance of taking the match.



Jamie tried to focus his mind and energy. He knew the pressure was on him now. He had been two games ahead and had thrown that lead away. Though this was meant to be a minor event, the semi-final of the Under 19 Knockout in the 'friendly' atmosphere of their own club, it was obvious that everyone wanted to know who the winner would be, as they saw it as a taster for the Regional Championships in two weeks' time.

*line 12*

Jamie glanced up at the faces in the gallery. Their classmates were all there, and, of course, Bob Powell, who was going on and on with pride every time Danny won a point, as though his son were a superstar and not the show-off that he was. But there was only one face up there Jamie was bothered about – his own father's. And right now, he did not dare to look at it.

- 1 In the first paragraph, Jamie noticed that Danny
  - A wasn't happy with the way he was playing.
  - B wasn't quite so sure of himself as he had been.
  - C was annoyed by the noise from the spectators.
  - D was being less aggressive than normal.
- 2 What does 'it' refer to in line 12?
  - A the winner
  - B the club
  - C the atmosphere
  - D the semi-final
- 3 What did Jamie feel when he looked at the gallery?
  - A anxiety about what his father would be thinking
  - B pride that his father was watching him
  - C annoyance that Danny had more supporters
  - D pleasure that his friends were watching

## Part 2

In Part 2, you have to read a text from which seven sentences or paragraphs have been removed. After the text you will find some sentences or paragraphs and you have to choose one of them to fit each space. There is one option which does not fit any of the spaces.

In the example below, there is part of an article about some animals which appeared in a TV documentary. Four sentences are missing. Read the sentences after the text (A–E) and try to decide which sentence best fits each gap (9–12). There is one extra sentence which you don't need to use. In the exam, the text is longer and there are three more gaps and three more sentences.

### The TV Stars from the desert

*The meerkats of the Kalahari desert in South Africa are famous and Ann and Steve Toon went to find them.*



Meerkats are animals which are about 30cm tall and live in groups of 20 to 30. The ones we were looking for were filmed during

a period of four years and starred in a TV documentary series. We wanted to see them for real.

So it's 5.30am and we are in the middle of nowhere, waiting for the sun to burn off the remains of yesterday's storm clouds. Nearby, a large black bird lets rip his deafening, regular wake-up call. **9**  And while our eyes are off the ball, a meerkat makes his appearance.

He pops his head out of the burrow where he has spent the night. **10**  Apparently satisfied, he stands upright. He is followed by a female and then some other adults.

We arrived in extreme heat yesterday afternoon with great expectations, but this soon turned to disappointment. **11**  Today, however, we are finally metres away from some of the world's most charismatic wild creatures. Here are the homes of 14 meerkat groups who are the real-life, wildlife stars of an award-winning TV series.

To our excitement, the adult meerkats are swiftly followed out of the burrow by four five-week-old pups. It's the summer breeding season so you would expect to see young. **12**

Unbelievably comical and cute, the youngsters are each a perfect smaller version of their parents.

- A** We realise he has seen us and is checking us out before emerging fully.
- B** This is because they are most active early in the morning and in the late afternoon.
- C** This makes us both jump and distracts our attention from why we are here.
- D** We had timed our visit with this possibility in mind but we still couldn't believe our luck.
- E** This was because a series of seemingly endless, ear-splitting Kalahari thunderstorms resulted in a no-show of our subjects.

## Part 3

In Part 3, you have to read either one long text or up to six shorter texts. There will also be 15 questions. You have to look through the text(s) and decide which of them match each question. There may be two or more 'matches' for each question.

In the example below, you have to read part of a newspaper article about young pop stars. For each of the questions (16–20), you have to choose which information about each pop star (A–C) matches the question. In the exam, the text will be longer and there will be 10 more questions like the ones below to match.

### Which person says

their favourite time was when the band was first together?

16

they nearly lost the opportunity to stay in the band?

17

they were not defeated by negative feedback?

18

they didn't have time to adjust to being in a successful band?

19

the most important thing in their band was to work hard?

20

## Band fever

*We asked five young pop stars, each from a different band, what it's like to be in a band.*

### A Nat



I heard an advert on the radio for a band audition. I loved singing, but only really ever did it on the karaoke. But I went, and I got in. People think it was easy for us but they don't realise that we didn't have a record deal for ages. We sang in all kinds of places to start with. Our producer always said he wanted effort from band members rather than good looks or even talented singers and I know now that was the right emphasis. He even sacked me twice for messing around. I remember him shouting: 'I don't work with people like that.' Thankfully, he listened when I begged him to take me back and before long we became famous. It doesn't matter what the newspapers say about your music – that's just life. When you're up there and you hear the fans scream when they recognise a song – that's the best feeling in the world.

### C Morgan



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

### B Alex



I'd trained to be a footballer, kicking a ball from dawn to dusk, so I missed watching all the music programmes on TV. Then I became a model and one day a record manager came to me and said: 'You've got a great face, can you sing?' Singing seemed an odd thing to do, so I said: 'Not at all.' Then I did an audition and suddenly I was in a band. At first, I didn't know what had hit me because it all happened in such a rush. I was going out spending a fortune. My advice to bands would be: remember how the world really works, and never forget where you came from. You could easily end up back there.

## Paper 2: Writing






**Time: 1 hour 20 minutes**


### Part 1 – Compulsory Task


For this part of the Writing paper, you have to write either a letter or an email based on some input material. The input material will be a letter or an email with notes. You have to write 120–150 words.

In the example below, you have received an email from your English-speaking friend, Alex, who you are going to stay with for the weekend. You have to read Alex's email and the notes you have made and write an email to reply to Alex. Remember when you write that you should use all your notes.

**EMAIL**

 **From:** Alex Green

 **Subject:** Your visit

It's great that you can visit me this weekend. A new activity centre has just opened near my house. Shall we go? \_\_\_\_\_ **Yes!**

There's a climbing wall at the centre, or they can take us sailing on the river. The staff at the centre also take groups into the hills to go mountain biking. Which activity would you prefer to do? \_\_\_\_\_ **Tell Alex**

I think we'll be tired on Saturday evening so maybe we should just stay in and do something. So what do you think we should do? \_\_\_\_\_ **Suggest...**

I'm so excited about your visit. Can your parents bring you to my house on Friday evening rather than Saturday morning? \_\_\_\_\_ **No, because...**

See you  
Alex



## Part 2

In Part 2, you can choose one of the five options. These may be an essay, a letter, an article, a report, a review, or a short story. The last question in Part 2 is a choice of two options based on the list of set books. You can find this list at

[www.CambridgeESOL.org/exams/timetables/2011/fce-schools.html](http://www.CambridgeESOL.org/exams/timetables/2011/fce-schools.html)

You should write 120–180 words for Part 2.

In the example below, you can choose to write an article, a story or an essay (Questions 2–4).

If you prefer to write about one of the set books you have read, you should look at Question 5.

In this paper 5 (a) is an article and 5 (b) is an essay.

- 2 You have seen this announcement in an international teen magazine.

**Competition: The 21<sup>st</sup>-Century Teenager**  
What is the one thing a modern teenager should not be without?  
Computer? MP3 player? Mobile phone? You decide!  
The best article will be published in next month's magazine.

Write your **article**.

- 3 You have seen a story writing competition in an English-language magazine and you decide to enter.

Your story must begin with this sentence:

*At last the weekend had arrived and Anna was both nervous and excited.*

Write your **story**.

- 4 You have recently had a discussion in your English class about teenage fashions. Now your teacher has asked you to write an essay, answering the following question:

*Do you think that you have to spend a lot of money on fashion to look good?*

Write your **essay**.

- 5 Answer **one** of the following two questions based on **one** of the titles below. Write the letter **(a)** or **(b)** as well as the number 5 in the question box at the top of the opposite page.

- (a)** *Macbeth* by William Shakespeare

You have seen the following announcement in an international school magazine. You have decided to write an article, using a character from the story of *Macbeth*.

Articles wanted: **Tell Us About A Bad Character In A Story You Know.**

- What does this person do? ■ Why does this person behave so badly?  
■ Is there something you like about this person?

The writer of the best article will win £100 worth of books!

Write your **article** about a character in the story of *Macbeth*.

- (b)** *Touching the Void* by Joe Simpson

Your English class has had a discussion about what happens in *Touching the Void*. Now your teacher has given you this essay for homework:

Simon and Joe have to make some difficult decisions in the story of *Touching the Void*. Do you think they make the right choices? Why? / Why not?

Write your **essay**.

## Paper 3: Use of English

Time: 45 minutes

### Part 1

In Part 1 you have a text to read in which there are 12 numbered gaps (plus one gap as an example). Each gap represents a missing word or phrase. For each gap, there are four possible answers (A, B, C or D) and you have to choose which word or phrase fills the gap correctly. Sometimes you have to choose between words with a similar meaning.

Below you have the first part of a text about an internet bus in the USA. The correct answer for the example (0) is 'surround'. For each of the numbered gaps (1-8) you have four choices (A, B, C or D). In the exam, the text is longer and there are four more questions like the ones in the example below.

#### The internet bus

In the desert areas that **(0)** ..... Tucson city, USA, students spend hundreds of hours on yellow buses each year getting to and from their schools. But when mobile internet equipment was **(1)** ..... on a yellow school bus, the bored, often noisy, teens were **(2)** ..... into quiet, studious individuals.

District officials got the idea during **(3)** ..... drives on school business to Phoenix, two hours each way, when they **(4)** ..... that, when they went in pairs, one person could drive and the other could work using a laptop and a wireless card. They **(5)** ..... if internet access on a school bus could **(6)** ..... students' academic productivity, too.

But the idea for what students call 'the internet bus' really **(7)** ..... shape when the district's chief information officer **(8)** ..... across an article about having internet access in cars. He thought, 'What if you could put that in a bus?'

- |          |                        |                       |                      |                      |
|----------|------------------------|-----------------------|----------------------|----------------------|
| <b>1</b> | <b>A</b> installed     | <b>B</b> set          | <b>C</b> included    | <b>D</b> structured  |
| <b>2</b> | <b>A</b> replaced      | <b>B</b> exchanged    | <b>C</b> switched    | <b>D</b> transformed |
| <b>3</b> | <b>A</b> extraordinary | <b>B</b> occasional   | <b>C</b> exceptional | <b>D</b> few         |
| <b>4</b> | <b>A</b> believed      | <b>B</b> acknowledged | <b>C</b> estimated   | <b>D</b> realised    |
| <b>5</b> | <b>A</b> thought       | <b>B</b> imagined     | <b>C</b> suspected   | <b>D</b> wondered    |
| <b>6</b> | <b>A</b> increase      | <b>B</b> enlarge      | <b>C</b> rise        | <b>D</b> heighten    |
| <b>7</b> | <b>A</b> formed        | <b>B</b> took         | <b>C</b> held        | <b>D</b> did         |
| <b>8</b> | <b>A</b> got           | <b>B</b> looked       | <b>C</b> came        | <b>D</b> put         |

## Part 2

In Part 2 there is a text with 12 numbered gaps and you have to think of a single word which will fill each gap correctly.

The example below shows the first part of a text called 'Young enterprise'. The first gap (0) is an example and the answer was 'the'. Read the rest of the text and try to find the right answers for questions 13-18. In the exam, the text is longer and there are six more gaps like the ones in the example below.

### Young enterprise

How prepared are you for **(0)** ..... future? You are studying to obtain qualifications for your chosen career, but what **(13)** ..... getting the business skills necessary to make your career a success? How do you gain the advantage **(14)** ..... will get you your dream job? Perhaps you even have an ambition to set **(15)** ..... a business yourself?

**(16)** ..... year since 2007, when the Young Enterprise Programme began, hundreds of thousands of young people have gained a head start while they are still at school by taking part **(17)** ..... the programme. There, they have gained key business skills and knowledge, either through a series of workshops **(18)** ..... through starting and running their own real company.

## Part 3

In Part 3 there is a text with 10 gaps. There is also one line at the beginning with a gap we have filled in for you to show you what you have to do. At the end of the line, separated from the text, is a word in capital letters. Use this word to make a new word which fills the gap to complete the sentence correctly.

The example below is part of a text about a skyscraper design. For the first gap, we give you the answer: COMPETE becomes 'competition'. Read the text and try to find the correct words for the other gaps (25–28). In the exam, the text is longer and there are six more gaps like the ones in the example below.

### Skyscraper? No, 'water-scraper'!

Each year, EV Magazine hosts a skyscraper design **(0)** ..... . Most entrants imagine giant buildings taller than anything under construction today. However, the most **(25)** ..... entry this year went the opposite route. Malaysian designer Sarly Adre bin Sarkum's **(26)** ..... to the problem of conceiving a different kind of development was to drop his building straight downwards into the sea. He deliberately designed it to contrast with the skyscrapers that make up most of the entries, and to highlight sustainable **(27)** ..... .

His self-sufficient 'water-scraper' would be similar in **(28)** ..... to the Empire State Building, but with only a couple of storeys above the sea's surface.

**COMPETE**

**IMPRESS**

**SOLVE**

**ARCHITECT**

**HIGH**

## Part 4

In Part 4, you have to rewrite a sentence so that the meaning is the same, but using different words. There are eight sentences for you to rewrite in this way. Each sentence is followed by a 'key word' and a second sentence with a gap in the middle. You have to use the 'key word' to complete the second sentence so that it means the same as the first one. You must use between two and five words, including the word that has been given to you. You must not change the word given.

Below we give you five questions from Part 4. In the exam there are three more questions like these.

- 35** John went to the cinema by himself yesterday afternoon.

**OWN**

John went to the cinema ..... yesterday afternoon.

- 36** The start of the second race was delayed because the first race finished late.

**CAUSED**

The delay to the start of the second race ..... the late finish of the first race.

- 37** It is six months since Richard went to the barber's for a haircut.

**HAD**

Richard ..... his hair cut at the barber's for six months.

- 38** My brother didn't use to be so confident.

**THAN**

- 39** Marta's dad told her yesterday that she could visit her friend after school.

**ALLOWED**

Yesterday, Marta's dad ..... her friend after school.

## Paper 4: Listening

### Time: 40 minutes (approx.)

You hear all the recordings twice in the exam.

If you have access to the internet, you can find the recordings for the tasks below on the Cambridge ESOL Candidate Support website at:

[www.candidates.CambridgeESOL.org](http://www.candidates.CambridgeESOL.org)

## Part 1

In Part 1, you hear eight short recordings of people talking in different situations. For each recording, you have a question with three possible answers. You have to choose the right answer (A, B or C).

Below we show you three typical questions from this part of the paper. In the exam, there are five more questions and recordings like these.

- 1** You hear a teacher talking to her class about some project work.

Why is she talking to them?

- A** to suggest ways of approaching the project
- B** to explain what their project should be about
- C** to warn of the consequences of late project work

- 2** You hear two friends talking about a film they have just seen.

What do they agree about?

- A** how good the special effects were
- B** how misleading the publicity was
- C** how exciting some scenes were

- 3** You hear a boy talking about a school trip he's just been on.

What did he think of it?

- A** It failed to live up to his expectations.
- B** He found it surprisingly interesting.
- C** Only parts of it were enjoyable.

## Part 2

In this part of the paper, you have to listen for specific words or phrases in one longer recording. You have to complete sentences which have gaps in them.

In the example below you listen to an interview with a young tap-dancer called Jodie Markfield. You have to listen for the missing words and write them in the gaps (9–12). In the exam, there will be six more sentences like this with gaps to fill. You need one to three words (or a number) for each gap.

### JODIE MARKFIELD: TAP-DANCER

Jodie says that tap-dancers are often thought of as  **9** as well as dancers.

Jodie first got work as a tap-dancer thanks to her  **10**

The first show that Jodie appeared in was called  **11**

Jodie says that tap-dancing has both African and  **12** origins.

## Part 3

In Part 3, you hear five short recordings of five different speakers. The recordings are all connected in some way – for example by the topic the speakers are talking about (e.g. travel), or the function of their speech (e.g. asking for information). You then have to match a statement or opinion to each speaker.

In the example below, you listen to five different people talking about the sporting activities they do. You have to listen to the recordings and choose what each speaker (Speakers 1–5) likes most about their sport (A–F).

**A** It's a way of making new friends.

Speaker 1

	19
--	----

**B** It's great to feel part of a team.

Speaker 2

	20
--	----

**C** It's a good way of keeping fit.

Speaker 3

	21
--	----

**D** It's a break from schoolwork.

Speaker 4

	22
--	----

**E** It's a chance to show off my skills.

Speaker 5

	23
--	----

**F** It's nice to beat kids from other schools.



## Part 4

In Part 4 of the test, you have to listen for opinions, attitudes and main ideas from a longer text. You have to listen to the recording and then answer seven questions. Each question has three possible answers (A, B or C) and you have to choose the correct one.

In the example below, you listen to a recording of an interview with a young man called Mark Sharp who took part in something called 'The Iron Age Project'. For each question (24–26) you have to choose the correct answer (A, B or C). In the real exam, there are four more questions like the ones below.

**24** Why did Mark join 'The Iron Age Project'?

- A** His history teacher suggested it to him.
- B** He got involved because of his parents.
- C** He offered to take care of the animals.

**25** How did Mark prepare for the project?

- A** by acquiring appropriate skills
- B** by reading about the period
- C** by visiting an Iron Age village

**26** What does Mark say about living in an Iron Age house?

- A** He missed modern conveniences.
- B** The fire caused him problems.
- C** His bed could have been softer.

## Paper 5: Speaking

### **Time: 14 minutes per pair of candidates**

You will take the Speaking test together with another candidate, or possibly in a group of three. There will also be two examiners in the room. One of the examiners will talk to you, and the other will just listen.

## Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as everyday life, holidays, school, etc. and you will be expected to talk about yourselves and give your opinions.

## Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two colour photographs and you have to compare them and talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will need to answer a question on the topic of the photographs (for about 20 seconds).

Have a look at the two photographs on the next page which show people visiting different museums. Try to think of things you could say to compare them. In this example, the examiner asked the following question: 'What might the people find interesting about visiting these different museums?'

**What might the people find interesting about visiting these different museums?**



## Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate to carry out a task based on some pictures which the examiner will give you. You have to talk together for about 3 minutes.

In the example below, you have to look at some pictures of different activities that students often do during their school day. You have to discuss with the other candidate why it might be important to do these different activities at school. Then you should decide which two activities are not important for students to do at school.

- Why might it be important to do these different activities at school?
- Which two activities are not important for students to do at school?



## Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

After the school activities task in Part 3, candidates had to answer questions like:

- What do you think is the best thing about school life? (Why?)
- Do you think we learn more in school or outside school? (Why?/Why not?)

This part of the test lasts 4 minutes, so to perform well you will need to practice giving full answers, starting a discussion and keeping a discussion going with another student.

## Preparing for Cambridge English: First for Schools

If you would like more practice material to help you prepare for the *Cambridge English: First for Schools* exam, Cambridge ESOL offers a variety of printed and online support.

*Top Tips* is a handy revision guide which provides detailed advice and support as well as some general tips to help you perform at your best in the test. A book gives examples and tips for each part of the exam, and a CD-ROM is included with a complete exam to try, recordings for the Listening paper, questions and sample answers for the Writing paper, and a video of a Speaking test. The types of questions and tasks in *Cambridge English: First for Schools* are the same as those for the *Cambridge English: First (FCE)* exam, so *Top Tips for FCE* may be helpful when you are preparing for *Cambridge English: First for Schools*. To find information visit the Top Tips page of the Cambridge ESOL website:

**[www.CambridgeESOL.org/tips](http://www.CambridgeESOL.org/tips)**

A Candidate Support website has been created specially for students who are preparing to take a Cambridge ESOL exam. You can access the site at:

**[www.candidates.CambridgeESOL.org](http://www.candidates.CambridgeESOL.org)**

Keep checking the Candidate Support site for news of more printed and online support for *Cambridge English: First for Schools*.

## Next steps

We wish you every success in taking *Cambridge English: First for Schools* and we hope that you will take other Cambridge ESOL exams in future. *Cambridge English: Advanced*, commonly known as *Certificate in Advanced English (CAE)*, is the next level of the Cambridge exams. You can find more information about *Cambridge English: Advanced* on our website at:

**[www.CambridgeESOL.org/Advanced](http://www.CambridgeESOL.org/Advanced)**

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