



Student's
Book with
**Online
Practice**

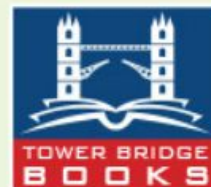
Practice Tests for the Cambridge

FCE for Schools

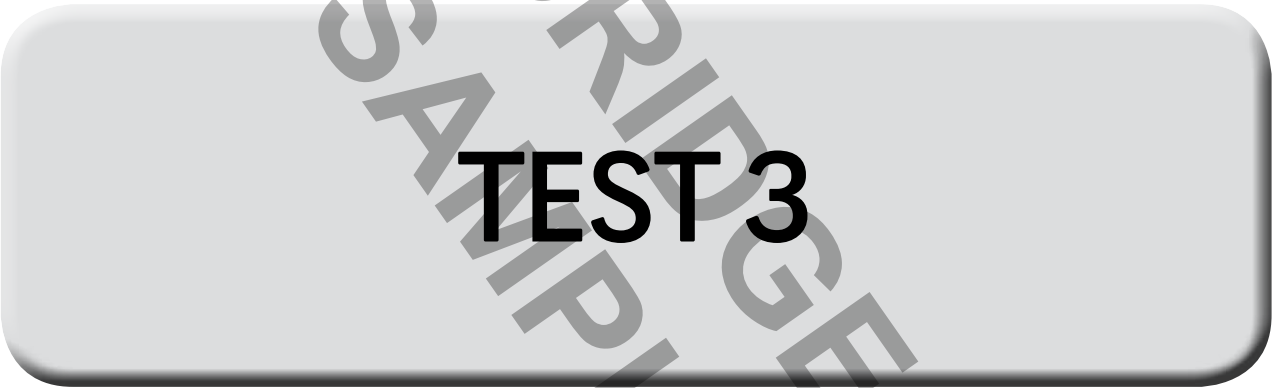
First Certificate in English for Schools

Contents

- Eight piloted Practice Tests
- Speaking Models
- Full Listening Transcripts
- Model Essays



TOWER BRIDGES BOOKS



TEST 3

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** beauty **B** need **C** ingratitude **D** satisfaction

0	A	B	C	D
	-	-	-	-

SETTING GOALS

(0)..... can do us a lot of harm, as far as our important activities are **(1)**..... Let's take exercise as an example. There are a lot of injuries because of **(2)**..... training as a less vigorous session is not thought to be satisfactory, so it is not appreciated. **(3)**..... the other hand, many people do not even work out for the same reason! They do not think **(4)**..... of what they will gain from exercise. They are not patient enough to get tangible results. They run on the treadmill for five minutes and, **(5)**..... of feeling excited, or setting the next goal of eight minutes, they feel disappointed, comparing themselves to other more muscular people that run for 40 minutes nonstop.

(6)....., we think of our parents' wrongdoings, and how much better they could have brought us **(7)**..... We think of our friends, partners, and children along the same lines. Everything in our life could be a cause for countless complaints and indignation, or a **(8)**..... of happiness if we appreciate it and feel grateful for it.

- | | | | | |
|----------|----------------------|-----------------------|--------------------|----------------------|
| 1 | A concerned | B regarded | C referred | D mentioned |
| 2 | A exceptional | B exaggerating | C excessive | D excellent |
| 3 | A In | B Over | C On | D At |
| 4 | A highly | B high | C well | D importantly |
| 5 | A rather | B instead | C apart | D besides |
| 6 | A Similar | B Likely | C Likewise | D Same |
| 7 | A out | B over | C on | D up |
| 8 | A source | B means | C cause | D reason |

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the line to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 C O L L A B O R A T I O N

STUDENT DIARIES

In (0)..... with teachers, we developed a friendly, engaging, and durable homework diary that seeks to promote a positive (17) for your students or children. Homework diaries support the social, (18), and health education curriculum by encouraging respect, helping students set targets, and offering (19) on bullying. Through homework diaries, children are (20) involved in a learning process that is (21) and stimulating. Your students will also benefit from learning tools and strategies, such as number squares, memory tools, and writing (22) The diary also spurs students on to become more active in their (23) Standard features include an A5 size, full-colour design, 12 absence notes, 12 notes for the teacher, and a(n) (24) diary spread.

COLLABORATE

**LOOK
PERSON**

**INFORM
ACTIVE
IMAGINE**

**GUIDE
DEVELOP**

DATED

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 Prices have fallen in the food business.

DOWN

Prices have in the food business.

The gap can be filled by the words 'gone down', so you write:

Example: **0**

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

25 Where did you find this expensive ring?

COME

Where this expensive ring?

26 Their hairdos are much alike.

TO

Her hairdo hers.

27 "Will you drive me home?" she asked him.

GIVE

She asked him a lift home.

28 Perhaps, someone stole her keys.

HAVE

Someone her keys.

29 She is such a marvellous dancer!

DANCES

She she?

30 You will get burnt if you stay in the sun for so long.

RUN

You burnt if you stay in the sun for so long.

Questions 31-36

You are going to read an extract from a story about a woman called Barbara. For questions **31-36**, choose the answer (**A, B, C** or **D**) which you think fits best, according to the text.

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

Alba was his hometown. A place directly connected to his job. An important centre of wine production as Alba wines were the best-known in Italy and abroad. He traded white truffle and the best wines from the province of Cuneo straight to America, Asia, and worldwide. We were drinking a Nebbiolo of 2000, a top-quality wine. It was red, the colour of passion that enveloped us like the fog that surrounds Cuneo during the harvest, and settles on grapes like a milky veil, giving the wine this special taste and rich colour.

I listened to him in a trance. I was on top of the world.

He remembered everything in all detail. He seemed to have got back his memory, and I was so happy about it.

He thanked me again for taking care of him when he needed it. Then, I seized the opportunity to ask him how he had lost his memory.

All of a sudden, *she* drove a wedge between us.

Dakota was the woman that once made her heart miss a beat. He didn't tell me that last bit—he was a gentleman—, but I read it in his eyes, which went dark even more, as he pronounced her name.

He only gave me the necessary details. All those things that could explain how that accident had taken place. He was being discreet, so that he wouldn't hurt me.

Dakota was a thing of the past.

They had been together for six months, and she was a thing of the past.

I wanted to know. I urged him to go ahead.

He had to tell me.

At least, whatever was necessary for me to know.

He hesitated.

I insisted in a discreet way.

He gave it some thought.

I wanted to know.

Nebbiolo 2000 did a great job. The smell of the past mingled with its scent, with the colours of magenta that tried in vain to stain the glass.

Dakota was twenty-one years old, and already a shareholder in his brother's business, while also studying and engaging in her hobbies. As he talked about her, he was frozen, keeping distances, and avoided many explanations, just like someone who had recently broken up. Just like someone who was hurt by a love affair he had invested in.

"She behaved in a frivolous way."

"Tell me."

"I don't want to be judgemental."

"We're just talking."

"It's not the right moment."

"Have you got over her?"

"You are here, I am with you. I wouldn't be otherwise."

He kissed my hand, touched it tenderly, and kissed it again.

"You are completely different, that's why I like you. You're romantic, tender, and dynamic, at the same time."

"You're different, too. You've changed a lot since I met you. I like both versions of you."

"There's a third one, too."

- 31** What is being implied in the first paragraph?
- A** The man is from Cuneo.
 - B** The two persons are in love.
 - C** The woman doesn't like wine.
 - D** Nebbiolo also contains milk.
- 32** How is the woman presented?
- A** as intelligent
 - B** as happy
 - C** as scared
 - D** as angry
- 33** What do we learn about the man?
- A** He has just come back from somewhere.
 - B** He is thoughtful.
 - C** He suffered memory loss in the past.
 - D** He wants to discover something.
- 34** Which adjective best describes the man, as he talks about Dakota?
- A** excited
 - B** distant
 - C** apologetic
 - D** absent-minded
- 35** What does the man think of Dakota?
- A** She is critical.
 - B** She is dynamic.
 - C** She is smart.
 - D** She is irresponsible.
- 36** What does the woman ask the man towards the end of the text?
- A** if he is still in love with Dakota
 - B** if he has seen Dakota recently
 - C** if he has met another woman
 - D** if Dakota is different now

Questions 37-42

You are going to read a newspaper article about milk. 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.

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

Milk: is it so bad?

Some people swear by milk, while others claim that it's harmful. Read on to learn more.

Many people turn against milk, claiming that "we are the only species to feed on milk intended for different species," which is abnormal, according to them. **37** As a species, we have been consuming milk for a split second, from an evolutionary point of view—for the past 7,500 years, more or less.

However, these arguments are really weak if we consider man's peculiar nature. **38** What is behind this peculiarity is his intelligence, which generates new technologies.

Stock breeding and the use of other animals' milk is yet another beneficial technology that requires intelligence inconceivable to other species. Palaeolithic man couldn't digest milk; only up to the age of 2, while still suckling. **39**

40 Then, he realised that the fat of milk was more digestible, apart from being nutritious (as it has very little lactose). He also discovered that the milk that has been subjected to fermentation is tolerable enough as lactose has been consumed by precious germs. In this way, he began to process milk in various forms, like yoghurt and cheese, with a twofold purpose: to make it digestible, and preserve it more easily.

This conversion of milk into fermented digestible products was the secret to the easy spreading of dairy throughout the first populations that couldn't digest lactose. **41** An alteration enabled some of those first stock breeders to keep producing lactase, not only while they are infants, but also after ab lactation (weaning), for the rest of their adult lives. It spread fast, due to the evolutionary advantage it gave them. Under conditions of famine, he who had such a nutritious food available was more privileged, and left more descendants behind. Nowadays, it is recognised that no other alteration in human history spread faster, or had a more positive impact on human civilisation!

This change did not occur at random, but on at least five occasions in different places on earth! **42** If there are still populations, for example Asians, who do not digest milk, this is because they probably didn't need to as much as, say, Europeans and some stock-breeding tribes in Africa.

<p>A. However, when 9,000 years ago he domesticated animals, at some point, under the influence of hunger, he tried to take advantage of their milk.</p> <p>B. Then, something amazing happened.</p> <p>C. This means that our ability to digest milk is not something random that might not have happened, but something absolutely compatible with our nature, which would become part of it, sooner or later.</p>	<p>D. At first, it was indigestible for everyone as there was complete lactose intolerance.</p> <p>E. They say that, even if it were human milk, this is intended for babies, not adults.</p> <p>F. He does "abnormal" things, which are part of his peculiar nature.</p> <p>G. It was a miracle!</p>
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SAMPLE BRIDGES BOOKS

Questions 43-52

You are going to read some short texts about psychotherapy. For questions **43-52**, choose from the articles (**A-D**). The articles may be chosen more than once.

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

Which text

mentions that participants do what others do?

43	
-----------	--

refers to a practice test?

44	
-----------	--

refers to fears?

45	
-----------	--

mentions something that can make you feel more confident?

46	
-----------	--

implies that something had never happened before?

47	
-----------	--

implies similarities among patients?

48	
-----------	--

mentions the significance of group psychotherapy?

49	
-----------	--

mentions important graduates?

50	
-----------	--

refers to an author who combined literature and psychotherapy?

51	
-----------	--

refers to previous works?

52	
-----------	--

A Irvin Yalom is an American psychotherapist, Professor of Psychiatry, and writer. He is considered to be one of the most significant living representatives of Existential Therapy. He attached a great deal of importance to group psychotherapy, which he applied for many years. His first book, "Theory and Practice of Group Psychotherapy," constitutes a fundamental educational handbook taught in numerous faculties of psychotherapy the world over. This has made him an authority on the subject. As far as literature is concerned, he started writing later on in his life. He describes his literary work as an extension of his teaching. All stories are about psychotherapy. One of his books, "The Schopenhauer Cure," describes the relationships among the members of a psychotherapy group, their concerns, and existential phobias.

B The members of such a group display a wide range of individual differences, apart from the traits they share, which could be the difficulties they face, as well as their way of thinking. Its function is important as the members' faith in its dynamics can help everyone. New members' observation of the older ones, who have already improved themselves, raises the former's expectations about how effective the method is. Furthermore, the sense that there is mutual interest among the members boosts each individual's self-esteem. Finally, it should be noted that imitation within the framework of such a group is a fundamental process, in that the individual observes how the rest deal with their difficulties, and tries to follow their example.

C The Association of Psychotherapists would like to invite everyone to the Conference of Group Psychotherapy, which will be held at the Centre for Mental Health at 17:00 on Wednesday, February 20th, 2017.

Students of our own as well as of other universities will attend the Conference.

Speakers will include:

- Dr. Robert Ruth, President of the Washington Centre for Mental Health
- Dr. Lou Button, author of books on psychological support

What is special about the present conference is that a mock session will take place, where all students can participate.

D The University was founded in 1890, initially housing the Faculties of Philology and Philosophical Thinking. Three decades later, it diversified by setting up the School of Psychology. Actually, that of Existential Psychology was the most popular one, and eminent representatives of the field graduated from it (Stanford and the Rom Brothers). In 1950, the Faculty of Psychiatry came into existence, which analysed all the theories that had already been tested up until then, placing emphasis on the group psychotherapeutic approach. This was unprecedented. An important step in the operation of the faculty was the department of psychology books publications that opened in 1970. Ten years later, a significant event was the publication of the volume *Existential Psychotherapy: A Road of Validation* written by Richard Thumpton, which was the first best-seller in the field.

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 reading books. 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.

Some people are born with certain talents. However, it is claimed that anyone can be taught to become great musicians or athletes.

Discuss.

Notes

Write about:

1. genes
2. education
3. (your own idea)

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **140-190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the of the answer sheet.

- 2 You have seen the following notice in a newspaper for teenagers.

Articles Wanted

The benefits of effective writing

What does it take to write effectively?
The best articles will be published in next month's newspaper.

Write your **article**.

- 3 You recently saw this notice in an English-speaking magazine.

Reviews Wanted

A suitable school building

Do you know of a suitable building you would like to recommend for a future school?
If so, send it to our magazine. What is it like?
What makes it special?
Would you recommend this building?

Write your **review**.

- 4 You have seen this announcement in an English-language magazine for teenagers.

Stories Wanted

We are looking for stories for our new English-language magazine for teenagers. Your story must begin with this sentence:

He sat on the sofa, as a tear trickled down his cheek.

Your story must include:

- carols
- fireplace

Write your **story**.

- 5 **Answer the following question based on the title below:**

Treasure Island by Robert Louis-Stevenson.

Your English class has had a discussion about the characters in the story *Treasure Island*. Now, your teacher has given you this essay for homework.

What is the relationship between Dr. Livesey and Jim? Are there any other such relationships in the story that are worth describing?

Write your **essay**.

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 two classmates talking about working out.
What is the girl saying at the end of the dialogue?
A She has injured herself on many occasions.
B The boy wouldn't have won if she hadn't helped him.
C The boy would have won if he hadn't hurt his leg.
- 2 You hear a teenage girl and a shop assistant.
What seems to be the problem?
A The shop assistant is rude.
B The girl can't find what she wants.
C It's her birthday.
- 3 You overhear a conversation between two teenage friends.
What is the boy saying?
A Teenagers must do more to help the poor.
B Teenagers are insensitive.
C He always gives money to those in need.
- 4 You hear a girl talking about parents and their children.
What is she saying?
A Many parents read magazines.
B Some teenagers are ambitious.
C Some parents take advantage of their own children.
- 5 You hear two teenagers talking about some friends.
What is one of them implying?
A His friends aren't getting married.
B He hasn't been to Hawaii.
C Those getting married aren't necessarily happy.
- 6 You hear two friends talking about looks.
What does the girl advise the boy to do?
A eat less
B lose more weight
C not skip meals
- 7 You hear two teenagers talking.
What is the main topic of the discussion?
A depression
B boredom
C karate
- 8 You hear two teenagers talking about a play.
What does the boy say?
A The play was disappointing.
B The play had a deeper meaning.
C He didn't understand the play.

Questions 9-18

You will hear a teenager named Joan Shields talking about adopting a child. For questions 9-18, complete the sentences with a word or short phrase.

Adopting a child

Joan says that her aunt was **9** when she adopted the child.

It was a hard decision, but they **10** in the end.

The couple took **11** to adopt the boy.

Joan also says that her aunt and uncle are kind people with **12**.

One day, her aunt asked her **13** to tell the boy the truth.

In Joan's opinion, the child **14** to know.

She says she **15** her aunt and uncle.

For Joan, it's better to stay alone if you can't **16** a child.

If a woman doesn't feel complete in a marriage, she mustn't **17**.

Joan concludes that adopting a child is **18**.

Questions 19-23

You will hear five short extracts in which teenagers are talking about unemployment. For questions **19-23**, choose from the list (**A-H**) what each speaker says about this topic. Use the letters only once. There are three extra letters which you do not need to use.

- | | | | | |
|---|-----------|---|--|-----------|
| A My parents are against my plans. | Speaker 1 | <table border="1"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; text-align: center;">19</td> </tr> </table> | | 19 |
| | 19 | | | |
| B I don't want a 9-5 job. | Speaker 2 | <table border="1"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; text-align: center;">20</td> </tr> </table> | | 20 |
| | 20 | | | |
| C I know what I'm going to do in the future. | Speaker 3 | <table border="1"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; text-align: center;">21</td> </tr> </table> | | 21 |
| | 21 | | | |
| D I will save money to help the poor. | Speaker 4 | <table border="1"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; text-align: center;">22</td> </tr> </table> | | 22 |
| | 22 | | | |
| E I don't think unemployment is a serious thing. | Speaker 5 | <table border="1"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; text-align: center;">23</td> </tr> </table> | | 23 |
| | 23 | | | |
| F My father's job is well-paid. | | | | |
| G My friends want to work with me. | | | | |
| H I'm sure a friend will help me find a job. | | | | |

Questions 24-30

You will hear an interview with a teenager called Bob Pierce talking about diets. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24** Bob says he
A reads magazines
B feels insecure
C doesn't like diets
- 25** What does Bob say about his parents?
A They are understanding.
B They push him to have breakfast.
C They want him to study harder.
- 26** What does he admit?
A He must change his eating habits.
B His metabolism is slow.
C He doesn't care about his appearance.
- 27** What does the TV hostess ask him to do?
A guess which foods burn calories
B tell her what he eats during the day
C tell her which foods he doesn't like
- 28** Bob is allergic to
A currants
B berries
C nuts
- 29** What does Bob think about teenagers?
A They are immature.
B People expect them to do many things.
C They waste their time watching television.
- 30** Bob believes that
A School doesn't offer much.
B School years are important.
C The education system is unfair.

SPEAKING (14 minutes)

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

Part 1 (2 minutes)

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

Part 2 (a one-minute "long turn" for each candidate, plus a 20-second response from the second candidate)

The examiner gives you two photographs and asks you to talk about them for one minute.

The examiner then asks your partner a question about your photographs and your partner responds briefly.

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

Part 3 (4 minutes)

The examiner asks you and your partner to talk together. You may be asked to solve a problem or try to come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you some text to help you but does not join in the conversation.

Part 4 (4 minutes)

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Interlocutor: Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

Where are you from, (Candidate A) ?

And you, (Candidate B)?

PART 1

Interlocutor: First, we'd like to know something about you.

(The interlocutor selects one or more questions from any of the following categories, as appropriate).

(Candidate A): 1-minute answer.

Interlocutor: Thank you.

(Candidate B): 1-minute answer.

Interlocutor: Thank you.

Questions:

Future Plans

- Would you like to study or find a job after school?
(What kind of job would you like to do?)
(What would you like to study?)
(Would you rather do both?)
- Do you want to have your own family in the future?
(Is the notion of 'family' important to you?)
(Financially speaking, is it difficult, nowadays, to have a big family?)
(Define, shortly, the notion of 'family')
- Where would you like to live when you grow up?
(Home or abroad?)
(Will your job be a determinant factor in your choice?)
(Will your family be a determinant factor in your choice?)
- In what ways do you think you will use English in the future?
(Do you consider the English Language a necessary asset to finding a job?)
(Do you consider the English Language a necessary tool of communication, when travelling?)
(Do you consider the English Language a necessary prerequisite for studying at university?)

People

- Tell me about a teacher you've had.
(What subject did s/he teach?)
(Describe him/her)
(Is s/he a role model for you?)
- Is there a famous person you look up to?
(Why do you admire that person?)
(Why is s/he famous?)
(Is s/he a role model for you?)
- Tell me about someone who has definitely influenced your life.
(In what sense did s/he influence your life?)
(How long have you known him/her?)
(Is s/he a role model for you?)
- Tell me about a medical doctor you've recently visited.
(Why did you visit him?)
(Will you visit him again, if needed?)
(Do you think he is a role model for other doctors?)

Likes and Dislikes

- Do you like computer games?
(What kind of computer games do you play?)
(Are they addictive?)
(How many hours do you spend playing computer games?)
- Do you like singing?
(What kind of songs do you like singing?)
(On what occasions do you sing?)
(Have you ever taken singing lessons?)
- Do you like swimming?
(Are you good at swimming?)
(Have you ever participated in a swimming competition?)
(Why do you like swimming?)
- Do you prefer going to the cinema or watching a DVD at home?
(Why do you prefer going to the cinema?)
(Why do you prefer watching a DVD at home?)
(Do you prefer doing both of them?)

PART 2

Interlocutor: In this part of the test, I'm going to give each of you two (2) photographs. I'd like you to talk about your photographs on your own for about one (1) minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are some photographs. **They show two (2) different male adults reading a novel.**

I'd like you to **compare** the photographs, and say **why these people have chosen these means of reading a novel.**

All right?

(Candidate A): 1-minute answer.

Interlocutor: Thank you.

Interlocutor: (Candidate B), **which means of reading do you prefer the most?**

(Candidate B): 30-second answer, approximately.

Interlocutor: Thank you.

Interlocutor: Now, (Candidate B), here are some photographs. **They show two (2) different jobs.**

I'd like you to **compare** the photographs, and say **what these women are enjoying about doing these jobs?**

All right?

(Candidate B): 1-minute answer.

Interlocutor: (Candidate A), **Do you know any person doing any of these jobs? (Does s/he like it?)**

(Candidate B): 30-second answer, approximately.

Interlocutor: Thank you.

PART 3

Interlocutor: Now, I'd like you to talk about something together for about two (2) minutes.

I'd like you to imagine that your history lessons at school are very difficult to follow. The instructor has proposed some ideas on how to facilitate your understanding. Here are some indicative ways to do so and a question for you to discuss.

First, you have some time to look at the task.

(The interlocutor allows 15 seconds).

Interlocutor: Now, talk to each other about **why these ideas would facilitate your comprehension.**

Candidates A+B: 2-minute discussion.

Interlocutor: Now, you have about one (1) minute to decide **which idea is the best.**

Candidates A+B: 1-minute discussion.

Why would these ideas facilitate your comprehension?

1. visiting a history museum
2. watching a history documentary
3. imagining and drawing historic events
4. using the internet
5. staging historic events

PART 4

Interlocutor:

- What is the importance of history?
- Do you like reading history books?
- Do you watch history documentaries? Tell me about a documentary you've watched recently.
- Does history teach us?
- Do you think that history repeats itself?
- Do you like the flexibility in school curricula?

(The interlocutor selects any of the following prompts):

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