

Student's Book

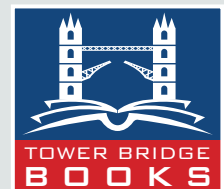
Practice Tests for the Cambridge

FIRST (FCE)

First Certificate in English

Contents

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



TOWER
BRIDGES
AND
CREEP
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** of **B** between **C** among **D** in

0	A =	B =	C =	D =
---	--------	--------	--------	--------

Men and Women

Certainly, there are differences (**0**) the sexes, but there is very (**1**) evidence to show that these differences are physiological. There may be differences in the size and length of the vocal (**2**), but this alone does not account (**3**) the fact that some men use high pitch, or some women speak lower than some (**4**) Most of the differences have to do with vocabulary choice and grammatical devices, neither of (**5**) has anything to do with the physiology of speech mechanisms. These differences are undoubtedly cultural artefacts, the products of men's domination.

The (**6**) principle characterising feminist theory is that society is biased against women, and this bias is as often as not hidden in seemingly "innocent" words and expressions. Two eminent feminists, Ann Bodine and Joan Roberts, have used the terms androcentric and masculist, (**7**), to refer to sexism, that is, the linguistic bias in favour of men. Once again, women are given an inferior place by (**8**) of language—men's language—that consigns them to obscurity and non-existence.

- | | | | |
|-------------------------------|-----------------------|---------------------|-----------------|
| 1 A few | B little | C small | D tiny |
| 2 A cords | B tracts | C expression | D ways |
| 3 A about | B of | C for | D to |
| 4 A men | B more | C others | D higher |
| 5 A whom | B that | C these | D which |
| 6 A current | B main | C individual | D only |
| 7 A accordingly | B respectively | C namely | D both |
| 8 A way | B road | C means | D sort |

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

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

Example: 0 WEALTH

The Internet

The Web is an incredible (0) of information, given the infinite possibilities it offers. At the click of a mouse, you can instantly order books, (17) a table at your favourite restaurant, book a (18), or send a photo via email. Research can be carried out far more easily nowadays, thanks to the exchange of files between students or peers, and a (19) of transactions, once time-consuming, are now conducted in the blink of an eye. But, as always, everything comes at a price. Never before have humans achieved so much, and felt so lonely. This is confirmed by the (20) Facebook and Twitter users that sign up on an everyday basis. Rather than becoming bored, users log on in hordes, making Facebook the biggest country in the world.

According to sociologists and psychologists, this (21) is contagious, and will take on unimaginable proportions, unless parents and teachers react. This raises a lot of issues regarding the quality of (22) and education young people receive, especially in the 21st century, when youngsters are presented with different challenges, and very few values of the past are taken for granted.

Can parents really prevent their (23) from improperly using the internet? Is punishment the right way? Certainly not. What is needed is an all-round education that can teach them how to critically (24) what they read on the internet, and decide what is useful and what is not.

WEALTHY

**RESERVATION
FLY**

VARIOUS

NUMBER

CRAZY

BRING

SPRING

VALUE

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 car stopped outside the restaurant.

UP

A outside the restaurant.

The gap can be filled with the words 'car drew up', so you write:

Example: 0

CAR DREW UP

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

- 25 As they had shown her how to use the device, she knew exactly what to do.
BEEN
Having to use the device, she knew exactly what to do.

- 26 I wouldn't have got the job if Tim hadn't put in a good word for me.
FOR
If Tim, I wouldn't have got the job.

- 27 As soon as he saw the famous actress, he went up to her to ask for an autograph.
SOONER
No the famous actress than he went up to her to ask for an autograph.

- 28 She despises the people she works with!
LOOKS
She the people she works with!

- 29 The weather is so nice today!
NICE
What today!

- 30 How many suitcases have you got, madam?
LUGGAGE
How have you got, madam?

You are going to read an extract from a novel recounting the story of a couple. 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**.

When they got home, he didn't make any remarks whatsoever, nor did he protest or ask her anything. He didn't even whine; he just went straight to his study, on the pretext that he had something to attend to. That was his method, every time he wanted to avoid her. She was livid, *and you'll agree, Julie: I had every reason to feel that way*. She fell on her knees behind the door to watch him for some time. He had got hold of a book, pretending to read, yet he wasn't turning the pages and, when his book slipped through his fingers, he didn't budge to pick it up. He simply stood looking at it with a blank stare.

She unearthed her skeleton key and opened the door, hoping that with the right challenging moves she would manage to wake him up from his slumber and have a fight, as is always the case with all normal creatures that have outbursts of anger. Norman shot to his feet, when she walked in, as if stung by a scorpion. He stared at her with eyes wide open.

"So?" she asked him brashly.

"So what?"

"Well, when will you stop hiding? Turn on a light, please. I've got something to tell you."

"You've got something to tell me?" He was about to burst, she could feel it. "You know, I was thinking I've got something to say, as well."

He turned on a lamp, and folded his hands above the chest. He looked impressive in the dim light.

"OK, then. Ladies first."

She had to regain her composure, at all costs, unless she wanted him to turn the tables on her.

"You've changed dramatically ever since you married me, Norman," she began. "I don't know if you realise it too, but it's not for the better and it's far from pleasant to me. You're always keeping yourself to yourself, and I wonder if you're interested in anything, if you realise the time drifting away or the problems we're faced with. That's not the way a marriage works."

"Really? And how does it work, then, in your opinion?"

"The whole thing started off on the wrong foot, and you'd better stop all this. You're in big trouble in this despicable Order--or whatever it is--and you didn't see fit to inform me about it when we got married. Are you serious? Now, what do you expect from me? You deceived me, you fooled me, do you understand that? What did you think I would do when I found out? Or did you think you were so smart that I wouldn't get a wind of what you were up to? Why should I put up with all this?"

"You made this marriage happen, my dear," Norman said calmly.

"I don't believe my ears! Don't tell me I put a spell on you!"

"Why? Isn't it true? You didn't need a husband, but a son, to take care of him and guide him as you please. I gave you the right to intervene in my life, bear that in mind, and I am the one to decide how far I'll let you go. There are so many things I wouldn't dare do if it weren't for you. Never before have I viewed writing in this way!"

- 31** In the first paragraph, what is TRUE, according to the text?
- A** The woman has been waiting for Norman.
 - B** The woman is spying on Norman.
 - C** Norman has been complaining about something.
 - D** The woman is happy.
- 32** What do we learn about Norman in the first paragraph?
- A** He comes up with an excuse to go to his study.
 - B** He likes to read every night.
 - C** He is a remarkable husband.
 - D** He is younger than his wife.
- 33** The woman is:
- A** overjoyed
 - B** neat
 - C** absent-minded
 - D** angry
- 34** Why does she want to see him?
- A** to ask him something
 - B** to have a row
 - C** to remind him to do something
 - D** to have a casual chat
- 35** Based on the whole passage, what assumption do we make about Norman?
- A** He is thinking of going away.
 - B** He must have changed.
 - C** He has been cheating on her.
 - D** He is afraid of something
- 36** The woman:
- A** has discovered something unpleasant
 - B** wants to inform him about something
 - C** is calm
 - D** is determined to get a divorce

You are going to read a newspaper article. Six sentences have been removed. 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**.

Greece: A Waste Land?

The decline of Western civilisation and, by extension, Greece has all the characteristics of an ancient tragedy. What happens to the hero is of his own making; no malevolent God has pulled the strings. It seems that *hubris* is stronger than Gods. In our case, if Greece goes bankrupt, it will be easier (and far more convenient, at that) to attribute its failure to its politicians' corruption, rather than to the deficiencies of our capitalist system. **37**

To all intents and purposes, Greece is a beautiful country. For some, it is the ideal place to live. Its outgoing people, majestic beaches, crystal clear waters, ancient monuments—all this lures foreigners to choose our country for their holidays. **38** However, no Greek politician has ever seriously pondered on the possible consequences of immigration. Nowadays, the spectre of granting citizenship to Pakistanis, Albanians, Polish, and others is more tangible than ever before.

39 As often as not, Greece has been faced with strikes, sit-ins, riots, display of virility and abuse of power on the part of the police, corruption, and so forth. To what extent are Greeks responsible for all this? To what extent can people decide on their future and the ones who take serious decisions? When there are no real options or alternatives, you cannot rely too much on "freedom," "democracy," or "equality." If we consider Greece's political system over the past five decades, we are bound to understand the grim state in which it finds itself today. The notorious two, supposedly opposed, parties have been holding sway "by fire and sword": by making promises they have never kept, by manipulating the public through the media, by creating a huge public sector and then leaving it to sprawl uncontrollably, by levying hefty taxes on the poor, and pandering to the rich and famous. **40**

So is Greece's glory. Being the cradle of humanity, home to Socrates, Plato and Aristotle, Greece carved a niche for itself, an identity seared into the world's "collective unconscious." It is not only the economic slump that worries them; it is everyday decadence. Greece's glory is not enough to cover its current mentality of deception and corruption. Greeks want to live beyond their means (and they are certainly adept at that). **41** Greece may not go bust; it may even excel in the years to come. Nothing is for sure. **42** Will we appreciate our fellow citizens on merit and not on their connections? Will we free ourselves from dogmas and preconceptions? Will we take off the rose-coloured spectacles we have been wearing all these years?

- | | |
|---|---|
| <p>A Greek history is littered with wars, civil strifes, coups, radical reforms, and so on.</p> <p>B Yet, corruption alone is not to blame; it is impunity that spoils the broth.</p> <p>C Will we learn more foreign languages?</p> <p>D The list is endless.</p> <p>E Admittedly, over the past two decades, millions of immigrants have moved to Greece, in hopes of finding a job and a higher standard of living.</p> | <p>F The thing is, will we Greeks ever learn from our mistakes?</p> <p>G They would rather sport an expensive car than boast a sound education or special needs schools; after all, being different in Greece is a sin.</p> |
|---|---|

You are going to read a newspaper article about the use of a coursebook. For questions **43-52**, choose the sections (**A-D**). The sections may be chosen more than once.

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

Which paragraph

states that a coursebook has a predictable structure?

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

says that students are not particularly satisfied with photocopies?

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

implies that Jonathan has something in common with other teachers?

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

mentions that Jonathan is confused?

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

states that learners can study on their own, using a coursebook?

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

says that a coursebook can give helpful examples?

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

implies that some people believe that a coursebook can work wonders?

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

says that, without a coursebook, teachers and students would feel disoriented?

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

states that a coursebook is respected?

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

states that we have to think carefully why we choose a coursebook?

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

Coursebook: Take it or leave it

Our reporter Liz Red meets Jonathan Palmer, who talks about the use of a coursebook.

A "I have partly realised the necessity of a coursebook in English language classroom, but I am still all at sea when I try to teach English according to some rule or method prescribed by this or that book. I do not pride myself on being a good teacher, yet I feel that this dilemma of mine is shared by many teachers and students," says English teacher Jonathan Palmer. He believes that we all have to ponder on our preference for this, instead of that coursebook. "A bad coursebook is better than none, but this is no consolation, really," he adds. Certainly, there is no magic wand to wave and put things right, even though a lot of teachers and students seem to regard a textbook as such.

B No doubt, a coursebook is looked upon as an indispensable vehicle for foreign language acquisition whose validity and significance are seldom disputed. In Jonathan's view, many students working on a coursebook feel secure and have a sense of progress and achievement. They always have a book to relate to; they are not groping in the dark. Consequently, they become more confident and satisfied as they approach the target language within a certain framework. Furthermore, a textbook provides them with the opportunity to go back and revise. They can also use the textbook for self-study and as a reference tool. Besides, a well-illustrated book, filled with eye-catching phrases and sensational pictures or titles, is preferable to tonnes of photocopied material, which teachers and students often take a dim view of.

C A coursebook is held in high regard by the anxious teacher who strives to put his or her message across, to teach the necessary vocabulary, and help the students to acquire and consolidate the four skills: reading, writing, listening, speaking. It can take the sting out of a tiring day. "Personally, I find a coursebook extremely helpful as it guides me on what and how to teach, giving me some useful advice on the best techniques for presenting the material. How else could I make up all these stories found in every coursebook that efficiently illustrate a tense or introduce the relevant vocabulary? I am always pressed for time!" It can be argued that, without a textbook, everything would be in a haze. There would be no guidelines, no signposts; students would feel insecure, and teachers would rack their brains to collect, edit, and photocopy materials.

D Jonathan Palmer is well aware that a coursebook has a very important role to play in the classroom, but he thinks it has been overestimated. "Students get the wrong idea that the textbook is there to 'do the job' for them; they no longer have to think or work towards a goal. They always follow a regular pattern: they read a text, then they answer some questions, then they discuss, then they write a letter, then. They do not have to worry, although they are eventually fed up with this dull process. There has to be a textbook, but it shouldn't be a cage!"

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 young people's health. 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.

Research shows that young people today are not as healthy as they were twenty years ago. Why is this, and is there something we can do about it?

Notes

Write about:

1. hectic lifestyle
2. money
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

What is your favourite film?

The best articles will be published in next month's newspaper.

Write your **article**.

- 3 You have received this email from your English-speaking friend, Joanne.

From: Joanne

Subject: Where have you been?

I've just realised that we haven't spoken for over a month! Where have you been? Is everything ok? I think you were about to take your driving test, right? Write me soon!

Joanne

Write your **email**.

4

Your school is looking for a new football pitch

The school principal has asked you to write a report, including the following information:

- the best place to build a football pitch, and why
- its facilities
- its pros and cons

Write your **report**.

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

Macbeth by William Shakespeare.

In your English class, you have been discussing the story of *Macbeth*. Now, your teacher has asked you to write an article for the school magazine.

Write about an important relationship in *Macbeth*. How does the relationship change?

Write your **article**.

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 Derek Simpson talking about rights and duties. For questions 9-18, complete the sentences with a word or short phrase.

Rights and duties

Derek says that there is a lot of **9** over human rights.

In his opinion, not all people on Earth **10**.

He wonders whether Europeans and non-Europeans **11** in the same way.

Derek also says that there is a **12** between the rich and the poor.

He believes that some things have changed for the better, for example more people vote and

13.

For Derek, we can't have **14**

He says he reads a lot and watches videos about the **15** across Europe.

Derek adds that **16** brought to the surface the inadequacies of some countries' systems.

Greeks didn't pay their taxes, companies **17** their employees, and people took out loans to go on holiday.

Derek concludes that all this must stop, and wealth has to be **18**.

Questions 19-23

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

A I feel encouraged.

Speaker 1

	19
--	-----------

B I write things down, so that I can study them later on.

Speaker 2

	20
--	-----------

C My grandpa was the first one to give it to me.

Speaker 3

	21
--	-----------

D I have gained weight.

Speaker 4

	22
--	-----------

E My uncle is a traveller.

Speaker 5

	23
--	-----------

F You can learn a lot by simply looking at others.

G I always make things before going there.

H I find it amusing that my friends are so scared.

Questions 24-30

You will hear an interview with a teenage “astronomer” called Stephen Fry. For questions **24-30**, choose the best answer (**A, B** or **C**).

- 24** Stephen is
A sixteen
B eighteen
C seventeen
- 25** What does Stephen say about the Earth?
A He would love to travel the world.
B He has been to many places with his family.
C He hasn't been to many places.
- 26** What else does he say about the Earth?
A It is more fascinating than Pluto.
B It is more fascinating more than the universe.
C It is less fascinating than Pluto and the universe.
- 27** Stephen thinks that space exploration programmes
A are important
B should stop as there are so many hungry people on our planet
C are too expensive
- 28** Stephen had his second telescope at the age of
A six
B seven
C eight
- 29** What is needed in order to examine Pluto?
A any telescope
B a cheap telescope
C an advanced telescope
- 30** Who has told him fascinating things about the universe?
A his father's brother
B a friend of his father's
C his father

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 any 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 any 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 any 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?