FCE for Schools

Practice Tests 1

Student's Book

Virginia Evans - Jenny Dooley

Express Publishing

CONTENTS

Test 1 ..... p. 4

Test 2 ..... p. 20

Test 3 ..... p. 36

Test 4 ..... p. 52

Test 5 ..... p. 68

Test 6 ..... p. 84

Test 7 ..... p. 100

Test 8 ..... p. 116

Test 9 ..... p. 132

Test 10 ..... p. 148

Extra Practice Material ..... p. 164

Candidate's Answer Sheets ..... p. 180

Speaking (Visual Prompts) ..... pp. S1-S15

TEST 1 Paper 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** fitness **B** condition **C** situation **D** circumstances



Tip

- Read the title to get a general idea of what the text is going to be about.
- Read the text once to get the general idea.
- Read again. Pay close attention to the words before and after each gap.
- Look at the choices you have. Choose the best one.
- Read again to see whether it makes sense.

Give your health a **Boost**

Did you know that doing an aerobic workout for forty minutes a couple of times a week is enough to keep your brain in tip-top **(0)** ..... ? Studies show aerobic exercise has the **(1)** ..... to increase the size of the hippocampus – the part of the brain **(2)** ..... for memory. Activities such as running, swimming and **(3)** ..... walking may help prevent memory loss in old age.

Doctors say it's important that everyone does aerobic exercise as it aids weight loss and enhances mental well-being as well as reducing the **(4)** .....of heart disease. In children, it **(5)** ..... healthy bone and muscle development.

The key to all aerobic exercise is increasing your heart rate. If you aren't **(6)** ..... out in a sweat or your heart isn't pumping faster than it **(7)** ..... does then you aren't working out aerobically. Thus, taking a short stroll or going window shopping don't **(8)** ..... as aerobic workouts.

1	**A** strength	**B** power	**C** force	**D** influence
2	**A** remarkable	**B** eligible	**C** responsible	**D** dependable
3	**A** brisk	**B** alert	**C** perky	**D** vivid
4	**A** uptake	**B** span	**C** gamble	**D** risk
5	**A** promotes	**B** succeeds	**C** manages	**D** raises
6	**A** breaking	**B** starting	**C** coming	**D** passing
7	**A** regularly	**B** repeatedly	**C** commonly	**D** normally
8	**A** equal	**B** total	**C** count	**D** sum

PART 2

For questions **9-16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example: 0 A

Tip

- Read the text quickly once, without paying attention to the gaps.
- Read again carefully, trying to fill in each gap. The missing words can be: adverbs, auxiliary verbs, prepositions, pronouns, conjunctions, etc. If you can't find the answer for a gap, move on to the next one and return later.
- When you've finished, read the text again to see if your answers are grammatically correct and make sense in the sentence and the text.

The Southern Alps

The Southern Alps are **(0)** ..... range of mountains that extend along the length **(9)** ..... New Zealand's South Island. In 1643, the Dutch explorer Abel Tasman (the first European to reach New Zealand) described South Island **(10)** ..... 'a land uplifted high'. The English explorer, James Cook, **(11)** ..... gave the Southern Alps their name, said they were, 'impressively high'.

The Southern Alps have 18 ski areas, all within a **(12)** ..... hours' drive of Christchurch. Seventeen peaks in the Southern Alps exceed 3,000 metres in height. The tallest, Mount Cook, stands at 3,754 metres. **(13)** ..... addition to being a popular tourist destination, Mount Cook is also a favourite challenge **(14)** ..... mountain climbers.

The Southern Alps are rich in flora – approximately 25% of New Zealand's native plant species **(15)** ..... be found there. Wildlife includes the native rock wren, and the kea – a large parrot **(16)** ..... was once hunted as a pest.

PART 3

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

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

Example: 0 | I | N | E | X | P | E | N | S | I | V | E |

Tip

- Read through the title and the whole text to understand what it is about.
- Decide what part of speech you need in each gap. Remember, you may have to use the word in the plural form or the negative form. Think of possible prefixes and suffixes.
- Read the text again to see whether it makes sense.

E-BOOKS

Electronic books, or e-books, provide a new, and **(0)** ..... way to read. E-books can be purchased on the Internet from hundreds of **(17)** ..... or retail e-bookstores. In either case, pay with your credit or debit card, then download it **(18)** ..... onto your computer, wait for it to arrive as an e-mail **(19)** ....., or upload from a disk or CD. E-publishers and many of their authors have web pages with **(20)** ..... information, plot summaries, reviews and pictures. They usually provide some chapters to read for free so you can try-before-you-buy.

If you love paper books to **(21)** ..... and just can't imagine reading any other way, don't panic. So far, e-books are simply an alternative to **(22)** ..... ones. They haven't replaced them, yet. However, you don't have to be much of a prophet to note that since distributing books **(23)** ..... is easier, faster, cheaper and offers greater variety, we should soon see a lot more of them. Keep in mind, you take the same chances buying an electronic book as a paper one. Maybe you won't like it after all. But the majority of electronic publishers screen their books carefully, insist on **(24)** ..... editing and publish only the best.

EXPENSIVE
PUBLISH

DIRECT
ATTACH
FAR

DIE

TRADITION
ELECTRONIC

PROFESSION

PART 4

For questions **25-30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 Tim missed his dental appointment because the bus was late.
ABLE
As the bus was late, Tim ..... his dental appointment.

Tip

Read the whole sentence, then look at the key word. Think of the structure tested (e.g. passive, reported speech, etc). Use the given word to complete the second sentence. Use between two and five words in each gap.

Example: 0 WASN'T ABLE TO KEEP

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

25 My mum insisted on my helping her with the housework at the weekend.
MADE
My mum ..... with the housework at the weekend.

26 The last time Maria went abroad was two years ago.
BEEN
Maria ..... two years.

27 It's a pity Jane can't be here for the party tonight.
WISH
I ..... to tonight's party.

28 "I'm sorry I ruined your plans, Kathy," James said.
APOLOGISED
James ..... her plans.

29 Photographing the exhibits is not allowed.
SUPPOSED
You ..... the exhibits.

30 It didn't matter to anyone what Steve said.
DIFFERENCE
It ..... to anyone what Steve said.

PART 5

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

"Oh, Margaret," cried her aunt next morning, "a most unfortunate thing has happened."

The most unfortunate thing was not very serious. One of the flats in the block opposite had been rented by the wealthy Wilcox family. That Margaret's aunt, Mrs Munt, should be the first to discover the 'misfortune' was not surprising. The flats interested her greatly and she watched their every change most carefully. She claimed, of course, to hate them – they made the neighbourhood look too modern; they blocked out the sun; they attracted the wrong type of person. But in truth, Mrs Munt found her visits to her nieces twice as interesting since Wickham Flats had been built. Indeed, so fascinated with these flats was she, that after just two days with her nieces she knew more about them than almost anyone else in the neighbourhood.

Margaret listened to her aunt politely. However, she could not agree with her that the Wilcoxes arrival would throw a cloud over her sister Helen's life.

"Helen won't be affected," Margaret explained. "She has plenty of other things to think about. Besides, she got off to a bad start with the Wilcoxes and she'll want nothing to do with them, just like us."

"For a clever girl, how strangely you talk!" exclaimed Mrs Munt. "Helen will have to have something to do with them once they're living opposite. She may meet that Paul Wilcox in the street. She will have to greet him."

"Of course she will have to greet him. What I mean is, her interest in him has gone. She told me the other day she is no longer attracted to him, so what else matters? I think that disastrous episode last month killed off any last emotion in Helen. So greeting the Wilcoxes, even attending a dinner-party – she can do all those things, but the other thing, the one important thing – never again. Don't you see?"

Mrs Munt did not see. Indeed, she thought that Margaret was making a most questionable statement. How could any emotion, any interest that was once so strong, ever really die off completely?

"What's more," continued Margaret," I am pleased to tell you that the Wilcoxes are bored with us. I didn't tell you at the time – as it might have made you angry – but I wrote a letter to Mrs Wilcox, apologising for the trouble that Helen had given them and she never replied."

"How very rude!"

"Perhaps. But maybe it was sensible?"

"No, Margaret, most rude!"

"In either case, I think we can consider it reassuring."

Mrs Munt sighed. She was returning home the following morning – just when it was clear her nieces needed her most. Other regrets filled her head. How magnificently she would have ignored Charles Wilcox had she met him face to face! She had already seen him, giving an order to a porter, but unfortunately his back had been turned towards her. Thus, although she had still made a point of giving him the cold shoulder, *line 59* it could not – by any stretch of the imagination – be considered a successful snub at all.

"But you will be careful, won't you?" Mrs Munt pleaded.

"Oh, certainly. Very careful," replied Margaret.

"And Helen must be careful, too."

"Careful about what?" cried Helen, at that moment entering the room.

"Nothing," said Margaret, awkwardly.

"Careful about what, Aunt Juley?" demanded Helen.

"Well, a certain family, whom we know by name but do not mention, have taken the flat opposite from the Mathesons," replied Mrs Munt.

Helen began some laughing reply, but then stopped, and made them both very uncomfortable by blushing. Surprised, Mrs Munt exclaimed, "Why, Helen, you don't mind them moving in, do you?" Her question only made Helen's blush deepen to a brighter red.

"Of course I don't mind," said Helen a little crossly. "It's just that you and Margaret are both so ridiculously serious about it, when there's nothing to be serious about at all."

31 **According to the writer, Mrs Munt was upset because**

A she knew too much about her neighbours.
B the block of flats prevented sunlight reaching her house.
C a serious problem had occurred in her family.
D a particular family were moving into the area.

32 **How does Margaret think Helen will be affected by the Wilcoxes?**

A She will think of nothing else.
B She will try to mend their relationship.
C She will avoid them at all costs.
D She will have no special feelings.

33 **Mrs Munt felt that Helen**

A would be unable to overcome all her feelings for Paul.
B had never actually had any real feelings for Paul.
C would be happy to greet Paul if she saw him.
D had finally become bored with Paul.

34 **Margaret believed that the Wilcox family were**

A angry at Helen and her family.
B no longer interested in her family.
C reassured by Margaret's letter.
D wrong to be so rude to her family.

Tip

- Read the text quickly to get a general idea of what it is about.
- Look at the first part of the question, and underline the key words. Don't read the options A-D yet. Find the part of the text the question refers to.
- Go through the choices and underline the key words.
- Choose the answer that fits best. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate.
- Check your answer against the text a second time.

35 **The writer uses the phrase 'giving him the cold shoulder' (line 59) to mean that Mrs Munt**

A spoke to Charles Wilcox in an unfriendly way.
B had deliberately ignored Charles Wilcox.
C felt uncomfortable in Charles Wilcox's presence.
D turned her back on Charles Wilcox when she saw him.

36 **Why did Margaret and Mrs Munt feel uncomfortable with Helen?**

A Because Helen showed her embarrassment very clearly.
B Because they were afraid Helen had overheard their conversation.
C Because Helen was very serious about the Wilcox family's arrival.
D Because Helen was demanding to know what they had said.

PART 6

You are going to read a magazine article about photographing wildlife. 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.

Wildlife Photography: Pointers for Beginners

There is probably no more challenging subject for photographers than wildlife. Animals are usually unpredictable and can sometimes be dangerous. However, the challenge of wildlife photography is precisely what makes it so rewarding. The best wildlife images create a powerful emotional connection between the viewer and the animal. But success requires planning, timing, and technique. Here are a few tips for getting started.

To produce winning wildlife photographs you need to know your subject inside-out. **37** ☐ It may not be obvious, but unless you understand the animal's behaviour and lifestyle, you really don't have a hope of getting the perfect shot.

When photographing most creatures, it is generally better to shoot at the eye level of the subject. **38** ☐ But wildlife portraits gain life by making a connection between the viewer and the animal, and, as with humans, the window to that connection is the eye. Also, always ensure the eyes are in focus. If the eyes aren't sharp in the primary subject of your photograph, most times, the photograph just won't work.

It is a good idea when starting out to practise taking wildlife images at places where animals are used to seeing humans. **39** ☐ This way, you can experiment with lighting and composition without wasting time seeking out a subject.

Bright sunlight can be a problem when shooting wildlife. In the middle part of the day, the sun can create heavy shadows which rob an image of the essential colour and detail that gives the subject its character. Worst of all, sunlight can create shadows on the face of the animal subject. As stated above, the critical part of any good wildlife photo is the eyes. **40** ☐ Beginners should start out by photographing wildlife in the morning and evening light.

Have patience and persevere. Accept that not all expeditions will result in good photographs. **41** ☐ To increase your chances of a great shot, when your subject does come into sight, keep shooting and do not stop. Continuous shooting means you will burn through a lot of memory cards. But it's the only way to increase the odds of getting an effective image.

Finally, bear in mind that although photography is not a hobby that's kind on the wallet, the expense involved does tend to be justified in the long term. This is not to say you have to splash out thousands of pounds on sophisticated equipment and accessories. **42** ☐ This is especially true if your intention is to take photos beyond the quality of a memorable holiday snap.

A In fact, many may be fruitless.

B If they are lost in darkness, the personal connection with the subject is lost.

C It does mean, however, that it's wise to overlook budget choices.

D When the animal acts suddenly or unexpectedly, you capture it.

E So, read widely about the animal and spend hours in the field, watching and learning.

F Many photographers make the mistake of standing above the animal (especially if it's small) and pointing the lens down.

G Zoos and camping grounds are two such suitable locations.

Tip

- Read through the text and think of what kind of information is missing.
- Read the list of missing sentences.
- Fit the sentences into the gaps.
- Remember to look for clues such as reference words (he, it, that, this, etc).
- Check your answers and read the text through to see if it makes sense. Remember that there is one sentence you do not need to use.

PART 7

You are going to read four book reviews for guidebooks. For questions **43-52**, choose from the reviews **(A-D)**. The reviews may be chosen more than once.

Tip Read the questions and underline the key words. Read the texts and find which part each question refers to. The information might be paraphrased.

WHICH REVIEW:

implies the author went for quantity of information over quality of information?	43	
says the guidebook is great for people who don't want the typical tourist experience?	44	
states the writer is well-acquainted with the country they write about?	45	
says the book has received recognition for its quality?	46	
suggests the author has no first-hand experience of the country?	47	
says the author has devoted the correct amount of space to visuals?	48	
says the book contains information about the country's not-so-famous attractions?	49	
implies that the author worked too fast?	50	
says the guidebook is not suitable for typical travellers?	51	
says the book is suited to people who are not experienced travellers?	52	

A Guide to Guidebooks

A Nathan Jamieson has written arguably the best guidebook to Turkey to come out in over a decade. He takes the first-time traveller to Turkey by the hand, providing an informative run-down of the country's major attractions. All the basics are covered, from transport and accommodation, to food and local customs. Jamieson also goes out of his way to describe Turkey's lesser-known sights. This guidebook is therefore a must-have for those who wish to get off the beaten track and discover the 'real' Turkey. Jamieson is clearly passionate about Turkey and its people, and he is to be commended for writing a guidebook that does not waste its time with trivial information, but deals mainly with the practicalities.

B Ian Davies has done his best to pack as many of the numerous Greek islands as possible into this 500-page guidebook but after reading it, one is left wondering if it isn't a bit of a rush job. Historical points are often either overlooked or inaccurate. Descriptions frequently lack clarity. Maps showing places of interest are included in a back section, but unfortunately little reference is made to them. Clichés and stereotypes appear throughout the book, making one wonder if the author actually visited the places himself, or merely read about them. Nevertheless, this guidebook does provide a wealth of information on budget accommodation, as well as cheap places to grab a bite to eat.

C At last, a guidebook to Egypt that truly stands out from its competition. Author James Emery has managed to strike just the right balance between glossy illustrations, fascinating historical information, and must-know travel and cultural information. Everything any tourist needs to know about Egypt is contained within this wonderful guidebook. What's more, this guide will appeal to both budget and luxury travellers alike, as Emery is a gifted writer, with a talent for picking out Egypt's most interesting travel experiences. The exhaustive information and clever design of this book explains why it has won two book awards. It may be a bit on the pricey side, but the wealth of information within it more than justifies the price tag.

D In this guide to Lebanon, Thomas Leeway writes with a passion and understanding about a country he obviously knows well and loves. The introduction contains an excellent overview of Lebanon's troubled history and current political status. There are concise descriptions of all Lebanon's major sights, and practical travel information most travellers will find useful. There is, however, a definite struggle between styles. On the one hand, Leeway takes a light-hearted approach to the best Lebanon has to offer. On the other hand, he presents a heavy-handed and serious analysis of the country and its people. Thus, this guidebook is a good choice for anyone with a real interest in Lebanon, but hardly meant for the average tourist.

TEST 1 Paper 2

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 job prospects. 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 prefer to get a job immediately after finishing school. Is that a good or a bad thing?

Notes

Write about:

1. experience
2. qualifications
3. ..... (your own idea)

Tip Read the rubric carefully, underlining the key words/phrases.

PART 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **140-190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

Tip

Spend a short time reading each task carefully – ask yourself whether you know the appropriate vocabulary for each task before making your choice.

2 You have received this letter from your English-speaking friend, Max.

> I'm doing research for a school project about young people and the environment. Can you help? Please tell me about the environmental problem which you are most worried about. Why is it such a problem? What should we do about it? Write back soon,
> Max

Write your **letter**.

3 You see this advert in a local lifestyle magazine

Reviews wanted

Best food outlets

We are looking for reviews of food outlets popular with the teenage crowd. Your review should include information about the decor of the outlet, the kind of food it sells and the service. Would you recommend the food outlet to other people your age?

The best reviews will be published in next month's magazine.

Write your **review**.

4 You see this announcement in a new English language magazine for young people.

Stories wanted

We are looking for stories for our new English language magazine for young people.
Your **story** must begin with this sentence:

I rushed down the road as fast as I could because Jenny would be really angry if I was late again.

Your story must include:

- a bicycle
- an accident

Write your **story**.

TEST 1 Paper 3

Listening

PART 1

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

1 **You hear a man talking about his trip to Australia. What does he say of his experience?**
A He found it too tiring.
B He got a taste for the Australian way of life.
C It encouraged him to help animal conservation.

2 **You hear a photographer talking. How does she feel about her job?**
A She is tired of carrying the heavy equipment around.
B It means more to her now than when she started.
C She finds using modern equipment disappointing.

3 **You hear a man being interviewed on the radio. What motivated him to become a doctor?**
A He was involved in a terrible accident.
B He wanted to be around like-minded people.
C He was bored with his old line of work.

4 **You hear a woman talking to her daughter. Why is she talking to her?**
A to make a suggestion
B to refuse permission
C to express her disapproval

5 **You hear two people talking about learning how to play the saxophone. What advice does the girl give?**
A He must get a professional to help him.
B He mustn't get discouraged too soon.
C He can't learn the techniques on his own.

6 **You hear part of a lecture about the eating habits of Britons. What does the lecturer say about the situation?**
A It won't last.
B It is somewhat puzzling.
C It isn't surprising.

7 **You hear part of an interview with a young actor. What does he say about his current project?**
A He hates working with the director.
B He has to work long hours.
C He is experienced in this type of film.

8 **You hear a brother and a sister discussing what to do for their parents' anniversary. What do they decide?**
A to cook dinner for them
B to take them out to dinner
C to celebrate with a dinner party

PART 2

You will hear Emma, a young actress, talking about her career. For questions **9-18** complete the sentences with a word or short phrase.

Emma first got involved in acting doing plays at the _____ **9** every Christmas.

She was a member of an amateur dramatic society named _____ **10** as a teenager.

Rehearsals took place _____ **11** after school and at weekends.

The drama society performed no fewer than _____ **12** every year.

Emma performed in comedies and tragedies and _____ **13** as well.

To get a place on the course, Emma had to compete against _____ **14** .

As well as learning all about acting on her course, Emma also acquired _____ **15** .

Emma is able to get work because she has a(n) _____ **16** and an Equity card.

Emma enjoys doing television adverts because they _____ **17** .

Emma believes that becoming a very good actor needs _____ **18** in the business.

PART 3

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

A Criticism is usually constructive.

B Criticism should involve humour.

C I try not to take it personally.

D I focus on what is being said, not how it is said.

E I face my critic with positive body language.

F I ignore unfair criticism.

G Loud criticism helps you focus better.

H There is some truth in all criticism.

Speaker 1 **19** _____

Speaker 2 **20** _____

Speaker 3 **21** _____

Speaker 4 **22** _____

Speaker 5 **23** _____

PART 4

You will hear an interview with a man who led an interesting project. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

24 **What was the aim of the project George Sams led?**
- **A** to find an ancient sea route
- **B** to re-enact an ancient sea crossing
- **C** to put the pieces of an ancient ship together

25 **George Sams has spent the past decade trying to**
- **A** convince his colleagues of something.
- **B** find talented historians to work with.
- **C** discover why the Egyptians did something.

26 **What couldn't archaeologists say for sure about the ships found in the Egyptian desert?**
- **A** how long they had been at sea
- **B** whether they had been able to make long sea voyages
- **C** whether they had been built by the Egyptians

27 **George's project was made possible by**
- **A** a private donation.
- **B** the sponsorship of a TV network.
- **C** a museum grant.

28 **In what way was the construction of the ship similar to that of the ancient Egyptians?**
- **A** the location it was built in
- **B** the materials it was built with
- **C** the length of time it took to build

29 **How did George and his team move their ship to the sea?**
- **A** piece by piece
- **B** by air
- **C** on a truck

30 **What was unexpected about the actual voyage?**
- **A** being attacked by pirates
- **B** the speed at which the ship moved
- **C** having to make a long stop

Speaking

Part One (Warm-up questions)

Suggested questions

In the future

- What do you want to do after finishing school?
- What type of career would you like?
- What do you hope to have achieved in 10 years?

Health

- What do you do to keep fit and healthy?
- How often do you exercise?
- Have you ever been to the gym? (Tell us about a time you did or whether you'd like to.)
- What types of food do you think are healthy?

Leisure

- What are your favourite leisure activities?
- How often do you go out with friends?
- What do you do at weekends

Part Two (Picture description – sports & celebrations) ***[for Part Two pictures see p. S1]***

A: Here are your photographs (Candidate A). They show **people exercising and keeping fit in different ways**. I'd like you to compare the photographs, and say **what the benefits people get from these activities are**. **(Candidate B), which of these sports would you prefer to do?**

B: Here are your photographs (Candidate B). They show **people celebrating special occasions in different ways.** I'd like you to compare the photographs, and say **what people enjoy about these kinds of occasions**. **(Candidate A), which of these things would you prefer to do?**

Part Three (Going on holiday)

Now, I'd like you to talk about something together for about two minutes. **I'd like you to imagine that a holiday resort is going to offer two new activities for visitors.** Here are some ideas for the activities, and a question for you to discuss. **[*for Part Three see p. S11* – What would people find enjoyable about these activities while on holiday?]** First you have some time to look at the task.

- Now, talk to each other about **what people would find enjoyable about these activities while on holiday**.
- Now you have a minute to decide **which two activities would be most enjoyable for visitors at the holiday resort**.

Part Four (Discussing a topic)

Discuss the following:

- Which of these activities have you done on holiday?
- Some people like to go on holiday to relax, while others enjoy more of an adventure. Which do you prefer?
- What type of holiday do you like to go on? (Why?)
- Do you think that people get enough holiday time per year? Should there be more or less?
- While on holiday, is it also important to learn some things about the local culture? (Why?/Why not?)
- Many people say that frequent travel by aeroplane is bad for the environment. What do you think?

FCE for Schools

Practice Tests 1

Teacher's Book

Virginia Evans - Jenny Dooley



Express Publishing

TEST 1 Paper 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** fitness **B** condition **C** situation **D** circumstances



Tip

- Read the title to get a general idea of what the text is going to be about.
- Read the text once to get the general idea.
- Read again. Pay close attention to the words before and after each gap.
- Look at the choices you have. Choose the best one.
- Read again to see whether it makes sense.

Give your health a **Boost**

Did you know that doing an aerobic workout for forty minutes a couple of times a week is enough to keep your brain in tip-top **(0)** ..... ? Studies show aerobic exercise has the **(1)** ..... to increase the size of the hippocampus – the part of the brain **(2)** ..... for memory. Activities such as running, swimming and **(3)** ..... walking may help prevent memory loss in old age.

Doctors say it's important that everyone does aerobic exercise as it aids weight loss and enhances mental well-being as well as reducing the **(4)** .....of heart disease. In children, it **(5)** ..... healthy bone and muscle development.

The key to all aerobic exercise is increasing your heart rate. If you aren't **(6)** ..... out in a sweat or your heart isn't pumping faster than it **(7)** ..... does then you aren't working out aerobically. Thus, taking a short stroll or going window shopping don't **(8)** ..... as aerobic workouts.

1	**A** strength	**B** power	**C** force	**D** influence
2	**A** remarkable	**B** eligible	**C** responsible	**D** dependable
3	**A** brisk	**B** alert	**C** perky	**D** vivid
4	**A** uptake	**B** span	**C** gamble	**D** risk
5	**A** promotes	**B** succeeds	**C** manages	**D** raises
6	**A** breaking	**B** starting	**C** coming	**D** passing
7	**A** frequently	**B** repeatedly	**C** commonly	**D** normally
8	**A** equal	**B** total	**C** count	**D** sum

PART 2

For questions **9-16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example: 0 A

Tip

- Read the text quickly once, without paying attention to the gaps.
- Read again carefully, trying to fill in each gap. The missing words can be: adverbs, auxiliary verbs, prepositions, pronouns, conjunctions, etc. If you can't find the answer for a gap, move on to the next one and return later.
- When you've finished, read the text again to see if your answers are grammatically correct and make sense in the sentence and the text.

The Southern Alps

The Southern Alps are **(0)** ..... range of mountains that extend along the length **(9)** .....*of*..... New Zealand's South Island. In 1643, the Dutch explorer Abel Tasman (the first European to reach New Zealand) described South Island **(10)** .....*as*..... 'a land uplifted high'. The English explorer, James Cook, **(11)** .....*who*..... gave the Southern Alps their name, said they were, 'impressively high'.

The Southern Alps have 18 ski areas, all within a **(12)** .....*few*..... hours' drive of Christchurch. Seventeen peaks in the Southern Alps exceed 3,000 metres in height. The tallest, Mount Cook, stands at 3,754 metres. **(13)** .....*In*..... addition to being a popular tourist destination, Mount Cook is also a favourite challenge **(14)** .....*for*..... mountain climbers.

The Southern Alps are rich in flora – approximately 25% of New Zealand's native plant species **(15)** .....*can*..... be found there. Wildlife includes the native rock wren, and the kea – a large parrot **(16)** .....*that/which*..... was once hunted as a pest.

PART 3

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

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

Example: 0 | I | N | E | X | P | E | N | S | I | V | E |

Tip

- Read through the title and the whole text to understand what it is about.
- Decide what part of speech you need in each gap. Remember, you may have to use the word in the plural form or the negative form. Think of possible prefixes and suffixes.
- Read the text again to see whether it makes sense.

E-BOOKS

Electronic books, or e-books, provide a new, and **(0)** ..... way to read. E-books can be purchased on the Internet from hundreds of **(17)** ....*publishers*.... or retail e-bookstores. In either case, pay with your credit or debit card, then download it **(18)** .....*directly*..... onto your computer, wait for it to arrive as an e-mail **(19)** ...*attachment*..., or upload from a disk or CD. E-publishers and many of their authors have web pages with **(20)** .....*further*..... information, plot summaries, reviews and pictures. They usually provide some chapters to read for free so you can try-before-you-buy.

If you love paper books to **(21)** .....*death*..... and just can't imagine reading any other way, don't panic. So far, e-books are simply an alternative to **(22)** ....*traditional*.... ones. They haven't replaced them, yet. However, you don't have to be much of a prophet to note that since distributing books **(23)** ..*electronically*.. is easier, faster, cheaper and offers greater variety, we should soon see a lot more of them. Keep in mind, you take the same chances buying an electronic book as a paper one. Maybe you won't like it after all. But the majority of electronic publishers screen their books carefully, insist on **(24)** ..*professional*... editing and publish only the best.

EXPENSIVE
PUBLISH

DIRECT
ATTACH
FAR

DIE

TRADITION
ELECTRONIC

PROFESSION

PART 4

For questions **25-30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 Tim missed his dental appointment because the bus was late.
ABLE
As the bus was late, Tim ..... his dental appointment.

Tip

Read the whole sentence, then look at the key word. Think of the structure tested (e.g. passive, reported speech, etc). Use the given word to complete the second sentence. Use between two and five words in each gap.

Example: 0 | WASN'T ABLE TO KEEP

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

25 My mum insisted on my helping her with the housework at the weekend.
MADE
My mum ..... *made me help her* ..... with the housework at the weekend.

26 The last time Maria went abroad was two years ago.
BEEN
Maria ..... *has not been abroad for* ..... two years.

27 It's a pity Jane can't be here for the party tonight.
WISH
I ..... *wish Jane could come* ..... to tonight's party.

28 "I'm sorry I ruined your plans, Kathy," James said.
APOLOGISED
James ..... *apologised to Kathy for ruining* ..... her plans.

29 Photographing the exhibits is not allowed.
SUPPOSED
You ..... *are not supposed to photograph* ..... the exhibits.

30 It didn't matter to anyone what Steve said.
DIFFERENCE
It ..... *made no difference* ..... to anyone what Steve said.

PART 5

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

"Oh, Margaret," cried her aunt next morning, "a most unfortunate thing has happened."

The most unfortunate thing was not very serious. One of the flats in the block opposite had been rented by the wealthy Wilcox family[31]. That Margaret's aunt, Mrs Munt, should be the first to discover the 'misfortune' was not surprising. The flats interested her greatly and she watched their every change most carefully. She claimed, of course, to hate them – they made the neighbourhood look too modern; they blocked out the sun; they attracted the wrong type of person. But in truth, Mrs Munt found her visits to her nieces twice as interesting since Wickham Flats had been built. Indeed, so fascinated with these flats was she, that after just two days with her nieces she knew more about them than almost anyone else in the neighbourhood.

Margaret listened to her aunt politely. However, she could not agree with her that the Wilcoxes arrival would throw a cloud over her sister Helen's life.

"Helen won't be affected," Margaret explained. "She has plenty of other things to think about. Besides, she got off to a bad start with the Wilcoxes and she'll want nothing to do with them[32], just like us."

"For a clever girl, how strangely you talk!" exclaimed Mrs Munt. "Helen will have to have something to do with them once they're living opposite. She may meet that Paul Wilcox in the street. She will have to greet him."

"Of course she will have to greet him. What I mean is, her interest in him has gone. She told me the other day she is no longer attracted to him, so what else matters? I think that disastrous episode last month killed off any last emotion in Helen. So greeting the Wilcoxes, even attending a dinner-party – she can do all those things, but the other thing, the one important thing – never again. Don't you see?"

Mrs Munt did not see. Indeed, she thought that Margaret was making a most questionable statement. How could any emotion, any interest that was once so strong, ever really die off completely[33]?

"What's more," continued Margaret," I am pleased to tell you that the Wilcoxes are bored with us[34]. I didn't tell you at the time – as it might have made you angry – but I wrote a letter to Mrs Wilcox, apologising for the trouble that Helen had given them and she never replied."

"How very rude!"

"Perhaps. But maybe it was sensible?"

"No, Margaret, most rude!"

"In either case, I think we can consider it reassuring."

Mrs Munt sighed. She was returning home the following morning – just when it was clear her nieces needed her most. Other regrets filled her head. How magnificently she would have ignored Charles Wilcox had she met him face to face[35]! She had already seen him, giving an order to a porter, but unfortunately his back had been turned towards her. Thus, although she had still made a point of giving him the cold shoulder, it could not – by any stretch of the imagination – be considered a successful snub at all. *line 59*

"But you will be careful, won't you?" Mrs Munt pleaded.

"Oh, certainly. Very careful," replied Margaret.

"And Helen must be careful, too."

"Careful about what?" cried Helen, at that moment entering the room.

"Nothing," said Margaret, awkwardly.

"Careful about what, Aunt Juley?" demanded Helen.

"Well, a certain family, whom we know by name but do not mention, have taken the flat opposite from the Mathesons," replied Mrs Munt.

Helen began some laughing reply, but then stopped, and made them both very uncomfortable by blushing[36]. Surprised, Mrs Munt exclaimed, "Why, Helen, you don't mind them moving in, do you?" Her question only made Helen's blush deepen to a brighter red.

"Of course I don't mind," said Helen a little crossly. "It's just that you and Margaret are both so ridiculously serious about it, when there's nothing to be serious about at all."

31 **According to the writer, Mrs Munt was upset because**

A she knew too much about her neighbours.
B the block of flats prevented sunlight reaching her house.
C a serious problem had occurred in her family.
(D) a particular family were moving into the area.

32 **How does Margaret think Helen will be affected by the Wilcoxes?**

A She will think of nothing else.
B She will try to mend their relationship.
(C) She will avoid them at all costs.
D She will have no special feelings.

33 **Mrs Munt felt that Helen**

(A) would be unable to overcome all her feelings for Paul.
B had never actually had any real feelings for Paul.
C would be happy to greet Paul if she saw him.
D had finally become bored with Paul.

34 **Margaret believed that the Wilcox family were**

A angry at Helen and her family.
(B) no longer interested in her family.
C reassured by Margaret's letter.
D wrong to be so rude to her family.

Tip

- Read the text quickly to get a general idea of what it is about.
- Look at the first part of the question, and underline the key words. Don't read the options A-D yet. Find the part of the text the question refers to.
- Go through the choices and underline the key words.
- Choose the answer that fits best. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate.
- Check your answer against the text a second time.

35 **The writer uses the phrase 'giving him the cold shoulder' (line 59) to mean that Mrs Munt**

A spoke to Charles Wilcox in an unfriendly way.
(B) had deliberately ignored Charles Wilcox.
C felt uncomfortable in Charles Wilcox's presence.
D turned her back on Charles Wilcox when she saw him.

36 **Why did Margaret and Mrs Munt feel uncomfortable with Helen?**

(A) Because Helen showed her embarrassment very clearly.
B Because they were afraid Helen had overheard their conversation.
C Because Helen was very serious about the Wilcox family's arrival.
D Because Helen was demanding to know what they had said.

PART 6

You are going to read a magazine article about photographing wildlife. 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.

Wildlife Photography: Pointers for Beginners

There is probably no more challenging subject for photographers than wildlife. Animals are usually unpredictable and can sometimes be dangerous. However, the challenge of wildlife photography is precisely what makes it so rewarding. The best wildlife images create a powerful emotional connection between the viewer and the animal. But success requires planning, timing, and technique. Here are a few tips for getting started.

To produce winning wildlife photographs you need to know your subject inside-out. **37** **E** It may not be obvious, but unless you understand the animal's behaviour and lifestyle, you really don't have a hope of getting the perfect shot.

When photographing most creatures, it is generally better to shoot at the eye level of the subject. **38** **F** But wildlife portraits gain life by making a connection between the viewer and the animal, and, as with humans, the window to that connection is the eye. Also, always ensure the eyes are in focus. If the eyes aren't sharp in the primary subject of your photograph, most times, the photograph just won't work.

It is a good idea when starting out to practise taking wildlife images at places where animals are used to seeing humans. **39** **G** This way, you can experiment with lighting and composition without wasting time seeking out a subject.

Bright sunlight can be a problem when shooting wildlife. In the middle part of the day, the sun can create heavy shadows which rob an image of the essential colour and detail that gives the subject its character. Worst of all, sunlight can create shadows on the face of the animal subject. As stated above, the critical part of any good wildlife photo is the eyes. **40** **B** Beginners should start out by photographing wildlife in the morning and evening light.

Have patience and persevere. Accept that not all expeditions will result in good photographs. **41** **A** To increase your chances of a great shot, when your subject does come into sight, keep shooting and do not stop. Continuous shooting means you will burn through a lot of memory cards. But it's the only way to increase the odds of getting an effective image.

Finally, bear in mind that although photography is not a hobby that's kind on the wallet, the expense involved does tend to be justified in the long term. This is not to say you have to splash out thousands of pounds on sophisticated equipment and accessories. **42** **C** This is especially true if your intention is to take photos beyond the quality of a memorable holiday snap.

A In fact, many may be fruitless.

B If they are lost in darkness, the personal connection with the subject is lost.

C It does mean, however, that it's wise to overlook budget choices.

D When the animal acts suddenly or unexpectedly, you capture it.

E So, read widely about the animal and spend hours in the field, watching and learning.

F Many photographers make the mistake of standing above the animal (especially if it's small) and pointing the lens down.

G Zoos and camping grounds are two such suitable locations.

Tip

- Read through the text and think of what kind of information is missing.
- Read the list of missing sentences.
- Fit the sentences into the gaps.
- Remember to look for clues such as reference words (he, it, that, this, etc).
- Check your answers and read the text through to see if it makes sense. Remember that there is one sentence you do not need to use.

PART 7

You are going to read four book reviews for guidebooks. For questions **43-52**, choose from the reviews **(A-D)**. The reviews may be chosen more than once.

Tip Read the questions and underline the key words. Read the texts and find which part each question refers to. The information might be paraphrased.

WHICH REVIEW:

implies the author went for quantity of information over quality of information?	43	B
says the guidebook is great for people who don't want the typical tourist experience?	44	A
states the writer is well-acquainted with the country they write about?	45	D
says the book has received recognition for its quality?	46	C
suggests the author has no first-hand experience of the country?	47	B
says the author has devoted the correct amount of space to visuals?	48	C
says the book contains information about the country's not-so-famous attractions?	49	A
implies that the author worked too fast?	50	B
says the guidebook is not suitable for typical travellers?	51	D
says the book is suited to people who are not experienced travellers?	52	A

A Guide to Guidebooks

A Nathan Jamieson has written arguably the best guidebook to Turkey to come out in over a decade. He takes the first-time traveller to Turkey by the hand,[52] providing an informative run-down of the country's major attractions. All the basics are covered, from transport and accommodation, to food and local customs. Jamieson also goes out of his way to describe Turkey's lesser-known sights.[49] This guidebook is therefore a must-have for those who wish to get off the beaten track and discover the 'real' Turkey.[44] Jamieson is clearly passionate about Turkey and its people, and he is to be commended for writing a guidebook that does not waste its time with trivial information, but deals mainly with the practicalities.

B Ian Davies has done his best to pack as many of the numerous Greek islands as possible into this 500-page guidebook[43] but after reading it, one is left wondering if it isn't a bit of a rush job.[50] Historical points are often either overlooked or inaccurate. Descriptions frequently lack clarity.[43] Maps showing places of interest are included in a back section, but unfortunately little reference is made to them. Clichés and stereotypes appear throughout the book, making one wonder if the author actually visited the places himself,[47] or merely read about them. Nevertheless, this guidebook does provide a wealth of information on budget accommodation, as well as cheap places to grab a bite to eat.

C At last, a guidebook to Egypt that truly stands out from its competition. Author James Emery has managed to strike just the right balance between glossy illustrations, fascinating historical information, and must-know travel and cultural information.[48] Everything any tourist needs to know about Egypt is contained within this wonderful guidebook. What's more, this guide will appeal to both budget and luxury travellers alike, as Emery is a gifted writer, with a talent for picking out Egypt's most interesting travel experiences. The exhaustive information and clever design of this book explains why it has won two book awards.[46] It may be a bit on the pricey side, but the wealth of information within it more than justifies the price tag.

D In this guide to Lebanon, Thomas Leeway writes with a passion and understanding about a country he obviously knows well and loves.[45] The introduction contains an excellent overview of Lebanon's troubled history and current political status. There are concise descriptions of all Lebanon's major sights, and practical travel information most travellers will find useful. There is, however, a definite struggle between styles. On the one hand, Leeway takes a light-hearted approach to the best Lebanon has to offer. On the other hand, he presents a heavy-handed and serious analysis of the country and its people. Thus, this guidebook is a good choice for anyone with a real interest in Lebanon, but hardly meant for the average tourist.[51]

TEST 1 Paper 2

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 job prospects. 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 prefer to get a job immediately after finishing school. Is that a good or a bad thing?

Notes

Write about:

1. experience
2. qualifications
3. ..... (your own idea)

Tip Read the rubric carefully, underlining the key words/phrases.

PART 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **140-190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

Tip

Spend a short time reading each task carefully – ask yourself whether you know the appropriate vocabulary for each task before making your choice.

2 You have received this letter from your English-speaking friend, Max.

> I'm doing research for a school project about young people and the environment. Can you help? Please tell me about the environmental problem which you are most worried about. Why is it such a problem? What should we do about it? Write back soon,
> Max

Write your **letter**.

3 You see this advert in a local lifestyle magazine

Reviews wanted

Best food outlets

We are looking for reviews of food outlets popular with the teenage crowd. Your review should include information about the decor of the outlet, the kind of food it sells and the service. Would you recommend the food outlet to other people your age?

The best reviews will be published in next month's magazine.

Write your **review**.

4 You see this announcement in a new English language magazine for young people.

Stories wanted

We are looking for stories for our new English language magazine for young people.
Your **story** must begin with this sentence:

I rushed down the road as fast as I could because Jenny would be really angry if I was late again.

Your story must include:
- a bicycle
- an accident

Write your **story**.

TEST 1 Paper 3

Listening

PART 1

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

1 **You hear a man talking about his trip to Australia. What does he say of his experience?**
A He found it too tiring.
B He got a taste for the Australian way of life.
C It encouraged him to help animal conservation.

2 **You hear a photographer talking. How does she feel about her job?**
A She is tired of carrying the heavy equipment around.
B It means more to her now than when she started.
C She finds using modern equipment disappointing.

3 **You hear a man being interviewed on the radio. What motivated him to become a doctor?**
A He was involved in a terrible accident.
B He wanted to be around like-minded people.
C He was bored with his old line of work.

4 **You hear a woman talking to her daughter. Why is she talking to her?**
A to make a suggestion
B to refuse permission
C to express her disapproval

5 **You hear two people talking about learning how to play the saxophone. What advice does the girl give?**
A He must get a professional to help him.
B He mustn't get discouraged too soon.
C He can't learn the techniques on his own.

6 **You hear part of a lecture about the eating habits of Britons. What does the lecturer say about the situation?**
A It won't last.
B It is somewhat puzzling.
C It isn't surprising.

7 **You hear part of an interview with a young actor. What does he say about his current project?**
A He hates working with the director.
B He has to work long hours.
C He is experienced in this type of film.

8 **You hear a brother and a sister discussing what to do for their parents' anniversary. What do they decide?**
A to cook dinner for them
B to take them out to dinner
C to celebrate with a dinner party

PART 2

You will hear Emma, a young actress, talking about her career. For questions **9-18** complete the sentences with a word or short phrase.

Emma first got involved in acting doing plays at the *end of term* **9** every Christmas.

She was a member of an amateur dramatic society named *The Stage Players* **10** as a teenager.

Rehearsals took place *(at least) 4 or 5 times a week* **11** after school and at weekends.

The drama society performed no fewer than *three plays* **12** every year.

Emma performed in comedies and tragedies and *modern dramas* **13** as well.

To get a place on the course, Emma had to compete against *12/twelve other students* **14** .

As well as learning all about acting on her course, Emma also acquired *(a lot of) self-confidence* **15** .

Emma is able to get work because she has a(n) *(acting) agent* **16** and an Equity card.

Emma enjoys doing television adverts because they *pay (quite) well* **17** .

Emma believes that becoming a very good actor needs *(at least) ten years* **18** in the business.

PART 3

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

A Criticism is usually constructive.

B Criticism should involve humour.

C I try not to take it personally.

D I focus on what is being said, not how it is said.

E I face my critic with positive body language.

F I ignore unfair criticism.

G Loud criticism helps you focus better.

H There is some truth in all criticism.

Speaker 1	**19**	**D**
Speaker 2	**20**	**C**
Speaker 3	**21**	**E**
Speaker 4	**22**	**A**
Speaker 5	**23**	**F**

PART 4

You will hear an interview with a man who led an interesting project. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

24 **What was the aim of the project George Sams led?**
- **A** to find an ancient sea route
- **B** to re-enact an ancient sea crossing
- **C** to put the pieces of an ancient ship together

25 **George Sams has spent the past decade trying to**
- **A** convince his colleagues of something.
- **B** find talented historians to work with.
- **C** discover why the Egyptians did something.

26 **What couldn't archaeologists say for sure about the ships found in the Egyptian desert?**
- **A** how long they had been at sea
- **B** whether they had been able to make long sea voyages
- **C** whether they had been built by the Egyptians

27 **George's project was made possible by**
- **A** a private donation.
- **B** the sponsorship of a TV network.
- **C** a museum grant.

28 **In what way was the construction of the ship similar to that of the ancient Egyptians?**
- **A** the location it was built in
- **B** the materials it was built with
- **C** the length of time it took to build

29 **How did George and his team move their ship to the sea?**
- **A** piece by piece
- **B** by air
- **C** on a truck

30 **What was unexpected about the actual voyage?**
- **A** being attacked by pirates
- **B** the speed at which the ship moved
- **C** having to make a long stop

Speaking

Part One (Warm-up questions)

Suggested questions

In the future

- What do you want to do after finishing school?
- What type of career would you like?
- What do you hope to have achieved in 10 years?

Health

- What do you do to keep fit and healthy?
- How often do you exercise?
- Have you ever been to the gym? (Tell us about a time you did or whether you'd like to.)
- What types of food do you think are healthy?

Leisure

- What are your favourite leisure activities?
- How often do you go out with friends?
- What do you do at weekends

Part Two (Picture description – sports & celebrations) ***[for Part Two pictures see p. S1]***

A: Here are your photographs (Candidate A). They show **people exercising and keeping fit in different ways**. I'd like you to compare the photographs, and say **what the benefits people get from these activities are**. **(Candidate B), which of these sports would you prefer to do?**

B: Here are your photographs (Candidate B). They show **people celebrating special occasions in different ways.** I'd like you to compare the photographs, and say **what people enjoy about these kinds of occasions**. **(Candidate A), which of these things would you prefer to do?**

Part Three (Going on holiday)

Now, I'd like you to talk about something together for about two minutes. **I'd like you to imagine that a holiday resort is going to offer two new activities for visitors.** Here are some ideas for the activities, and a question for you to discuss. **[*for Part Three see p. S11* – What would people find enjoyable about these activities while on holiday?]** First you have some time to look at the task.

- Now, talk to each other about **what people would find enjoyable about these activities while on holiday**.
- Now you have a minute to decide **which two activities would be most enjoyable for visitors at the holiday resort**.

Part Four (Discussing a topic)

Discuss the following:

- Which of these activities have you done on holiday?
- Some people like to go on holiday to relax, while others enjoy more of an adventure. Which do you prefer?
- What type of holiday do you like to go on? (Why?)
- Do you think that people get enough holiday time per year? Should there be more or less?
- While on holiday, is it also important to learn some things about the local culture? (Why?/Why not?)
- Many people say that frequent travel by aeroplane is bad for the environment. What do you think?

Test 1

Part 1

Questions 1-8

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

1 You hear a man talking about his trip to Australia.

The highlight of our stay in Australia was the Healesville Sanctuary in Melbourne. I didn't particularly care for the long drive to the sanctuary but once there, I was left speechless. This was the closest we could get to Australian wildlife. We also got hands-on-experience in animal keeping. I became an assistant to a keeper for a morning while he went on his rounds. This close encounter with the animals was fun and we gained a rich understanding of the Australian bush, its wildlife and what we can do to conserve it. I was so moved by the whole experience that I decided to adopt a red kangaroo and a wombat.[1] This donation will support programmes to combat extinction as well as go towards the care of the animals at the sanctuary.

2 You hear a photographer talking.

I've been taking pictures for a living since the early 80s, and it's still equally important to me. What I love most about my job is lugging my heavy equipment around the globe and the ritual of setting up in pursuit of the perfect shot. My younger colleagues don't have to deal with this, though. They use these extra-light, compact digital cameras. But the whole issue of digital photography is so depressing to me;[2] it takes the whole beauty of the process away. Gratification for me comes from discovering what kind of photograph I have taken after I have developed it.

3 You hear a man being interviewed on the radio.

M1: Was there a particular moment when you realised that is what you wanted to do with your life?
M2: Well, I became a doctor to escape my soulless marketing job. I was a terrible personality fit for the corporate world. Even though I was good at it and ran a successful business, I thought to myself "if I'm going to work 16-18 hour days, it'd better be around the kind of people who share the same ideals as me,[3] and in a job that makes a difference." I mean things like saving people's lives after a horrific accident or helping to cure people of illnesses. This is what I've always had my heart set on.

4 You hear a woman talking to her daughter.

F1: I really want to try out this new exercise and diet programme I read about in a magazine, Mum.
F2: Yes, but you need to make sure that it's the right one for you.
F1: Well, a couple of my friends are following it, so I think it's safe.
F2: No, you can't go by that alone. Why don't we search the Internet for some information?[4] That way we'll find out if there are any potential dangers, or anything you need to watch out for. You've got to remember that a diet that works for your friend may not be good for you.
F1: OK, then.
F2: And we need to consult Dr Pearce, so that he can give you a check-up, just to make sure that all's well.[4]
F1: Let's take a look on the Internet first and then we can give him a call.

5 You hear two people talking about learning how to play the saxophone.

M: I want to teach myself how to play the saxophone. I can play the guitar, so reading music is not a problem for me. What do you think?
F: Ideally you should seek a qualified teacher who can instruct you on how to play the saxophone but it's actually perfectly possible to teach yourself how to play it. This may offend many professionals in the field, but it can be done. You really need to be patient. The hardest part is getting started, so remember that you can't lose your enthusiasm if you find it difficult at the start.[5] Things like learning how to control the mouthpiece to produce sound will become easier. Moving your fingers on the keys is even easier and you can learn this from a book. There are also plenty of sites on the Internet that can help sort out any problems you may encounter on the way.
M: That settles it then! I'm going to give it a shot!

6 You hear part of a lecture about the eating habits of Britons.

According to studies, British adults spend less than 40 minutes a day eating, and that situation looks unlikely to change any time soon. For many people lunch means quickly eating a sandwich at the office; something that lasts about 12 minutes. British adults eat simply because they have to, in order to keep their strength up. Two out of three people participating in the study claim that they don't really enjoy or appreciate their food any more. So we have a rather strange situation where cooking shows on TV, great chefs and all sorts of cook books are becoming surprisingly popular with the British public; yet people are spending less time than ever on enjoying their meals.[6]

7 You hear part of an interview with a young actor.

I've never worked with Patrick Ale before, and I must say that he's quite a demanding director. But I don't

mind ... the man is brilliant! Our schedule is a bit tough, though. We have to be on the set at 6:00 am and many times we don't get to leave till 7 or 8 in the evening.[7] For someone relatively new to the business, like me, this takes a bit of getting used to. I'm also new at doing comedies. In my last film I was a villain, so this is a big change for me. But I take lots of pointers from my co-star, Jason Beaks. He's definitely the best comedian in the industry!

8 You hear a brother and a sister discussing what to do for their parents' anniversary.

M: So, it's Mum and Dad's 20th anniversary next week. What do you think we should do? I was thinking dinner might be a good idea. We can throw a dinner party and invite their friends.

F: That's a great idea, only there's no time to plan everything. I could make something special just for the two of them, so they can enjoy a romantic evening at home. But then again, they eat at home every day. I know! Why don't we take them to their favourite restaurant instead? It's a bit pricey, but this is a special occasion.

M: True, but Dad got food poisoning the last time they were there, remember? I suppose you're going to have to put your cooking skills to good use and dazzle them with your exotic dishes!

F: Good, it's settled then![8]

Part 2

Questions 9-18

You will hear Emma, a young actress, talking about her career. For questions **9-18** complete the sentences with a word or short phrase.

I suppose I caught the acting bug doing school plays as a small child. We used to do a play at the end of term every Christmas[9] and I always looked forward to taking part in it. I loved dressing up and pretending to be someone else. I was a bit of a show-off really. Then, in my teens, I joined a local amateur dramatic society called The Stage Players.[10] It was there where I really started to learn about the craft of acting. It was such fun. But we really did take it quite seriously and tried to be professional about the performances. So, I would go to rehearsals at least four or five times a week after school and at weekends.[11] I barely had time for anything else at all. I didn't have many friends or activities outside of the drama society. But as we put on at least 3 plays a year,[12] it meant we had to really work hard to get them up to performance standard. The policy was that as a theatre group we would try to give our audience as wide a range of plays as we could. So I learnt to enjoy acting in comedies and tragedies as well as good modern dramas.[13]

After leaving school I auditioned at drama school. I had to do three rounds of auditions to get in. In the last round, which was really nerve-wracking, I was competing with twelve other students for one place on the course.[14] I was ecstatic when I got it! I'm sure it was because I'd had so much experience with The Stage Players and that meant all the difference. The course at drama school lasted three wonderful years. It was seriously hard work but I learnt every aspect of the acting craft and I really gained a lot of self-confidence, too.[15]

Now it's just over a year since I graduated and although I'm far from being a star, I have made progress. I have an Equity card and an acting agent so I can get work.[16] It's really important to have both because you can't work at all without an Equity card and you've got a much better chance of getting lots of auditions if you have an agent. So far, I've just done some bits and pieces. I've done some television adverts, which is great because they pay quite well,[17] and a couple of music videos. I've also had some bit parts on television but nothing that I would call a breakthrough.

At the moment I'm hoping to get more involved with theatre work. What I'd really like is to get into a theatre company, like the Old Vic, and build up my reputation from there. I think it takes at least ten years in the business to become a really accomplished actor.[18] The actor I admire the most is Dame Judy Dench. That's what she did. She built her reputation in theatre and then went on to do film and television and she's such a star. I hope I can do the same.

Part 3

Questions 19-23

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

Speaker 1

I value criticism because I believe most criticism is based – at least in part – on the truth. The problem comes when someone is making a valuable suggestion but the tone of voice they use to make it, or the words they choose to present it, aren't the best. When people use an angry voice, you concentrate on that and respond to that, rather than the actual suggestion the person is making. I always try to separate the criticism from the style of criticism. Even if people speak in a tone of anger, I try to isolate their emotion from the useful suggestions which lie underneath.[19]

Speaker 2

I think a common mistake people make when receiving criticism is they take it to heart way too much. I always try not to.[20] I mean, often the person criticising you is just having a bad day and their criticism is just a way for them

to release pent-up anger or frustration. Sometimes it's just a way for them to stress that their viewpoint is the right one. Sometimes it's just because they're a character who likes attention so they pick fights with people. In short, I always remind myself when I'm being criticised that it's often more about the person criticising me, than it is about me.

Speaker 3
I hate being criticised. I can't help it. I know many people are able to ignore criticism and not take it to heart. But I always do. I'm too sensitive. Being criticised affects me deeply. It makes me feel so bad about myself. So I've learnt to diffuse the situation – make the person criticising me go easy on me or even stop. The way I do that is I smile at them.[21] Sounds simple, but it works. Smiling creates a good feeling and relaxes the situation. Smiling motivates the other person to soften their tone.

Speaker 4
I always ask myself when I'm being criticised, "is this person just doing this to hurt me or do they actually want to help me?" Often when people criticise you – especially family members and friends – they're doing so simply because they want you to be a better person or to realise that you're doing something wrong.[22] I always try to view criticism as an opportunity to discover something about myself. I say to myself: "What is this person trying to tell me about my character?" Not all criticism is intended to hurt you. Often, it's given to help you.

Speaker 5
Sometimes criticism is justified, but often people criticise others with no good reason. When I know someone's criticism of me is wrong, I just don't pay attention to their words.[23] I don't respond to the person and I attach no significance to what they are saying. By not replying, the person soon realises their words are having no effect and eventually walks away. Of course, sometimes this is easier said than done. It can be hard to ignore criticism when you're feeling emotional or vulnerable, for example. But most times I manage to take no notice of critical words against me. After all, when you don't accept a piece of criticism, it still belongs to the person who gave it to you.

Part 4

Questions 24-30

You will hear an interview with a man who led an interesting project. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

Interviewer: Good afternoon listeners. Today, we have George Sams, first-rate sailor, much admired author, and Professor of History at London University, in the studio. Welcome, George.

George: Hello.
Interviewer: George, you recently led an international team of shipbuilders, sailors and archaeologists on an exciting project. The project was to build a full-scale replica of a 4,000-year-old ship and sail it on the Red Sea in order to go on a voyage to a place the ancient Egyptians[24] called Punt, following the same route as they did. Tell us, why did you want to do this?
George: Well, for the past 10 years, my research has been dedicated to proving how skilled the Egyptians were at building sea-faring ships. Many of my fellow historians think of the Egyptians as people who just sailed on the Nile River – that they completely lacked the ability to sail at sea. I wanted to prove, with this project, that the Egyptians were talented ship builders.[25]
Interviewer: So tell us how the project started.
George: Well, a few years ago, archaeologists discovered the remains of some ancient ships in a cave in the Egyptian desert. From the number of holes eaten into the ships' woodwork by sea worms, it appeared the ships had spent extended periods at sea – up to six months. But to prove the Egyptians had built vessels able to make long trips, we needed to build a replica and sail it at sea.[26]
Interviewer: Where did you get the funding to do this?
George: Well, after the discovery of the ships, I contacted a French TV network that I had heard was making a documentary about life in ancient Egypt to see if they wanted to recreate the voyage for their documentary. They didn't. However, they put me in contact with a man who works at the Natural History museum in London who knew of an anonymous sponsor who was interested in funding the project.[27]
Interviewer: Was the ship challenging to build?
George: Well, we built it using the techniques of the ancient Egyptians. That meant not using modern things like nails,[28] so we had to make sure the wood fitted together like pieces of a puzzle. That took us quite some time to get right. Once we had built the ship, we transported it by truck to the sea.[29] We didn't carry it piece by piece across the desert as the ancient Egyptians would have done. Of course the cost of airlifting it was prohibitive.
Interviewer: So, tell us about the actual voyage.
George: Well, we were at sea for a week and attained speeds of about 11km per hour with a good wind behind us. We actually hadn't predicted how fast the ship would travel.[30] Unfortunately, the presence of pirates at the northern end of the Red Sea meant we had to put a stop to our voyage after only 93 kilometres. The ancient Egyptians would have had a 1,600-kilometre trip from Egypt to Punt – a 3,200 kilometre round-trip, in other words. But even though we had to stop our journey after only 93 kilometres, it was enough to prove the ship could have easily completed a 3,200 kilometre voyage.