

# FCE

## PRACTICE exam papers

for the  
Cambridge English First  
FCE/FCE(fs) Examination

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# 2



Express Publishing

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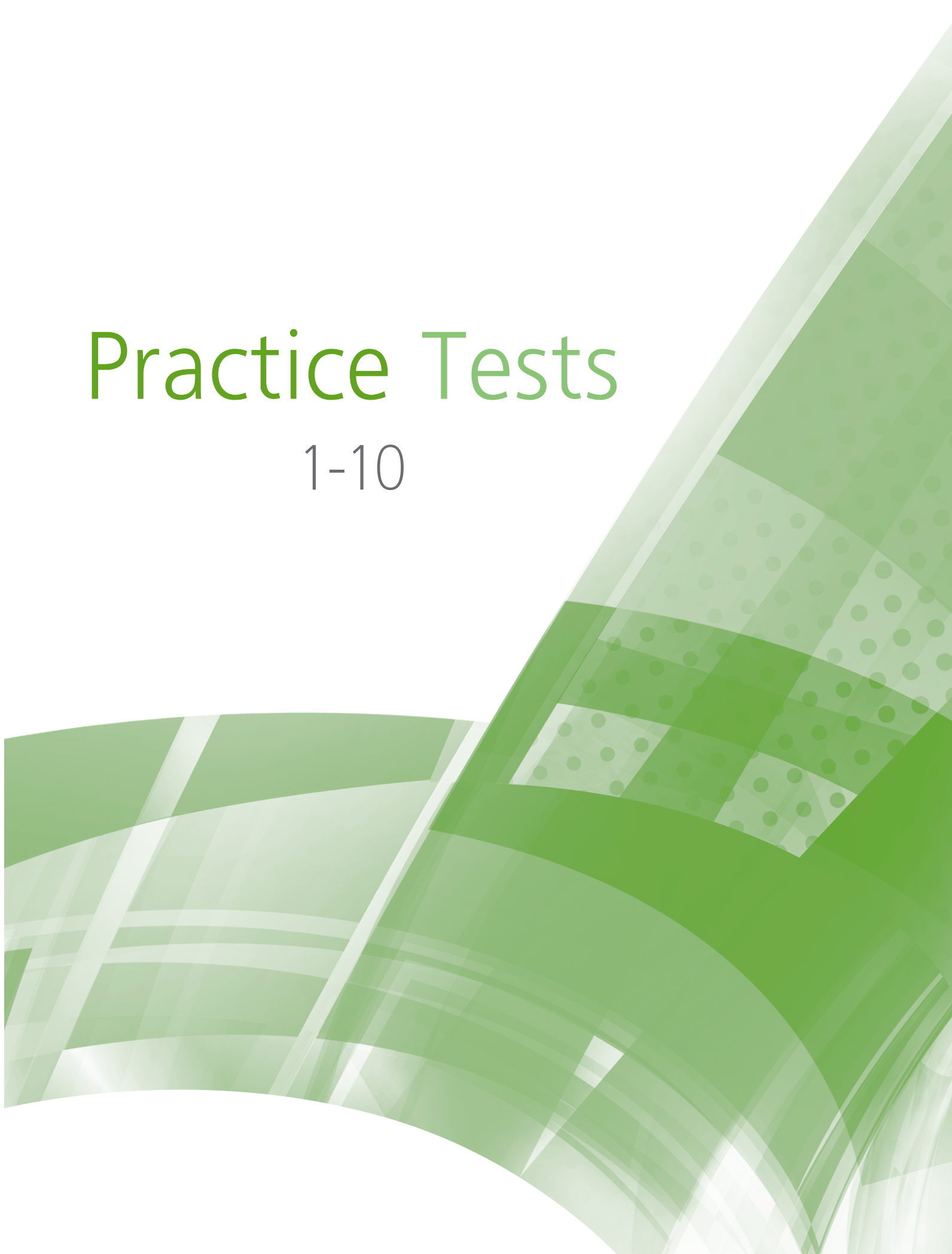
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## Description

Paper Format & Timing	Tasks & Marking Scheme
<p><b>Reading and Use of English (75 minutes)</b></p> <p><b>Part 1</b> Multiple-choice cloze</p> <p><b>Part 2</b> Open cloze</p> <p><b>Part 3</b> Word formation</p> <p><b>Part 4</b> Key word transformations</p> <p><b>Part 5</b> Multiple choice</p> <p><b>Part 6</b> Gapped text</p> <p><b>Part 7</b> Multiple matching</p>	<p><b>Part 1</b> a cloze test with 8 gaps followed by 4-option multiple-choice items. Each correct answer receives 1 mark.</p> <p><b>Part 2</b> a cloze test with 8 gaps. Each correct answer receives 1 mark.</p> <p><b>Part 3</b> a text with 8 gaps to be filled in with a word derived from the stem given beside the text. Each correct answer receives 1 mark.</p> <p><b>Part 4</b> 6 gapped sentences to be completed with between two and five words one of which is given, so that each means the same as the lead-in sentence. Each correct answer receives up to 2 marks.</p> <p><b>Part 5</b> a text followed by 6 questions, each with 4 options (A, B, C or D). Each correct answer receives 2 marks.</p> <p><b>Part 6</b> a text from which 6 sentences have been removed and given in jumbled order after the text. Each correct answer receives 2 marks.</p> <p><b>Part 7</b> one long text or several shorter texts preceded by 10 multiple-matching questions. Each correct answer receives 1 mark.</p>
<p><b>Writing (80 minutes)</b></p> <p><b>Question 1</b></p> <p><b>Part 1</b> essay (140-190 words) compulsory task</p> <p><b>Questions 2-4 (FCE); 2-5 (FCE fs)</b></p> <p><b>Part 2</b> FCE letter/email, article, report, review (140-190 words)</p> <p>FCE (fs) article, email/letter, review, story; essay based on a set book (140-190 words)</p>	<p><b>Part 1</b> writing an essay based on input material</p> <p><b>Part 2</b> FCE writing one of the three tasks</p> <p>FCE (fs) writing one of the four tasks</p> <p>Each question carries equal marks.</p>
<p><b>Listening (approx 40 minutes)</b></p> <p><b>Part 1</b> Multiple choice</p> <p><b>Part 2</b> Sentence completion</p> <p><b>Part 3</b> Multiple matching</p> <p><b>Part 4</b> Multiple choice</p>	<p><b>Part 1</b> 8 short extracts, both monologues and dialogues, lasting approximately 30 seconds each. There is one 3-option multiple-choice question per extract. Each correct answer receives 1 mark.</p> <p><b>Part 2</b> A monologue of 3-4 minutes containing information to complete 10 sentences. The answers are not longer than 3 words and are as they appear on the recording. Each correct answer receives 1 mark.</p> <p><b>Part 3</b> 5 short monologues on a related subject to be matched to a selection of 8 options. Each correct answer receives 1 mark.</p> <p><b>Part 4</b> A dialogue of 3-4 minutes. There are 7 3-option multiple-choice questions based on the dialogue. Each correct answer receives 1 mark.</p>
<p><b>Speaking (14 minutes)</b></p> <p><b>Part 1</b> Interview</p> <p><b>Part 2</b> Long turn</p> <p><b>Part 3</b> Collaborative task</p> <p><b>Part 4</b> Discussion</p>	<p><b>Part 1</b> A 2-minute conversation between the candidate and the interlocutor.</p> <p><b>Part 2</b> A 1-minute talk comparing 2 photographs in response to a set question. This is followed by a further 30-second response to the other candidate's talk.</p> <p><b>Part 3</b> A 2-minute discussion between the two candidates answering a question with prompts provided. Followed by a 1-minute negotiation to reach a decision.</p> <p><b>Part 4</b> A 4-minute discussion between the two candidates and the interlocutor related to the topic of Part 3.</p>

# Practice Tests

1-10



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 above                      B over                      C beyond                      D past

0	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
---	-------------------------------	--	-------------------------------	-------------------------------



Read the whole text first to get an idea of its theme(s) and content.

# ROLLS-ROYCE

The name Rolls-Royce has been associated with high-quality cars for (0) ..... a century. The first Rolls-Royce was produced in 1905, as the result of the (1) ..... efforts of Charles Stewart Rolls and Frederick Henry Royce.

Rolls, an upper-class Londoner who was (2) ..... at Eton and Cambridge University, started a company in 1902 to sell motor-cars. Royce came from a working-class background. He began his apprenticeship in a railway workshop at the age of 14, but by the age of 21 he had (3) ..... up his own engineering business. Royce designed several motor-cars, and his first experimental model appeared in 1903.

(4) ..... after that, Charles Rolls and Henry Royce met, forming the Rolls-Royce manufacturing firm in 1904. Royce designed the motor-cars and Rolls sold them. Rolls, who had (5) ..... himself a reputation as a keen racing motorist, also had a passion for flying. In 1910, at the age of only 33, he sadly met his death in a plane crash – in (6) ..... , he was the first Englishman to die in this way. Royce, however, continued work on their shared dream, and (7) ..... to develop his first aero-engine in 1915. The Rolls-Royce Merlin aero-engine later powered British fighter aeroplanes in World War II. On Royce's death in 1933, the famous Rolls-Royce monogram was changed from red to black as a (8) ..... of respect for the great man.

- |               |            |            |               |
|---------------|------------|------------|---------------|
| 1 A connected | B mixed    | C combined | D collected   |
| 2 A educated  | B schooled | C lectured | D trained     |
| 3 A put       | B made     | C set      | D brought     |
| 4 A Early     | B Shortly  | C Briefly  | D Quickly     |
| 5 A earned    | B awarded  | C deserved | D succeeded   |
| 6 A spite     | B case     | C order    | D fact        |
| 7 A kept up   | B went on  | C got by   | D saw through |
| 8 A note      | B message  | C signal   | D sign        |

## 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	B	E	E	N															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Tip**

Read the title of the text as it usually summarises what you are going to read.

## Traditional Cooking

A new school of cookery has opened in France. “The Friends of French Cookery” has **(0)** ..... started by a group of grandmothers who are anxious to keep traditional food and cooking techniques alive.

None of these grandmothers have **(9)** ..... any experience as professional cooks, and they run their school **(10)** ..... being paid. They are motivated only by a desire to produce good quality, tasty food. They are especially keen to teach the younger generation **(11)** ..... to cook traditional dishes, and to convince them that traditional food is better **(12)** ..... convenience foods.

The grandmothers run cookery courses two or three times a week, and the fee is about 20€, **(13)** ..... includes tuition and lunch.

Most of the recipes are traditional, and some of **(14)** ..... have ancient legends attached to them. Only seasonal ingredients **(15)** ..... used.

The courses are great fun, and tourists join in with the locals **(16)** ..... they work together to create a delicious meal.

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 | S | U | C | C | E | S | S | F | U | L | | | | | | | | | | | |

**Tip** After reading the text once quickly, identify what part of speech the given word is and what sort of changes you need to make in order to complete the gaps.

## Becoming a Top Athlete

To be (0) ..... in a sport requires a number of things including ambition and (17) ..... . Without these qualities, it is very difficult to compete at a high level. Most famous sportspeople began training during their (18) ..... in order to reach their peak while still comparatively young.

Athletes need to think (19) ..... about their diet, because nourishing food is (20) ..... for maintaining a strong body. Diet is also important because it must be adequate to support such (21) ..... activity.

It is also necessary to have the determination to succeed. Athletes will often encounter some temporary (22) ..... on their road to eventual success, and they must mentally prepare themselves so that this type of (23) ..... doesn't have too strong an effect on their future (24) ..... . Even if a talented athlete puts in the time and effort required, they will also need patience, and a little luck, in order to succeed.

- SUCCESS
- DEDICATE
  
- CHILD
  
- CARE
- ESSENCE
  
- ENERGY
  
- FAIL
  
- COURAGE
- PERFORM

## 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** A very nice man gave us directions

**GIVEN**

We ..... a very nice man.

**Example:**

**0** WERE GIVEN DIRECTIONS BY

**Tip**

Read the whole sentence, look at the key word and then try to work out what the question is testing (passive, conditionals, etc).

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

**25** Please don't touch the exhibits.

**RATHER**

I ..... touch the exhibits.

**26** It's a good thing you gave me a lift or I would have been late for my interview.

**GIVEN**

I would have been late for my interview ..... me a lift.

**27** Please do not drop litter in the park.

**REQUESTED**

You ..... drop litter in the park.

**28** He doesn't get on with his colleagues.

**TERMS**

He is not ..... with his colleagues.

**29** Light travels faster than sound.

**TRAVEL**

Sound ..... as light.

**30** He could not explain why he was always late to work.

**ACCOUNT**

He could not ..... late to work.



## Part 5

You are going to read an extract from a novel in which a man talks about settling into new surroundings. 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.

I chose a small house on the edge of the city. It was an ideal place for me, because I wanted fresh mountain air, space, privacy, a place where I could feel the presence of ancient gods and the spirits of nature. The house was merely an empty shell, but I chose it because it was on the sunny side of the valley, high enough to have a good view over the town, with enough of a breeze to reduce the occasionally stupefying heat. It took me a good year to make the place inhabitable.

The first thing that I did was to dig out the well at the side of the house, which had caved in on itself and was full of mud and rocks. I was helped by a Frenchman named Antoine, a cultured man who had chosen to live here because he liked the people he had met when he had just arrived. We repaired the walls and the roof of the house, and painted the rooms completely white so that they suddenly became clean, bright, and spacious.

Even though it was a little dangerous, Antoine and I managed, to install electricity by connecting up a cable to the basic system invented by a teacher. Professor Luis, had set up a row of windmills to generate power that was perfectly adequate for lighting but it was rather feeble when it came to heavier usage. As a result, the electric cooker that I had flown in by helicopter turned out to be more use as a storage cupboard.

line 18 I soon found that when setting up a house that I would, quite suddenly, have an urgent need for some item overlooked during the last expedition. The track down from my house was deeply pitted and turned into a watercourse each time it rained and it was at first only usable on foot or by mule, or by Antoine's ancient three-wheeled tractor. This tractor had been half-buried in the mud of the flood at Chiriguana, but Senor Vivo's father, who is in fact General Sosa, governor of Cesar, had it dug out and brought in slung under a vast helicopter gunship, at his son's request. It is often said in this country that General Sosa is the only member of the military who ever does anything useful.

At the far end of the town, there was a *tienda* that sold goods brought in by mule-train from Ipasueno, and so every few days I would rattle and bump my way to it on Antoine's formidable old tractor. This shop was owned by a middle-aged couple who left their daughter to run it. She was a girl of around twenty whose name was Ena, as I discovered by overhearing her father ask her about the price of a bottle of Ron Cana.

Ena was small and strongly built; usually she wore a plain, faded blue dress, and her feet were always bare. Sometimes I used to think that her head was very slightly too large for her, but she had an appealing and serene face framed by her long black hair. She reminded me of a Greek girl I had once been in love with; she had the same smooth, soft olive skin, and big brown eyes beneath eyebrows almost heavy enough to meet in the middle. On her forearms were the traces of soft black downy hair, which is something that has always driven me crazy, and her fingers were slim and elegant.

The best thing about her, however, was her elfin spirit; she had an air of quiet amusement, an innocent devilry, that gave her the aura of having existed for all eternity, and of being able to see the funny side of everything. I saw that she had a streak of mischief in her, as was to be revealed when I discovered how it was that she had kept me in ignorance for so long.

Adapted from *The Troublesome Offspring of Cardinal Gruzman* by Louis de Bernieres

**31 What attracted the writer to the house?**

- A where it was located
- B how big it was
- C the view it gave of the valley
- D the condition it was in

**32 According to the writer, Antoine**

- A had recently arrived.
- B liked to keep to himself.
- C was a foreigner.
- D painted for a living.

**33 What impression does the writer give of the electricity supply?**

- A It was too dangerous to use.
- B It didn't always work properly.
- C It only worked when it was windy.
- D It was a very reliable system.

**34 The writer uses the phrase 'turned into a watercourse' (line 18) to show that the path**

- A had many deep holes.
- B was difficult to walk on.
- C was sometimes flooded.
- D needed to be repaired.

**35 What criticism of Ena does the writer make?**

- A She never wore shoes.
- B She wasn't interested in clothes.
- C Her eyebrows were too thick.
- D Her head seemed to be too big.

**36 What did the writer like the most about Ena?**

- A her sense of humour
- B her physical appearance
- C her innocent ignorance
- D her resemblance to someone

**Tip**

Read the text once quickly to get a general idea of what it is about, before looking at the questions.

## Part 6

You are going to read an article about a white-water rafting adventure. Six sentences have been removed from the article. Choose from the sentences **A-G** the one which fits each gap (37-42). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

## A Coward's Adventure

*A white-water rafting novice describes his first time*

Even though I'm a writer for *Outdoor Adventures Magazine*, everyone at my office knows in actual fact I'm a bit wary of anything remotely resembling an "outdoor adventure." That's why my boss likes to give me these projects. He thinks I'm the perfect candidate because, like most people, I'm often afraid to try something new. However, upon my return from an assignment I have usually not only conquered any fears I originally had, but also become quite an enthusiast of the activity as well!

This month's hair-raising adventure – white-water rafting – was no exception. The minute my boss told me about it, I felt very nervous. **37**  But now that I've completed the assignment, I'm happy to report that I found it extremely enjoyable.

In order to get some information about white-water rafting, I called Nigel Dossett, who runs Scotland's foremost white-water rafting centre in Perth. The first thing he told me was that not all rafting trips are the same. **38**  It's important for the public to be aware of this before booking a trip, in order to determine how hard or easy a rafting course should be. The goal is to spend more time in the raft than in the water, so it's best to take it easy the first time out.

Upon my arrival at Nigel's Extreme Raft World Centre, I saw that there were several dozen people there for the day's rafting activities. **39**  We were then given a safety briefing about some of the dangers to watch out for, such as boulders, fallen trees, sharp underwater rocks, waves and anything else that could block a raft's forward movement.

We were put into groups of six, plus a guide, based on skill and level of experience.

**40**  I put on my wetsuit, life jacket and crash

helmet and climbed aboard, hoping he was right. With the first few strokes of the paddle, I could feel excitement begin to replace my fear. The river caught us in a gentle flowing motion, rocking and pulling us smoothly towards the first rapid.

Suddenly our guide shouted "Forward paddle!" and everyone started paddling excitedly. We steered around boulders as huge waves crashed over us, soaking the entire boat. **41**  It was remarkable how much team spirit had sprung up immediately between the members of my boat.

We eventually stopped for lunch at a lovely spot on the river under a huge oak tree. Chatting as we relaxed, I found that everyone's background was different, including a stockbroker and a housewife.

It was satisfying to see that such an exciting and fun sport could be enjoyed by such a wide variety of people.

My trip was much better than I had expected, and the scenery, the accommodation, the rushing river and the thrill of the ride were all amazing. **42**  I recommend it for anyone, from the fit to the couch potato, the young to the old, and even for cowards like yours truly!



- A** Nigel began by explaining the differences in the difficulty levels and asked us to be honest about our paddling experience.
- B** Without a doubt, white-water rafting is one of the most exciting outdoor adventures.
- C** Although we were drenched, everyone was laughing and yelling as we worked together to drive the raft forward.
- D** The thought of battling raging river rapids in a flimsy rubber boat was almost enough to make me call in sick.
- E** It all depends on what each individual feels like doing on that particular day.
- F** I was in a medium difficulty group, and our guide assured us that the ride would be lots of fun without being too dangerous.
- G** He said that rapids are broken down into different classifications – anything from very calm to very dangerous.



Don't be alarmed by the amount of the text in this part – it is not necessary to understand everything in order to answer the questions

## Part 7

You are going to read a magazine article about one-day travel destinations. For questions **43-52**, choose from the people **(A-E)**. The people may be chosen more than once.  
Mark your answers **on the separate answer sheet**.

**Tip**

Read the rubric and the questions carefully to identify the type of text and what you have to read it for.

**Which person**

- |   |    |                          |
|---|----|--------------------------|
| admits she would not choose something for herself.                    | 43 | <input type="checkbox"/> |
| enjoys watching people living their everyday lives?                   | 44 | <input type="checkbox"/> |
| mentions the fact that something is inexpensive?                      | 45 | <input type="checkbox"/> |
| combines another of her favourite pastimes with the place she visits? | 46 | <input type="checkbox"/> |
| suggests she spends a lot of money at her favourite destination?      | 47 | <input type="checkbox"/> |
| gets to the place in less than an hour?                               | 48 | <input type="checkbox"/> |
| visits a place which gives her ideas related to her job?              | 49 | <input type="checkbox"/> |
| sometimes has company when she visits her favourite place?            | 50 | <input type="checkbox"/> |
| says she doesn't visit as frequently as she would like?               | 51 | <input type="checkbox"/> |
| discovered her favourite destination purely by chance?                | 52 | <input type="checkbox"/> |

# Great Escapes from London

*For Londoners with a busy lifestyle, it's hard to get away even for a day, but Amanda Hyslop spoke to five different women who regularly do exactly that.*

- A** **Julia Finch** is a busy lawyer who loves nature but doesn't get nearly enough of it sitting in her London office all day, so she often takes advantage of Wisley Garden. "My favourite thing is that there is always something new to see. The garden collection has been developing for more than 100 years. It's a lovely, peaceful place for a stroll, and it's so vast that it doesn't get crowded. I get ideas for my own garden from the great demonstration gardens full of practical ideas and techniques. I can even incorporate my other favourite hobby of photography by bringing my camera and clicking away."
- B** **Jessica Green** is a hardworking student who needs a break from the books once in a while, and makes Brighton her favourite one-day destination. "I love being by the sea, and it's so close to London that whenever I feel like it, I just jump on a train and in 55 minutes I'm there. Brighton evolved from a small fishing village into a famous seaside resort, and offers all the traditional attractions. I always eat at this great self-service restaurant, which is also modestly priced. My favourite spot, though, is a small strip of sand under one of the piers, where I can just sit all alone and hear nothing but the sea."
- C** **Martha Roberts** is an architect who enjoys her job so much that her work is also her hobby. "My favourite piece of architecture to study in my free time is The Royal Pavilion in Brighton. I try to get some of my co-workers to go with me, since it isn't all that far from London, but they're usually too busy. The Pavilion was built for King George IV and if ever a building represented the concept of 'over the top', this is it. The pseudo Indian palace, with Chinese-influenced interiors, is a riot of colour, expensive fabrics, crystal and gilt. It's not the sort of style I would ever like in my own house, but I do find inspiration for my work in everything I look at."
- D** **Flora Evans**, a market analyst, feels she deserves an expensive treat after a busy week, which is why she often takes time to get away. "I go to Bath to visit my favourite luxury spa and enjoy the pools, which are fed by Britain's only natural hot springs. And of course, a day of pampering is never complete without some shopping. Bath is one of the best shopping destinations outside London, with many specialist shops and a number of antique shops tucked away in the narrow streets."
- E** **Elizabeth Dosset**, a sales assistant at a department store, happened upon her favourite destination by accident. "I was on a trip to Stonehenge, but the site was closed and I ended up in the town of Salisbury. There are not many residents and not many visitors, either, which is perfect since I need a break from all the people I deal with every day. I couldn't believe that a market still takes place regularly here, just as it has done since the 13th century. My favourite thing to do is observe the shopkeepers going about their business and see people running errands or just having some tea. The town is so charming and quaint that I try to go at least once a month. I wish I could go more often, though."

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 whether cooking should be taught at school or not. Now your English teacher has asked you to write an essay.

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

Do you think that cooking should be taught at school?

**Notes**

Write about:

1. equipment
2. usefulness
3. .... (your own idea)

**Tip**

Read the rubric carefully, underlining the key words/phrases. They will help you identify the imaginary situation, imaginary reader, type of writing and the specific topics you should include in your answer.

## 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

Letters to a friend are informal pieces of writing so use contracted verb forms, everyday chatty language, colloquial expressions/idioms/phrasal verbs and simple linking words.

- 2** You have received a letter from your English-speaking pen friend.

Our school photography club is really great. I won first prize in this year's competition! Can you tell me about a school club that you belong to? What kind of activities do you do? Where and how often do you meet? What made you decide to join?

Write soon,  
Sally

Write your **letter**.

- 3** You see this announcement on a website for teenagers.

### FAVOURITE THINGS

Do you have a favourite possession? If so, write and tell us all about it. What is it and what does it look like? Why is it so special to you?

We will publish the best articles next month.

Write your **article**.

- 4** You see this advert in your school English magazine.

*Reviews wanted*

### TV PROGRAMMES

We invite students to write a review of a TV programme they watch. Your review should include information about the type of programme it is, the people who appear in it and the theme tune. Would you recommend this programme to other people your age?

Write your **review**.



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 different ways of exercising. Now your English teacher has asked you to write an essay.

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

**It is better to join a gym than to exercise at home. Do you agree?**

**Notes**

Write about:

1. exercising with other people
2. variety of equipment
3. .... (your own idea)

**Tip** Essays are formal pieces of writing so do not use contracted verb forms and chatty everyday language.

## 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

When writing an article, try to catch your reader's attention by using various techniques such as including a catchy title and addressing your reader directly.

- 2** You see this announcement in an international music magazine.

## MUSIC AROUND THE WORLD

We are planning to publish articles on different types of music people listen to.

Write an article about the music young people listen to in your country. Do you have a traditional kind of music? Does your country have any music festivals?

The best article will be published in our magazine.

Write your **article**.

- 3** You have seen this advert in an international travel magazine.

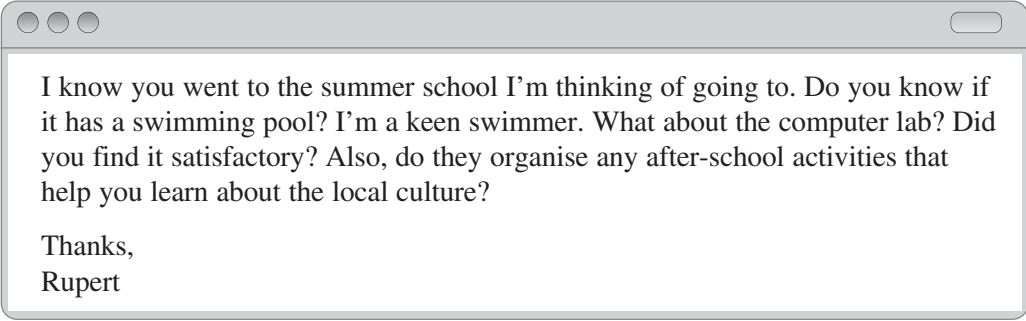
## Reviews needed!

Have you been to a holiday resort recently? If so, send us your review! Include information about the resort you went to, the facilities, the accommodation and the cost. Would you recommend the resort to other people?

The best reviews will be published next month.

Write your **review**.

- 4** You have received an email from an English-speaking exchange student.



I know you went to the summer school I'm thinking of going to. Do you know if it has a swimming pool? I'm a keen swimmer. What about the computer lab? Did you find it satisfactory? Also, do they organise any after-school activities that help you learn about the local culture?

Thanks,  
Rupert

Write your **email**.



Read and listen to the instructions given. This will help you understand what you have to do.

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 woman making a statement to the police. What crime is she reporting?**
  - A a case of dangerous driving
  - B a mugging in the street
  - C a burglary in a store
  
- 2 You hear a doctor examining a patient. What is wrong with the patient?**
  - A a sore throat
  - B a swollen eye
  - C a bad cut
  
- 3 You hear a man talking to a colleague. What does he want her to do for him?**
  - A send an urgent email
  - B attend a meeting for him
  - C make some photocopies of his notes
  
- 4 You hear a man and woman talking about things they have to do before going on holiday. How does the woman feel?**
  - A excited
  - B anxious
  - C impatient
  
- 5 You hear two co-workers discussing plans for a birthday surprise. The woman thinks they should**
  - A hold a party in the office.
  - B invite some of the company's clients.
  - C celebrate during office hours.
  
- 6 You hear a woman phoning a health clinic. Why is she calling?**
  - A to make an appointment
  - B to cancel an appointment
  - C to confirm an appointment
  
- 7 You hear a student talking about something that happened at school. What is he doing?**
  - A explaining how he lost his books
  - B suggesting improvements to the school library
  - C recommending a revision method
  
- 8 You hear a husband and wife discussing what to call their new baby. What name do they agree on?**
  - A the name of the wife's uncle
  - B the name of husband's father
  - C the name of the husband's brother

## Part 2



Read the information given during the preparation time to familiarise yourself with the content.

You will hear someone giving a lecture to a group of parents about keeping children safe in water. For questions 9-18, complete the sentences with a word or short phrase.

**CHILDREN AND WATER SAFETY**

The speaker says a  **9** may be dangerous for small children.

The  **10** of the Royal Lifesaving Society website can be found on the fact sheet.

A child can start swimming lessons when it is  **11** old.

During swimming lessons, very young children learn to roll onto their  **12**.

At a private pool, there should be one supervisor for every  **13** children.

Children must learn not to go close to the  **14** unless an adult is supervising them.

There are many more  **15** at private swimming pools than public pools.

At home, put an alarm on the rear  **16** so you hear a noise if your child has gone into the garden.

Apart from public and private pools, the  **17** can also be dangerous for children.

At the seaside, a  **18** flying is a sign which means you must not swim.

## Part 3



Underline the key words in the statements given to familiarise yourself with the content

You will hear five short extracts in which people are talking about exercise. For questions **19-23**, choose from the list (**A-H**) which statement applies to each person. Use the letters only once. There are three extra letters which you do not need to use.

**A** This person spends most of their free time exercising.

**B** This person is made to do exercise against their will.

**C** This person would prefer to knit.

**D** This person does exercise as part of their job.

**E** This person exercises to stay young.

**F** This person's good health depends on exercise.

**G** This person does a lot of exercise in spite of their age.

**H** This person does exercise as part of a social event.

**Speaker 1**

**19**

**Speaker 2**

**20**

**Speaker 3**

**21**

**Speaker 4**

**22**

**Speaker 5**

**23**

## Part 4

You will hear an interview on the radio with a conservationist called Kay Giles, who is trying to help schoolchildren understand the importance of protecting the environment. For questions 24-30, choose the best answer (A, B or C).

**24 What does Kay say about forming eco-friendly habits?**

- A They should be learned at an early age.
- B Parents need to set their children an example.
- C More schools need to help students learn them.

**25 How does Kay try to make her seminars interesting?**

- A by having class discussions
- B by varying her approach
- C by making videos

**26 According to Kay, bringing rubbish into class**

- A allows students to be creative.
- B is less effective than watching videos.
- C reduces the problem of litter at school.

**27 What happens when we change some of our daily habits?**

- A We make little difference to the pollution problem.
- B Young people are likely to copy us.
- C We undo some of the harm done to the environment.

**28 Kay believes that good environmental habits include**

- A having a shower instead of a bath.
- B using fewer shopping bags.
- C buying fewer cleaning products.

**29 What is an important part of spreading the conservation message?**

- A putting pressure on the authorities
- B keeping in touch with other conservationists
- C teaching environmental laws in school

**30 Kay wants young people to**

- A follow their grandparents' example.
- B think about becoming teachers.
- C educate their families about the environment.

Tip

Read the questions or sentence stems and the options given during preparation time, underlining the key words.

# FCE

## PRACTICE 2 exam papers

The book is aimed at learners of the English language at CEF level B2 preparing for the Cambridge English First FCE/FCE(fs) Examination or any other examinations at the same level of difficulty.

### The book consists of:

- 10 complete practice tests written in the same format as the examination itself
- Further practice on Word Distractors, Open Cloze Sentences, Key Word Transformations and Word Formation
- Glossary of all words tested in Paper 1 – Part 1 as well as in the Further Practice section

### Components

- Student's Book
- Teacher's Book
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