

H. Q. MITCHELL - MARILENI MALKOGIANNI

Practice tests for the

CAMBRIDGE
ENGLISH: **FIRST**
(**FCE**)
Examination

Book 1


mm
publications

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INTRODUCTION

This book consists of six complete tests. Each test consists of four papers as follows:

PAPER 1: READING AND USE OF ENGLISH (1 hour 15 minutes)

PART	TASK TYPE	NUMBER OF QUESTIONS
1	Multiple-choice cloze	8
2	Open cloze	8
3	Word formation	8
4	Key word transformation	6
5	Multiple choice	6
6	Gapped text	6
7	Multiple matching	10
		TOTAL: 52

PAPER 2: WRITING (1 hour 20 minutes)

PART	TASK TYPE	NUMBER OF WORDS
1	Compulsory task Essay giving opinion and reasons	140 - 190
2	One task from a choice of three (article, email/letter, review, report)	140 - 190

PAPER 3: LISTENING (approximately 40 minutes)

PART	TASK TYPE	NUMBER OF QUESTIONS
1	Multiple choice	8
2	Sentence completion	10
3	Multiple matching	5
4	Multiple choice	7
		TOTAL: 30

PAPER 4: SPEAKING (approximately 14 minutes)

PART	TASK TYPE	DURATION
1	Short exchanges between each candidate and the interlocutor	2 minutes
2	Long turn from each candidate, with a brief response from the other candidate	4 minutes
3	Candidates talk to each other	4 minutes
4	Candidates talk to each other and the interlocutor	4 minutes

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PRACTICE 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 this B it C something D there

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

CHILLING SOUNDS

Why is (0)it..... that some sounds make our hair (1) on end? Imagine fingernails on a blackboard, the cracking of knuckles or the hum caused by someone running their finger around the rim of a glass. These are just a few of an endless list of sounds that (2) people to shiver. There's no real name for this (3), but quite a few words - 'the chills', 'the shudders' - have been invented to describe this emotion.

When people (4) the chills, physical changes take (5) in the body. Capillaries in the skin close off, the body pales and chills, we get goose bumps, our pupils dilate and even our teeth are set on edge. Neurologists and psychologists are trying to (6) why people are physically irritated by certain sounds. Some believe that these stimuli appeal to parts of our brain which house ancient instincts. One psychologist (7) that these sounds, when analysed, are (8) to the warning cries of our primitive ancestors.

- | | | | | |
|---|-------------|---------------|--------------|--------------|
| 1 | A rise | B raise | C stand | D straight |
| 2 | A make | B start | C cause | D get |
| 3 | A fact | B occurrence | C incident | D phenomenon |
| 4 | A encounter | B participate | C face | D experience |
| 5 | A part | B over | C action | D place |
| 6 | A answer | B work out | C result | D check up |
| 7 | A informs | B tells | C decides | D claims |
| 8 | A alike | B similar | C resembling | D likewise |

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	C	O	U	R	S	E												
---------	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

POPULAR EVERYWHERE

What is cheap, light and thin and you can get lots of them in a bag? Potato crisps of (0)*course*..... , a snack that is popular (9) everyone everywhere in the world. Believe it or (10) , the potato crisp dates back to 1853; the place, New York. A Native American, (11) George Chum, made crisps for the successful entrepreneur Cornelius Vanderbilt at a hotel. Customers heard about the new recipe and many gathered to try it.

To this day, millions of people (12) pleasure in sinking their teeth into crisps, otherwise known as chips. It's a popular snack because it's cheap, (13) made and can be taken to school or work.

The potatoes used for crisps must (14) of a certain size. They should neither be too big (15) too small. Once they have been selected, they are washed, peeled and cut into slices. They are then fried for 3-4 minutes. Salt is added and in the end they are packaged and delivered to the shops ready (16) consumers to buy.

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	P	O	S	T	A	G	E										
---------	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

STAMP COLLECTING

Philately—the hobby of collecting and studying (0)^{postage} stamps—is popular (17) Ever since the hobby started, most (18) have preferred to collect stamps from a specific country, (19) in one or more nations. Stamp collecting according to a chosen theme or subject started in the 1950s.

Why is this hobby so popular? The (20) with which you can start a collection is what makes this hobby appealing to (21) people. All one needs is access to enough incoming mail.

The value of a collection depends on the (22) and the condition of the stamps. This is why safe (23) in bank safety deposit boxes is arranged for (24) collections.

**POST
WORLD
COLLECT
SPECIAL**

**EASY
NUMBER**

**RARE
STORE
VALUE**

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 When I was younger, I played tennis every Sunday.

USED

When I was younger, I tennis every Sunday.

The gap can be filled by the words 'used to play', so you write:

Example 0 **USED TO PLAY**

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

25 Although he reacted negatively at first, he agreed to the idea.

DESPITE

He agreed to the idea at first.

26 I don't want to be interrupted when I'm talking.

YOU

I'd me when I'm talking.

27 It wasn't necessary to rewrite your essay.

REWRITTEN

You your essay.

28 I think we should throw away the old washing machine.

RID

It's time the old washing machine.

29 You are not obliged to speak to him if you don't want to.

HAVE

You to him if you don't want to.

30 Most teenagers don't like people telling them what to do.

TOLD

Most teenagers what to do.

PART 5

You are going to read an extract from an autobiography. 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**.

Just after my fourth birthday, baby brother in tow, my parents moved from a large city to the small market town in Lincolnshire where my mother had been born. It was December, and that year I was given a large tricycle.

Our house was in a back-street terrace. There was no bathroom; the lavatory (we never called it a toilet or loo in those days) was in an outhouse across the yard, and every Friday night the old galvanised tub came out for baths in front of the living-room fire. Although this seems to speak of a childhood in the twenties, it was, in fact, in the mid-fifties.

Because mothers only worked at home then, like most children who lived near the school, I usually went home at lunchtime. Occasionally I stayed for the grey and unimaginative school dinners. They were only about 4p and although they soon went up to 5p, they stayed at that price for years. Everyone was entitled to free school milk, one third of a pint each day. The little bottles sat in crates in the playground. The milk was frozen in winter, the ice pushing the foil tops off; much worse, sunshine made it sour and undrinkable in summer.

We were regularly checked for head lice by 'Nitty Norah'. No one ever had them. In those days we were told only dirty people got head lice; today everyone has them, particularly children with clean hair! But then so many things have changed since those days. When I was older and the tricycle was exchanged for a royal blue bicycle, I used to ride round country lanes with a friend. We would take a picnic and stay out all day. Nobody ever suggested it might not be safe. There were trips to the coast with an uncle and aunt whose car had a front bench seat. I was allowed to sit on it between the adults, because no one worried about children in the front of cars – and seatbelts had not even been invented.

I was too young to be affected by Elvis Presley or even Cliff Richard. My childhood extended into the sixties, and then four tousle-haired young men from Liverpool erupted on to the scene and the whole world seemed to change to the rhythm of that group.

One friend of mine knew their singer and guitarist, John Lennon, well enough for him to send her a box of chocolates on her birthday, complete with an autographed, glossy black and white photo. We ate the sweets and drooled over the Fab Four's picture.

It was the beginning of the end of innocence. The pop and television revolutions, the change to a Labour *line 27* government after many years of Conservative rule, more money for more people, the freedom we all seemed to have – they all conspired to make the 'Swinging Sixties' seem light years away from the tradition-bound fifties.

But I'll never forget those summer days when we played in the fields and woods without adults or fear; or the winter evenings when we cooked our 'tea' on a toasting fork in front of the fire, long before electric toasters and central heating arrived.

-
- 31 What happened after the narrator's fourth birthday?
- A Her baby brother was born.
 - B Her family relocated.
 - C Her family visited her mother's birthplace.
 - D Her father bought her a bike.
- 32 Why did the narrator go home for lunch?
- A She didn't like the school dinners.
 - B Her mother was there.
 - C She couldn't afford not to.
 - D She liked to have milk.
- 33 According to the narrator, who suffered from head lice in the mid-fifties?
- A everyone
 - B no one
 - C dirty people
 - D children with clean hair
- 34 Which singer/group does the narrator think affected the world?
- A Elvis Presley
 - B Cliff Richard
 - C John Lennon
 - D The Fab Four
- 35 What does 'It' in line 27 refer to?
- A the pop and television revolutions
 - B the change in government
 - C the Swinging Sixties
 - D the Fab Four
- 36 What overall conclusion does the writer of the text come to?
- A That the fifties were tradition-bound.
 - B That the period she grew up in was more carefree.
 - C That life was better without electrical appliances.
 - D That she is happy life is less primitive now.
-

PART 6

You are going to read a feature article from a newspaper about Siamese twins. 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**.

SIAMESE TWINS

It is not simply for their rarity that Siamese twins attract national attention, but for something more. How is it possible for two people to live joined together as one?

37 Their strange and disturbing co-existence sums up the drama of individual life. The struggle for freedom of self against the demands of society. In addition, Siamese twins somehow symbolise the uncertainties of this contradictory world, constantly invading and repelling each other. **38**

History tells of several celebrated pairs of Siamese twins. There were the Biddenden maids, Mary and Eliza Chulhurst, who lived in Kent in the early years of the 20th century. There were the sisters born in North Carolina in 1851. **39**

The Godino brothers, who were born in the Philippines in 1908, became proficient at swimming, tennis and golf. But the popular term Siamese twins originates from the celebrated brothers, Chang and Eng, who were born in Siam (now Thailand) in 1811. Joined at the base of their chests by a thick, fleshy ligament, they lived a 'normal' life until the age of 13. **40**

For 15 years they were exhibited in fairs and sideshows all over the United States under the banner *lusus naturae*—the sport of nature. During these years,

Chang and Eng seemed mentally as well as physically indivisible. They referred to themselves in letters as "I". What one disliked eating, the other rejected. When one felt satiated, the other did too. They would fall ill together and then recover both on the same day. Trying to lead a normal life, they married two sisters and organised their lives as their mother had taught them. **41**

In middle age they wanted to live life apart from each other. They were tired of compromising. They consulted a surgeon about separation, but were warned that it would result in their deaths.

Of course, modern medicine has changed all that. In modern times, Chang and Eng could easily have been separated. They, like the majority of joined twins, were united only by their body walls. But problems arise when twins share certain organs in their body, or what is in medical terms known as a visceral connection.

42 In cases like this, a painful moral dilemma arises. Parents and surgeons must choose whether to leave the twins to grow up intact, or whether one should be sacrificed so that the other can live.

-
- A** Their lives changed after that when they were spotted by a shrewd Scottish trader and they were tempted over to America.
- B** They represent the puzzling play of harmony and oneness against conflict and separation.
- C** The twin girls born in Glasgow in 1996, for example, shared both a heart and a liver.
- D** All Siamese twins, it seems, feel the same way about many things, whether it be food, a person or a situation.
- E** Millie sang soprano and Christine contralto, while they accompanied themselves on the guitar.
- F** Taking it in turns week by week to take control of what they would do, they would visit their separate wives and homes.
- G** In a culture which believes in the uniqueness of human personality, a being that is more than one and yet less than two can be seen as a marvel of nature or a metaphysical insult.

PART 7

You are going to read some information about museums in Athens. For questions 43-52, choose from the museums (A-E). Some of the museums may be chosen more than once.

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

Which museum would you recommend for someone who:

would like to see traditional Greek clothes?

43	<input type="text"/>
----	----------------------

would like to see places of worship in their original state?

44	<input type="text"/>
----	----------------------

would like to get something to eat and drink?

45	<input type="text"/>
----	----------------------

would like explanations of exhibits in more than one language?

46	<input type="text"/>
----	----------------------

would like to see a private collection?

47	<input type="text"/>
----	----------------------

would like to visit a museum after normal closing hours?

48	<input type="text"/>
----	----------------------

would like to buy a souvenir?

49	<input type="text"/>
----	----------------------

would like a guidebook of the exhibits in a language other than Greek?

50	<input type="text"/>
----	----------------------

would like to read correspondence written by famous people?

51	<input type="text"/>
----	----------------------

would like to view exhibits which were all collected from one site?

52	<input type="text"/>
----	----------------------

MUSEUMS

The Acropolis Museum

A

The Acropolis Museum houses portable objects removed from the Acropolis site, the pieces ranging from the Greek Bronze Age to Roman and Byzantine Greece. As the visitor approaches the museum entrance, he is able to look through the glass floor to the excavation areas below the museum which continue to bring new artefacts to light. The collections of the museum are exhibited over three levels, surrounded by high glass walls that permit natural light to illuminate the artefacts and offer a direct view of the archaeological site of the Acropolis hill itself. On the August full moon, the museum remains open till late at night and concerts take place in the courtyard amphitheatre.

The Museum of Greek Musical Instruments

B

This is a wonderful display, superbly designed in the rooms of a neoclassical building. It traces the history (from the 18th century to the present day) and distribution of virtually everything that has ever been played in Greece, including some not-so-obvious festival and liturgical instruments such as triangles, strikers and livestock bells. All exhibits are labelled in both Greek and English.

Byzantine Museum

C

The museum is housed in the Villa Ilissia, an attractive mansion built around a peaceful courtyard in 1848. The museum contains a large collection of Christian art from the 4th to the 19th century. The labelling is only in Greek, so if you want to fully understand what you're seeing, it's advisable that you buy a catalogue. The exhibits begin with the early Byzantine sculptures. By the 16th century the sculptures show an Italian influence. One of the rooms is a reconstruction of

an 11th century Byzantine church, which is simple yet so beautiful. A reproduction of an elaborately decorated post-Byzantine church is also on show. The bishop's throne in this display was brought to Athens by refugees from Asia Minor. The first floor contains mainly icons and frescoes.

Benaki Museum

D

This museum contains the eclectic collections of Antonios Benakis, which he accumulated during 35 years of collecting in Asia and Europe. In 1931 he turned a family house into a museum and presented it to the Greek nation. The ground floor is devoted to ancient and medieval art, including El Greco paintings and a reconstruction of a Muslim reception hall. The first floor devotes itself to the 17th, 18th, 19th and 20th centuries. It contains Byron memorabilia, relics from the War of Independence, letters of E. Venizelos and G. Seferis, embroidery from the islands and Chinese ceramics. In the basement you'll find a stunning collection of Greek regional costumes.

The Museum of Cycladic and Historical Greek Art

E

The building is contemporary and the finds are beautifully displayed, lit and labelled in Greek. The collection is restricted to the Cycladic Civilisation of the third millennium BC, pre-Minoan Bronze Age and the period from the fall of Mycenae to the beginning of historic times around 700 BC. The 230 exhibits include the world-famous folded-arm marble figures. Much of the top-floor is devoted to a collection of painted classical vessels. However, the most exquisite items date from the 'Golden Age' of Athens. There's also a snack bar, as well as a shop where you can buy replicas of the figurines.

PART 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about the use of technology by children. 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.

Essay question

Should children own a mobile phone at an early age?

Notes

Things to write about:

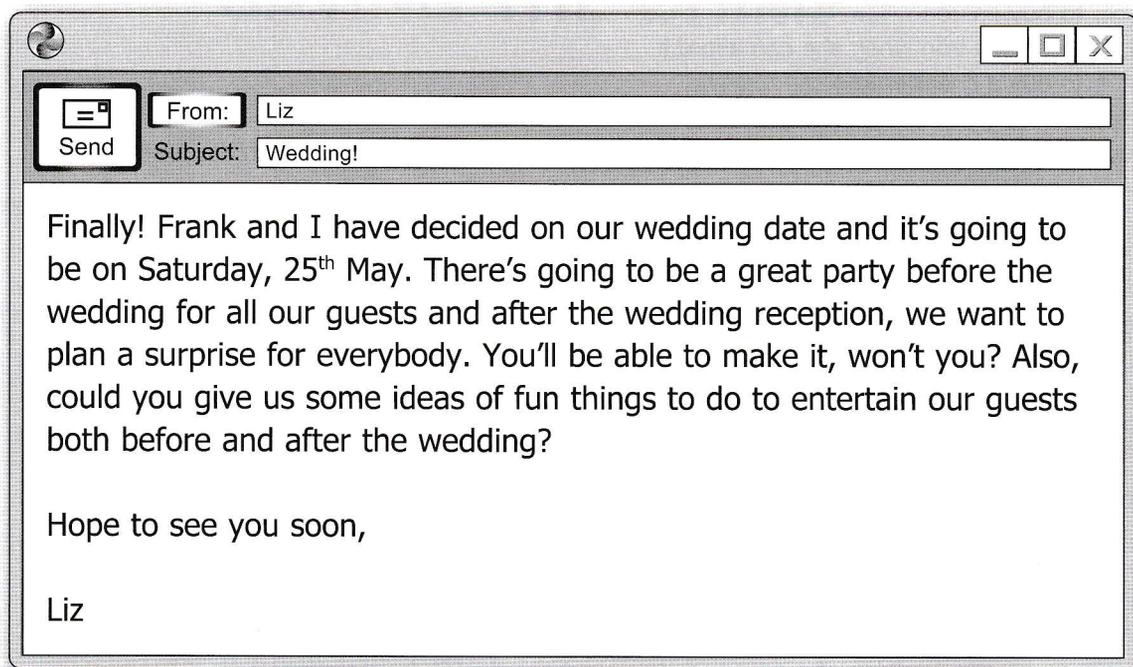
1. safety
2. cost
3. (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate **spelling and punctuation** in a style appropriate for the situation.

PART 2

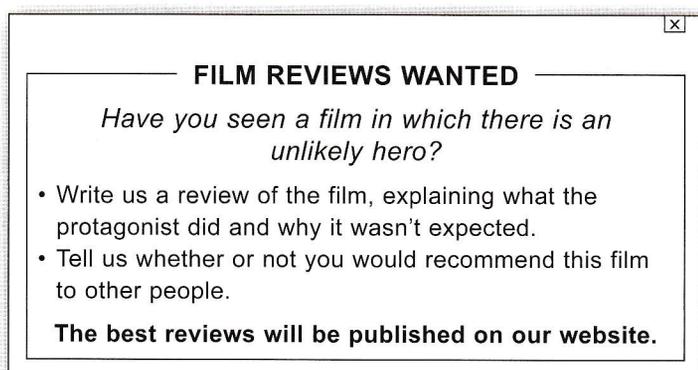
Write an answer to **one** of the questions 2-4 in this part. Write your answer in **140-190** words in an appropriate style.

- 2 You have received this email from your English-speaking cousin Liz.



Write your **email**.

- 3 You see this announcement on the website of an online magazine.



Write your **review**.

- 4 You have been asked to write a report about one of the sports centres in your town for the school magazine. You should mention a few things about where it is, the atmosphere of the place, activities people can do there and the staff.

Write your **report**.

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 conversation in a shop. What is the woman's intention by the end of the conversation?
A to buy an iron
B to buy an iron when she can afford it
C to buy a cheaper iron

- 2 You hear a woman talking about her holiday. What was her main problem with the room?
A It had a leaking tap.
B It was expensive.
C It was unavailable for longer.

- 3 You hear a conversation between friends. What is George's main complaint?
A the traffic
B his working hours
C his financial situation

- 4 You hear two people talking about a film. Where is the discussion taking place?
A a bedroom
B a cinema
C a café

- 5 You hear a woman talking about herself. When did she decide to attend university?
A when she realised she found her job boring
B when she finished school
C when she realised that she wasn't really getting anywhere in her present job

- 6 You hear a woman talking to her friend on the phone. Why does the woman want her friend to accompany her?
A She is afraid.
B She feels uncomfortable.
C She is angry.

- 7 You hear a woman talking to an employee of an electrical appliances shop on the phone. Why is the woman upset?
A The fridge can't be repaired right away.
B The fridge hasn't been taken away yet.
C The fridge is still under guarantee and it broke down.

- 8 You hear an advertisement on the radio. Who is it aimed at?
A people who want to be close to the centre
B people who like shopping
C people who want to escape from their routine

PART 2

You will hear a woman called Anne Reeves, who has set up an animal sanctuary, talking about chimpanzees. For questions 9-18, complete the sentences with a word or short phrase.

SAVING THE CHIMPS

Anne is against keeping animals in a

 9

Anne says that some people in Central Africa eat

 10

Most chimps in the sanctuary are from

 11

Chimps' greatest need is for

 12

Young chimps have a lot in common with

 13

The baby chimp food includes milk, cereals, and

 14

The chimps are also taught

 15

techniques.

Adult chimps must become

 16

before they are released.

Originally, the place where the sanctuary was set up was Anne's

 17

Most of the money that keeps the sanctuary going comes from her

 18

PART 3

You will hear five different people talking about a crime they witnessed. For questions **19-23**, choose from the list (**A-H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A** I saw a person damaging public property.
- B** I saw a burglary taking place.
- C** I caught sight of armed robbers.
- D** I witnessed a car being stolen.
- E** I saw a person getting mugged.
- F** I saw a person fall victim to pickpockets.
- G** I realised they were shoplifting.
- H** I saw three murderers get away.

Speaker 1

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

Speaker 2

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

Speaker 3

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

Speaker 4

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

Speaker 5

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

PART 4

You will hear a conversation between a man and a woman about the possibility of life on other planets. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24 Does the man think there's life on other planets?
A Yes.
B No.
C He's not sure.
- 25 Why is the woman asking the man questions about life on other planets?
A to try to convince him
B to have a discussion
C to try and find out what he knows
- 26 What does the woman say about creatures from other planets?
A They may live in volcanoes.
B They must be similar to us.
C They may not need water to survive.
- 27 What do they agree on as the definition of life?
A something that can reproduce
B something that can think
C they don't come to any agreed conclusion
- 28 What is a reason the woman gives to explain why other life hasn't visited us?
A There are so many other planets to choose from.
B The Earth is too far from their planet.
C Our planet is very different from theirs.
- 29 Does the man think that in a parallel universe someone like him is having the same conversation?
A No.
B Yes, but not necessarily at the same time.
C Possibly.
- 30 What point does the woman make in the end?
A The man has to stop doubting everything.
B The man should have enough trust in people to believe what they say.
C The man is right in not trusting other people's opinions.

PRACTICE TEST 2

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 dish B meal C course D food

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

BREAD

Bread is an important part of what we eat, and many people would think a (0)*meal!*..... is incomplete without it. Bread has been part of man's diet since prehistoric times. In fact, the Egyptians were making bread four thousand years (1) and the ancient Romans had public ovens set (2) in which they would (3) their daily supply. It wasn't until the nineteenth century, when the industrial revolution took place, that bakers began to get up before sunrise to meet the demands (4) breakfast.

There are two main kinds of bread. Unleavened (flat) bread and leavened bread, where yeast is used to make the bread (5) (6) has shown that bread has great nutritional value. (7) protein, bread contains plenty of starch, calcium and vitamin B.

These days, baking bread is big (8) After all, everyone wants bread!

- | | | | | |
|---|---------------|-----------------|------------|--------------|
| 1 | A ago | B since | C before | D past |
| 2 | A off | B in | C out | D up |
| 3 | A grill | B bake | C roast | D fry |
| 4 | A on | B for | C during | D in |
| 5 | A risen | B arise | C raise | D rise |
| 6 | A Interview | B Investigation | C Search | D Research |
| 7 | A Furthermore | B As far as | C Not only | D As well as |
| 8 | A job | B work | C business | D profession |

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	W	A	Y														
---------	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

FLYING BOATS

In the 1930s, it was possible to fly all the **(0)***way*..... from Southampton in England to the Far East. This was accomplished by using flying boats, which were a combination of **(9)** aeroplane and boat. The trip lasted just under two weeks, which is a snail's pace in comparison **(10)** today's jet-engined aircraft. However, it was substantially quicker than the alternative, which was **(11)** boat.

This service was operated by Imperial Airways and was extremely luxurious. Flying boats **(12)** carry up to twenty-four passengers. The maximum distance they could fly **(13)** refuelling was approximately seven hundred miles. **(14)** a result, they had to make many stops. Because night flying was difficult, passengers would spend the nights in places such as Athens, Karachi and Bangkok.

The flight **(15)** regarded as a very adventurous and glamorous journey. The service stopped **(16)** the Second World War broke out.

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	C	I	E	N	T	I	S	T	S							
---------	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--

THE WEATHER

Meteorologists are **(0)***scientists*..... who study the weather and make weather **(17)** In order to make a **(18)** reading, meteorologists must take a lot of things into **(19)** In fact, the data required is collected several times a day from **(20)** different sources all over the world. To gather this information, special types of **(21)** are used.

This data is, of course, valuable to everybody. The reports and **(22)** that meteorologists give are usually very reliable. **(23)** to take their advice could in some cases be a matter of life or **(24)**, such as in the cases of heavy downpours and dangerously high temperatures.

- SCIENCE**
- PREDICT**
- SUCCEED**
- CONSIDER**
- COMPLETE**
- EQUIP**
- WARN**
- FAIL**
- DIE**

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 Young Adam climbed onto the chair in order to reach the cookie jar.

COULD

Young Adam climbed onto the chair the cookie jar.

The gap can be filled by the words 'so (that) he could reach', so you write:

Example **0** SO (THAT) HE COULD REACH

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

25 If Sarah doesn't take her antibiotics, she won't recover.

UNLESS

Sarah won't recover her antibiotics.

26 'I'm sorry I didn't ask for permission to leave the room,' she said.

APOLOGISED

She for permission to leave the room.

27 The students are anxious to get the results of the test.

FORWARD

The students the results of the test.

28 Betty, does the hairdresser dye your hair every month?

HAVE

Betty, dyed every month?

29 Edward isn't as persuasive as he needs to be to follow a career in sales.

ENOUGH

Edward isn't a career in sales.

30 Jane regrets selling her bike.

WISHES

Jane her bike.

PART 5

You are going to read a magazine article about Hellen Keller. 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**.

A STORY OF LOVE AND COURAGE

When she was nineteen months old, Helen Keller suffered from a severe illness that eventually left her without the sense of sight or hearing. It also left her mute. This, however, did not rob her of the ability to love or be loved.

When she was six years old, Helen Keller's parents sought Alexander Graham Bell's advice regarding their daughter's education. As a result, Anne Mansfield Sullivan, a twenty-year-old teacher, arrived at the Kellers' home in Alabama. Sullivan herself had been both treated and educated at the Perkins Institute in Boston, where she had partially recovered her sight.

Helen Keller herself said that the most important day of her entire life was the one on which her teacher arrived. On their first morning together, her teacher gave her a doll and slowly finger-spelled the word 'doll' into the palm of her hand using the manual alphabet. Helen found this finger play very interesting and immediately tried to imitate it. It did not take her long to make the letters correctly. However, she had no idea that she was spelling words or that these words existed as representations of the objects that surrounded her.

It took her several weeks, often filled with frustration, to understand that everything has a name. One day, her teacher persisted in trying to teach her the difference between 'mug' and 'water'. Helen, unable to tell them apart, threw her doll in a rage and broke it into many pieces. Her teacher then took her to the well-house in the garden and placed her hand into a cool stream. At the same time she finger-spelled the word 'water' in Helen's other hand. At this moment, the mystery of language was revealed to her and it was the beginning of her familiarisation with the objects around her.

Another difficulty Helen had to overcome was the meaning of abstract words such as 'love'. Her teacher finger-spelled the word into her hand and Helen reacted by asking, 'What is love?' Anne replied by placing her hand over Helen's heart and said, 'It is here.' Helen became confused and started asking lots of questions in order to discover what 'love' actually was. Unfortunately, despite her teacher's responses, she could not understand and became very impatient.

A day or so later, when Helen was trying to string some beads of various sizes together, her teacher touched her forehead and finger-spelled the word 'think'. Helen instantly realised that this was the name *line 26* of the abstract process that was going on in her head. In the same way, she tried to find the meaning of the word 'love'. When the sun came out from behind a cloud, Helen insisted, 'Is this not love?'

Anne turned to her and replied that love is something like the clouds that were in the sky before the sun came out. 'You cannot touch the clouds, but you can feel the rain,' she told her. 'In the same way, you cannot touch love, but you can feel the sweetness that it pours into everything.' Helen immediately understood this beautiful truth and felt that her spirit was somehow connected to the spirit of her teacher and everyone around her.

Miss Sullivan continued to love and instruct Helen for several years. She not only taught her English but French, German and Latin as well. Helen Keller graduated from Radcliffe College, the most prestigious women's university in the USA, where Sullivan had finger-spelled the lectures into her hand.

Keller dedicated the rest of her life to writing and lecturing on behalf of those who had been afflicted the way she had.

- 31 What happened to Helen Keller as a result of her illness?
- A She could hear but could not see.
 - B She could see but could not hear.
 - C She could hear and see but could not talk.
 - D She couldn't hear, see or talk.
- 32 What was it that impressed Helen most on the day her teacher arrived?
- A the doll she received
 - B the manual alphabet
 - C the finger play
 - D the words she spelled
- 33 Why was the word 'love' difficult for Helen to understand?
- A She had never experienced it before.
 - B She didn't know what a heart was.
 - C She couldn't touch 'love'.
 - D She couldn't finger-spell the word.
- 34 What does 'this' in line 26 refer to?
- A the string of beads Helen was holding
 - B the word Helen's teacher finger-spelled
 - C Helen's forehead
 - D the word 'love'
- 35 Helen's teacher finally made Helen understand the meaning of the word 'love' when
- A she made Helen feel the warmth of the sun.
 - B she expressed her love to Helen.
 - C she compared love to the clouds.
 - D she explained the connection between her and Helen.
- 36 Helen's teacher can be best described as being
- A determined.
 - B strict.
 - C demanding.
 - D insensitive.

PART 6

You are going to read a magazine article about a man who had his dog stolen. 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.

MY DOG IS MISSING

Investigative journalist James Scott tells his own story about how he suffered the loss of his canine companion.

Having reached a certain age, I thought I could safely believe that I had had most of the negative experiences that life can dish up. I mean things like the death of a loved one, the breakup of a relationship and other similar events that can cause stress and emotional disturbance. However, just recently I had a traumatic experience which I had never taken into consideration as an option.

I arrived home from work one evening and found that a trip to the supermarket was in order. So, as usual, I whistled to my little four-legged companion, put her lead on and set out. **37** On entering the supermarket, I popped the few things I needed into a basket and went quickly to the checkout which was quiet for a change. Altogether it took me only three to four minutes until I was back in the street again.

When I looked for my faithful friend, I was confused. I blamed the twilight and my failing eyesight at first, but, as I got closer, I saw that she was well and truly gone. I flew into a total panic and started running down the road. I had this crazy idea that one of my neighbours, who all knew the dog well, had passed by and for some reason decided to take her home with them. **38** Slowly the neighbours emerged and let me know in no uncertain terms that they wouldn't even consider doing such a stupid thing.

I just stood there, unable to believe what had happened. I knew I had tied her securely using a double knot.

There was no doubt about it, someone had stolen my dog. It was unbelievable. She wasn't some kind of fancy pedigree but was a wonderful little mixture of breeds. I just couldn't think of what to do. I was in total shock. **39** Over the next few days they made and pasted posters all over the neighbourhood, contacted radio stations to make announcements and placed advertisements in various newspapers.

A few days later I had to go away on a five-day business trip. **40** Nevertheless, on my return, when I opened my flat door the first thing I saw was one of the posters lying on the hall table. I felt as if someone had just thrown a bucket of cold water over me. That's when I decided that I would just have to try and forget what had happened and get on with my life.

41 It didn't make me feel too optimistic, as there had been many such calls. Early the next morning, I called the woman and she gave me her address, which was on the other side of the city. On the way there I refused to let myself become excited. You can imagine my joy when I arrived and saw that it was in fact my faithful little friend that had been found.

42 My dog had some health problems from her days on the streets, which a few visits to the vet put right. All in all, it took her about two months to become her old rascally self again. You can also bet your life that these days she doesn't spend any time tied up outside retail outlets.

- A** When I arrived at my building, I frantically rang all the bells.
- B** I was grateful for this as I would have a lot to do, and this would take my mind off what had happened.
- C** I got really angry and thought how irresponsible it was to do a thing like that.
- D** When we arrived, I tied her to the railings outside, something I had done on countless occasions before.
- E** A few days later, having been out to dinner with some friends, I arrived home late to find a message on my answering machine from someone who thought she may have found my dog.
- F** Later that evening, a couple of my friends came over, who were very sympathetic and put together a plan of action.
- G** The young lady had seen her wandering in the street near her home six days after she had disappeared.

PART 7

You are going to read some information about famous football players. For questions **43-52**, choose from the list of players **(A-E)**. Some of the players may be chosen more than once.

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

Which of the football players:

played a role in a film?

43

was disqualified for using banned substances?

44

came from poverty to become a star?

45

stopped an armed conflict?

46

died before his time?

47

plays an active role in the game's public relations?

48

caused public disorder when he changed clubs?

49

was the youngest player to play for his country?

50

popularised football in the USA?

51

was awarded a prestigious title two years in a row?

52

BEST FOOTBALL PLAYERS OF ALL TIME

Bobby Moore

A

Bobby Moore began his career with West Ham United in 1958 and led them to victory in the 1964 FA Cup and the 1965 European Cup Winners Cup. His greatest achievement, however, was as captain of the English team that won the 1966 World Cup. He captained England in 90 games and was one of the best known players in the world throughout the 60s and 70s. After he retired from playing, he became involved in management and he also appeared in the big screen production 'Escape to Victory' with film stars Michael Caine and Sylvester Stallone. Sadly, he passed away prematurely in 1993 shortly after being awarded one of his country's highest honours.

Pelé

B

Pelé, whose real name is Edson Arantes do Nascimento, was discovered at the age of fifteen by a former Brazilian World Cup player named Waldemar de Brito and started his career with the Brazilian team Santos. He is thought of as the greatest player ever. Such was his influence that in the late 1960s, when he and his team, Santos, went to Nigeria to play a few friendly matches, the ongoing civil war ceased for the duration of his visit. He also led the Brazilian team to three of its World Cup triumphs. When he retired from Brazilian football in 1974, he had played 1,253 games scoring 1,200 goals making him the highest scorer in the history of the game. In 1975 he came out of retirement to play for the New York Cosmos, and his contract with them made him the highest paid athlete in the world. He is also credited with introducing a large number of Americans to the game. He is now an international ambassador for the sport, encouraging friendship between nations through sporting events.

Diego Maradona

C

Diego Maradona began his career at the age of nine with Los Cebollitas, a youth team, and at sixteen he

was the youngest player in Argentina's national team. He captained Argentina in their victory in the 1986 World Cup and through to the final in 1990. As well as playing for Argentina, he has played very successfully for Spanish team Barcelona and Italian team Napoli, who paid a record-breaking transfer fee of ten million dollars. In the 80s and 90s, he acquired superstar status and was the world's most famous player. However, he was dismissed from the 1994 World Cup for testing positive in a drugs test.

Roberto Baggio

D

Roberto Baggio did not captain a World Cup winning team, but he was without a doubt the most charismatic player in the 1990 and 1994 tournaments. He was born in Italy in 1967 and started his career with Vicenza. In 1990 he became the world's most expensive player, when Juventus bought him from Fiorentina for a fee of thirteen and a half million dollars. The fans in Florence were so upset by this move that there was rioting in the streets, which lasted for three days. In 1993 he led Juventus to victory in the UEFA Cup. In the same year he was also chosen as both European and World Footballer of the Year.

Ronaldo

E

Ronaldo, having been voted the world's best player in 1996 and 1997, has to be recognised as one of the all time greats. He was brought up in the slums of Rio de Janeiro. He could have been taken on by the city's main club, but didn't have the bus fare to attend the trials. He began his career playing for Cruzeiro and then moved on to the Dutch club P.S.V. Eindhoven where he scored 54 goals in 58 matches. He shot to fame when Barcelona paid a record fifty million dollar transfer fee plus nineteen and a half million to buy out his contract. Technically remarkable, Ronaldo was a fine opportunist who specialised in extraordinary solo goals.

PART 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about sports and fitness. 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.

Essay question

Is it better to train at a gym or at one's home?

Notes

Things to write about:

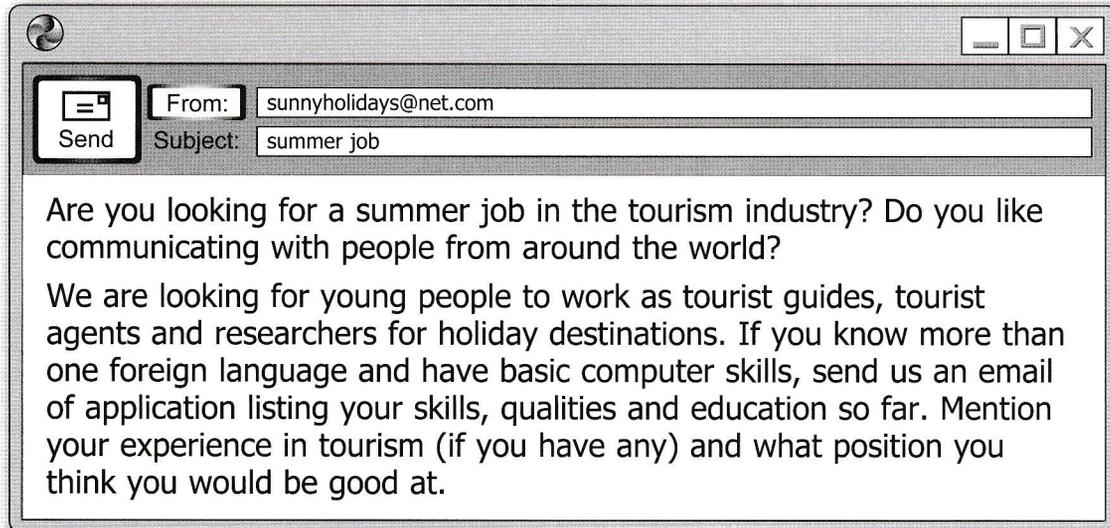
1. convenience
2. equipment
3. (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

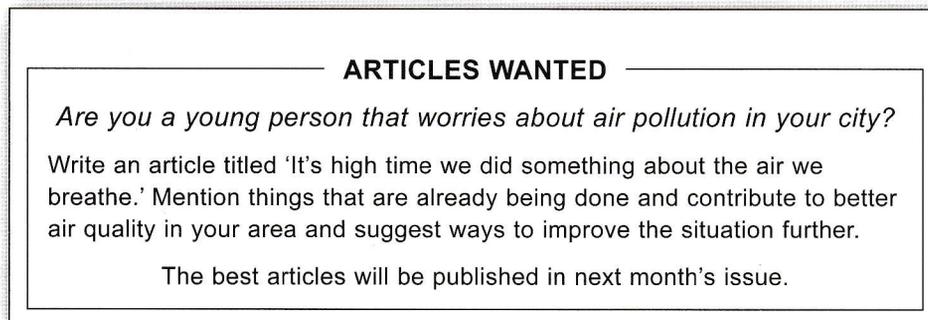
Write an answer to **one** of the questions **2-4** in this part. Write your answer in **140-190** words in an appropriate style.

- 2 You have received a group email from a tourist agency



Write your **email**.

- 3 You see this announcement in a magazine that deals with environmental issues.



Write your **article**.

- 4 You have seen this announcement in an international magazine.



Write your **story**.

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 young woman talking. What is she talking about?
A a visit to a museum
B a lecture she attended
C a visit to an archaeological site

- 2 You hear a woman talking on the radio about the environment. What is she?
A an environmental activist
B a politician
C a housewife

- 3 You hear a man talking to his son. Why is he angry with him?
A The boy hasn't done his homework.
B The boy came in late last night.
C The boy has left his room in a mess.

- 4 You hear a teacher talking to one of his students. What is he giving his student advice about?
A his social life
B his studies
C his lack of ambition

- 5 You hear a young actress talking about her role in a film. How did she feel when she heard she was an extra?
A disappointed
B excited
C happy

- 6 You hear a woman talking to her husband. What is she doing?
A complaining
B apologising
C complimenting

- 7 You hear a woman talking on the phone with a doctor. What kind of doctor is he?
A a vet
B a paediatrician
C a general practitioner

- 8 You hear a woman talking to a man. How does she feel?
A happy
B excited
C nervous

PART 2

You will hear a lecturer talking about cities. For questions 9-18, complete the sentences with a word or short phrase.

URBANISATION

The word 'city' comes from the **9** language.

Without jobs people would not be able to **10**

When cities are overpopulated, it is difficult for them to be **11**
at the same time.

The **12** of the people in the world live in a city.

Some cities grow to such an extent that they swallow up **13**

Conurbations may have a population of more than **14**

One disadvantage of growing cities is that they destroy the **15**

It is believed that 'green belts' somewhat **16** city growth.

One way of dealing with overcrowded cities is to build other ones on a **17**

Ebenezer's goal was for people to enjoy city life with all the advantages of **18**

PART 3

You will hear five different people talking about their grandparents' longevity. For questions **19-23**, choose from the list (**A-H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A** The reason he is still alive is because he has had an easy life.
- B** He attributes his longevity to having a peaceful family life.
- C** He believes staying active is the most important thing.
- D** Living in a rural area has contributed to his long life.
- E** Thanks to his good genes he has lived to be over 100.
- F** Eating a small quantity of food has kept him alive for all these years.
- G** He believes relying on yourself for things is the key to a long life.
- H** He has lived so long because of his healthy diet.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

	19
	20
	21
	22
	23

PART 4

You will hear an interview with conservationist Joanne Smith who is presently working with Laurie Marker, the founder of the Cheetah Conservation Fund. For questions 24-30, choose the best answer (A, B or C).

- 24 What does Joanne say is true about cheetahs?
A They need wide expanses of land.
B They can eat lots of different prey.
C They can't find partners to reproduce.
- 25 Why did Joanne Smith join Laurie Marker?
A because cheetahs have been wiped out in some countries
B because Namibia has the largest surviving population of cheetahs
C because she has faith in what Laurie Marker is doing
- 26 Laurie believes that by saving the cheetah, we will be
A promoting global conservation.
B proving that all wild animals can be saved.
C avoiding large-scale environmental destruction.
- 27 Why did Laurie Marker make several trips to Namibia in the 1980s?
A to develop a successful breeding programme
B to return cats she was breeding into the wild
C to start working with cheetahs
- 28 What are the old farm buildings being used as?
A national game reserves
B research centres
C breeding grounds
- 29 What lies at the core of a conservation programme?
A the cheetah's food preferences
B trained guard dogs
C creating understanding
- 30 How did Laurie convince farmers not to kill the cheetahs themselves?
A by telling them that they could profit from hunters
B by telling them that cheetahs will become extinct
C by telling them that cheetahs are valuable to hunters

PRACTICE TEST 3

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 thought B said C regarded D supposed

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

HOUDINI

Harry Houdini is (0) *regarded* as the greatest escapologist of all time. Houdini, (1) real name was Erich Weiss, was born in Hungary but brought (2) in America.

In one of his more spectacular escapes, he had his hands and legs tied, then he was locked in a packing case, which was finally bound with steel tape and (3) into New York Harbour. He managed to escape in just 59 seconds.

(4) the fact that he was called a magician, Houdini never claimed to have magic powers. His (5) included regular exercise. He depended only (6) his skill, physical strength and fitness. He trained very hard. He completely (7) all claims made by people who said that they had supernatural powers and he insisted that they had no power whatsoever. To prove this, he would (8) how the trick had been done, by performing it himself. On his death, he left his library of magic to the nation.

- | | | | | |
|---|------------|-------------|------------|-----------|
| 1 | A whose | B which | C who | D whom |
| 2 | A out | B up | C along | D back |
| 3 | A laid | B spilled | C flooded | D dropped |
| 4 | A Although | B Despite | C In spite | D However |
| 5 | A habit | B routine | C usual | D manner |
| 6 | A at | B in | C on | D of |
| 7 | A refused | B prevented | C rejected | D denied |
| 8 | A admit | B confess | C express | D reveal |

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	W	H	E	R	E												
---------	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

THE REAL FACTS OF WATER

Regardless of (0)*where*..... you live in the world, (9) you live in a hot or cold climate, it is necessary (10) drink an adequate amount of water every day.

Two thirds of our body is made up of water. Most of our blood is water and all of (11) organs contain water. But we constantly lose water. Every day we pass a litre of water and half a litre leaves our body as sweat. So, for our body to be capable of functioning properly, we (12) consume at least a litre and a half every day.

We get most of our water by drinking it, but food also contains a lot. For (13), fruit and vegetables are seventy-five percent water and one-third of a loaf of bread is also water.

If we do not get (14) water, we will become dehydrated. Some of the symptoms of dehydration are headaches, backache, indigestion and high blood pressure. (15) fact, a lot of illnesses could be prevented (16) people drank the necessary amount of water every day.

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	D	E	A	L											
---------	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

CAMPING

Camping is the **(0)***ideal*..... kind of holiday for many young people. What could be nicer? Just imagine spending **(17)** days under the sun, by the sea or in the mountains without any **(18)** All you need to do is find a **(19)** site and pitch your tent. Those who like to be **(20)** can go hiking in the mountains. Others looking for a **(21)** holiday, will find it by the sea. Camping is also an economical alternative to hotels and **(22)** restaurants. In addition, cooking can be fun on the **(23)** camp fire. It's not so surprising then, that camping is gaining in **(24)** Taking everything into consideration, it's a pleasant and cheap way to spend a holiday.

- IDEA
- END
- RESPONSIBLE
- SUIT
- ADVENTURE
- RELAX
- EXPENSE
- TRADITION
- POPULAR

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 The Johnsons could not tolerate the noise coming from their neighbours' house so they called the police.

PUT

The Johnsons the noise coming from their neighbours' house so they called the police.

The gap can be filled by the words 'could not put up with', so you write:

Example 0 COULD NOT PUT UP WITH

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

- 25 Someone stole the man's car and he has gone to the police station.

WHOSE

The has gone to the police station.

- 26 'Don't be late for the meeting,' the manager said to Chris.

ADVISED

The manager late for the meeting.

- 27 I didn't visit the Cote d' Azur last summer because I didn't have enough money.

AFFORD

I the Cote d' Azur last summer.

- 28 They have their dog looked after by Jim whenever they go on holiday.

GET

They their dog whenever they go on holiday.

- 29 Despite leaving home early, we missed the beginning of the film.

ALTHOUGH

We missed the beginning of the film early.

- 30 Ted should learn a foreign language.

TIME

It a foreign language.

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.

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

There was a table set out under a tree in front of the house. The March Hare and the Hatter were having tea at it. A Dormouse was sitting between them fast asleep and the other two were talking over its head.

'Very uncomfortable for the Dormouse,' thought Alice, 'only as it's asleep, I suppose it doesn't mind.'

The table was large, but the three of them were all crowded together at one corner of it. 'No room! No room!' they cried out when they saw Alice coming.

'There's plenty of room!' said Alice angrily and sat down in a large armchair at one end of the table.

'Have some coffee,' the March Hare said in an encouraging tone. Alice looked all round the table, but there was nothing on it but tea.

'I don't see any coffee,' she remarked. 'There isn't any,' said the March Hare.

'Then it wasn't very civil of you to offer it,' said Alice crossly. 'It wasn't very civil of you to sit down without being invited,' said the March Hare.

'Your hair needs cutting,' said the Hatter. He had been looking at Alice for some time with great curiosity, but this was the first time he had spoken.

'You shouldn't make personal remarks,' Alice said severely, 'it's very rude.'

The Hatter opened his eyes very wide on hearing this, but all he said was, 'Why is a raven like a writing-desk?'

'Oh! We shall have some fun now!' thought Alice. She enjoyed answering riddles. 'I believe I can guess that,' she said.

'Do you mean that you think you can find out the answer to it?' asked the March Hare.

'Exactly so,' said Alice.

'Then you should say what you mean,' the March Hare said.

'I do,' Alice quickly replied, 'at least...at least I mean what I say, that's the same thing, you know.'

'It's not the same thing at all!' said the Hatter. 'You might just as well say that "I see what I eat" is the same thing as "I eat what I see"!''

'You might just as well say,' added the March Hare, 'that "I like what I get" is the same thing as "I get what I like".'

'You might just as well say,' said the Dormouse, who seemed to be talking in his sleep, "I breathe when I sleep" is the same thing as "I sleep when I breathe"!''

'It is the same thing with you,' said the Hatter and here the conversation came to a halt and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing desks, which wasn't much.

The Hatter was the first to break the silence. 'What day of the month is it?' he said turning to Alice. He had taken his watch out of his pocket and was looking at it uneasily shaking it every now and then, and holding it to his ear. Alice considered a little, and then said 'It's the fourth.'

'Two days wrong,' sighed the Hatter. 'I told you that butter wouldn't fix it,' he added looking angrily at the March Hare.

'It was the best butter,' the March Hare meekly replied.

'Yes, but some crumbs must have got in as well,' the Hatter grumbled. 'You shouldn't have put it in with the bread knife.'

The March Hare took it and looked at it gloomily, then he dipped it into his cup of tea, and looked at it again, but he could think of nothing better to say than his first remark, 'It was the best butter, you know.'

- 31 What did the March Hare and the Hatter really mean by saying 'No room! No room!' in lines 4-5?
- A The place was very crowded.
 - B They didn't want Alice to sit with them.
 - C There wasn't a free room in the house.
 - D They were uncomfortable.
- 32 What was the Hatter's first reaction towards Alice?
- A He offered to cut her hair.
 - B He stared at her with great interest.
 - C He made a rude comment.
 - D He asked her lots of questions.
- 33 According to Alice, who was impolite?
- A the Hatter
 - B the March Hare
 - C both the Hatter and the March Hare
 - D neither the Hatter nor the March Hare
- 34 Why did Alice not answer the Hatter's riddle?
- A She wasn't given an opportunity to.
 - B She didn't understand it.
 - C She didn't think it was worth answering.
 - D She changed the subject.
- 35 Who is 'you' in line 29?
- A Alice
 - B the March Hare
 - C the Dormouse
 - D the March Hare and the Dormouse
- 36 According to the Hatter, why was his watch not working?
- A He took the March Hare's advice.
 - B He dipped it into his cup of tea.
 - C He used a bread knife on it.
 - D He didn't oil it with butter.

PART 6

You are going to read a newspaper article about a sumo wrestler called Konishiki. 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.**

SUMO WRESTLING: THE KONISHIKI WAY

Cameron Russell, a journalist, travels to Japan to find out about a legend in sumo wrestling.

As I was waiting at Tokyo's International Airport for my flight back to London, an announcement over the PA informed passengers of a delay due to bad weather conditions. Having nothing better to do, I decided to start my article for the Daily Chronicle on a sumo wrestler, whose ring name is Konishiki.

But who is Konishiki? Outside Japan, he is not very well-known. **37** Konishiki, however, is his professional name. His real name is Salevaa Atisano. He was born in a poor village in Hawaii and comes from a typical Samoan family. By the time he was sixteen, Konishiki already had all the attributes necessary for a sumo wrestler. He was over two metres tall and weighed 180 kilos. So, when he was discovered by a retired professional wrestler who was scouting for the Japanese, nobody was too surprised.

Konishiki moved to Japan in the early 1980s and within two years he had already fought and beaten many of the great champions of sumo. His success, however, did not come easy. On arriving in Japan, Konishiki joined the Takarago stable. Stables are where wrestlers live, train and work together as a team. **38** Needless to say that the facilities are spartan.

A typical day includes getting up at 4:30 in the morning and working out for over four hours. The young wrestlers sleep twenty to a room and do their own cleaning and cooking. This is no mean feat, as they consume enormous amounts of food to keep their weight up.

Heaviness is the most prominent feature of a sumo wrestler, as they usually weigh between 130 and 200 kilograms. **39** However, weight is not the key

to winning a fight. A successful sumo wrestler depends on speed and skill to outsmart his opponent. That is why there are no weight categories in competitions. A light wrestler may have to fight an opponent twice his weight.

The wrestlers enter a circular ring covered with smooth earth, barefoot and naked to the waist. The fight is supervised by a referee called a gyoji, who bears a dagger said to have been used by referees in the past to disembowel themselves in case of a miscall. This and many other rituals are the essence of sumo. **40** This could prove difficult for a person not brought up in Japan.

Konishiki was criticised for not respecting these age-old traditions, which often created friction between him and the Sumo Association. **41** When he was in the superior position, through his wins, to be declared the first non-Japanese grand champion, this just did not happen.

Many in the association refused to give him the title on the grounds that he had not mastered the many intricate movements in sumo. Although there are forty-eight movements in sumo wrestling, Konishiki mastered just two, which were enough for him to reach the top in eight tournaments. Konishiki was more or less responsible for brutalising the sport by using those two simple movements. This infuriated many in the association, who believed sumo's traditional techniques were an art form and not simply a brutish game played by big guys.

Even though Konishiki may have had problems with the association, sumo fans kept supporting him. **42** Young fans across Japan loved his style and the excitement he brought to the sport.

- A** Their main goal is to uphold the sumo traditions of order, hierarchy and mannered behaviour.
- B** The heavier they are, the more stable they are, because the weight gives them a low centre of gravity, making it harder to tip them over.
- C** This would cost Konishiki dearly.
- D** Konishiki, as well as being a master of his game, is also a very spiritual man.
- E** Many of them accused the association of being out of touch with modern expectations.
- F** The sport prides itself on upholding traditional Japanese values and morals.
- G** Only a few foreigners like me, who follow sumo wrestling religiously, know this grand master of sumo.

PART 7

You are going to read a magazine article about different university students' choice of courses. For questions 43-52, choose from the list of people **(A-D)**. The people may be chosen more than once.

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

Which student suggests the following?

A THE WRITER	B CLARE WILSON	C ANDY GRIMES	D CELESTINO DELEYTO
I enjoy the variety offered by my course.			43 <input type="text"/>
I had some difficulty overcoming an objection from my family.			44 <input type="text"/>
I have always had a curious nature.			45 <input type="text"/>
I am still not sure if I'm doing the right thing.			46 <input type="text"/>
My exam results assured me of my choice of course.			47 <input type="text"/>
I have changed my attitude while at university.			48 <input type="text"/>
I was influenced by one of my parents.			49 <input type="text"/>
A serious illness influenced my choice of course.			50 <input type="text"/>
I selected a course because of its broad nature.			51 <input type="text"/>
I believe in taking full advantage of what's on offer.			52 <input type="text"/>

Some university students look back at the combination of circumstances that found them on their present course.

HOW DID I GET HERE?

During a lecture last week I asked myself the question, 'Why Biology?' What influenced me to devote three years to studying this subject?

My decision could best be described as accidental. When I was fifteen, I developed a condition which almost killed me. It took the doctors ages to find the cause of my symptoms. During this time, my family and I realised how precious life is and how little we still know about how our bodies function. From then on, anything I found in newspapers or magazines concerning biological experimentation fascinated me.

Consequently, science exams at school became a breeze. Then, from achieving high grades at school, I decided on the course that appealed to me most and entered university.

My choice of subject came about because of a near tragic situation but there are those who believe in destiny. Clare Wilson says she was born to be a journalist. 'My mother told me that from a very early age I was constantly asking questions. I always had to know what was going on.' However, her innate search for facts didn't lead her directly to her choice of course. 'Out of the three courses available to me, I chose Media and Communication because I thought it covered a wider area than just straightforward journalism.' It's true that some students follow in their parents' footsteps. Clare's father is a photo-journalist. 'As a child, I seemed to spend a lot of time going to work with my dad and I certainly do remember enjoying the atmosphere there. Maybe I inherited a gene or something from my dad which has affected me, I don't know.'

For many undergraduates it's more of a trial and error situation. A subject is chosen almost randomly and success depends on the student adapting to the needs

of the course. This was the case for Andy Grimes, who saw university as simply an opportunity to enjoy himself for three years. 'It's true that I chose linguistics because a few of my mates were doing it, but I believe that most people go into university blind', he said.

However, Andy's decision turned out to be a fruitful one. 'In my first year I was going out every night and missing classes all the time. Now, I find myself turning down offers to parties because I have an early lecture I want to attend. I'm really getting into the subject and I love the way it involves other disciplines such as film, media and sociology,' he said. Even if your motivation is weak in the beginning, you can still benefit from the course. It seems that sometimes a course can find the right student and not the other way round.

Even if you are confident you have made the right decision, for some students there is still an element of risk. Celestino Deleyto is a Spanish student of economics who found it difficult to leave his homeland. 'My mum was furious when I told her. She wouldn't speak to me for weeks. I decided to study economics during my last couple of years at school but the question was where. I had been accepted at Madrid and Zaragoza universities, but the courses didn't focus on what I'm interested in. I didn't even consider going abroad at first, but after a while I quite liked the idea. It was a chance to improve my English and get to know a different way of life,' he says. 'Whether or not I made the right decision, I still don't know. I'm doing OK here, my grades are good and my English is almost fluent. However, even if I changed my mind, there's not much I could do about it. I made my decision and I have to stick to it. For me this is the best philosophy - whichever course you choose, make the most of it.'

PART 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about books and films. 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.

Essay question

It is better to watch the film adaptation of a book than to read the original story. Do you agree?

Notes

Things to write about:

1. which is more exciting
2. which affects you more
3. (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

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.

- 2 You see this announcement in a teenage English-language magazine.

ARTICLES WANTED

Is there a role model out there for you?

- What kind of people do you consider good role models for yourself?
- What kind of people would you never want to be like?

Write us an article answering these questions. We will publish the best articles on our website.

Write your **article**.

- 3 You see this announcement in an English-language magazine called *Life & Culture*.

CULTURE REVIEWS WANTED

Would you like to promote the celebrations of your country to people abroad?

If so, write us a review of one of the most popular celebrations in your country. Include information on the location, the activities, the people who can take part and the time of year it takes place.

The most interesting reviews will be published in a month's time.

Write your **review**.

- 4 Your school magazine has asked you to write a report on a recent science fair that your school organised. You should mention a few things about where it took place, what the programme included, what kind of experiments the students presented, what people liked and what could be done differently next year.

Write your **report**.

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 woman giving information over the phone. Which method does Smokers Anonymous favour in order to help people quit smoking?
A hypnotherapy
B counselling
C nicotine patches
- 2 You hear two women talking. What are they referring to?
A an interview
B a business meeting
C a trial in a court
- 3 You hear a woman talking on her mobile phone about an emergency. Which service does she make a request for?
A police
B ambulance
C fire brigade
- 4 You hear a man giving a news report. What has the mayor achieved so far?
A He has started a job creation scheme for the homeless.
B He has opened a number of youth employment centres.
C He has improved the situation for homeless people.
- 5 You hear a woman talking on her mobile phone. What is she most upset about?
A the dust
B the phone lines
C the noise
- 6 You hear a man talking about a public park. Who uses the new park the most?
A young children
B old-age pensioners
C homeless people
- 7 You hear two people talking in an office. Why is the woman angry?
A The clerk isn't being helpful.
B She must pay extra tax.
C She thinks the staff are inefficient.
- 8 You hear a man and a woman talking. Where was the man?
A on a train
B at a square
C at the university

PART 2

You will hear a woman called Sophia Santos, who runs the Head Hunters employment agency for teenagers, talking about her work. For questions 9-18, complete the sentences with a word or short phrase.

HEAD HUNTERS EMPLOYMENT AGENCY

Sophia says that Head Hunters specialises in helping teenagers and **9** find work.

She also says that the **10** usually made available to youngsters lack long-term value.

Teenagers need to be helped to make **11** as to what kind of work they want to do in the future.

Young people's future will be affected **12** if they get work and experience in the type of work they wish to do.

Sophia says that the opportunity they give young people is **13**

having no idea what some occupations involve makes it difficult for teenagers to decide what kind of job **14** them.

A candidate's abilities, interests and **15** are looked at in a psychometric test.

A reliable **16** of the candidate is drawn up from the information that is collected.

Sophia says that **17** is an important part of the agency's programme.

The companies that Head Hunters works with are searching for intelligent and

18

PART 3

You will hear five different people talking about activities they engage in to save the planet. For questions 19-23, choose from the list (A-H) what each person's environmental group wishes to accomplish. Use the letters only once. There are three extra letters which you do not need to use.

- A Our plan is to clean up specific areas.
- B We want to teach parents how to have an environmentally-friendly home.
- C Our aim is to encourage the use of alternative sources of energy.
- D Our main goal is to plant as many trees as possible.
- E Our purpose is to save a specific species.
- F We try to teach young people how to use natural resources more efficiently.
- G Our goal is to eventually stop the activity that is leading to soil erosion.
- H We want to promote the use of an alternative means of transport.

Speaker 1		19
Speaker 2		20
Speaker 3		21
Speaker 4		22
Speaker 5		23

PART 4

You will hear an interview with a Sociology professor about gender differences. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24 What did new brain-imaging technology reveal?
A that differences are just in our brains
B that males and females are totally different
C that there were more differences than was thought
- 25 Victoria says that a person's brain
A changes throughout their lifetime.
B remains the same throughout their lifetime.
C is affected mainly by biological factors.
- 26 Most studies showed that
A men's brains are about ten percent bigger than women's brains.
B women's brains are about ten percent bigger than men's brains.
C that men score about ten percent more on an IQ test than women.
- 27 Men recover more slowly from a stroke than women because
A men use more parts of their brain to accomplish a task.
B strokes cause more damage to men's brains.
C men don't use as many parts of their brain to accomplish a task.
- 28 Who is more likely to talk about their emotions?
A men
B women
C both men and women equally
- 29 We learn that
A both boys and girls have certain parts of their brains developing faster.
B all sections of a boy's brain develop faster than a girl's.
C the sections of the brain responsible for reasoning develop first in girls.
- 30 For equal opportunities to be provided
A girls and boys must be taught at the same schools.
B brain maturity must be taken into account.
C girls must show more interest in occupations that are for males.

PRACTICE TEST 4

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 similar B like C alike D same

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

FORMULA ONE DRIVING

Have you ever wondered what it's really (0)*like*..... to drive a Formula One car? All professional drivers would agree (1) one thing. That it's nothing like driving an ordinary car.

(2) from being extremely fast, a Formula One car doesn't weigh (3) considering how powerful the engine is. The brakes are very responsive. So much so that a car going 160kph can stop in just four seconds. Going at such high speeds plus wearing a helmet (4) the driver's head to weigh about 35 kilos!

To (5) themselves, the drivers must wear overalls which have four layers and are fireproof. This, plus the hot weather (as the races occur (6) the summer), combined with the heat coming from the car, make it unbearably hot.

Obviously, you have to be a good driver to handle a Formula one car but it's also a(n) (7) that you have to be very fit. A driver needs very good upper-body strength since the driver's arms, shoulders and neck are under (8) strain during a race.

- | | | | | |
|---|-----------|----------|-------------|-----------|
| 1 | A in | B for | C at | D on |
| 2 | A Except | B But | C Apart | D Besides |
| 3 | A much | B too | C very | D plenty |
| 4 | A creates | B causes | C affects | D makes |
| 5 | A shelter | B cover | C protect | D defend |
| 6 | A for | B during | C when | D while |
| 7 | A fact | B matter | C knowledge | D event |
| 8 | A great | B big | C strong | D large |

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	C	A	L	L	E	D											
---------	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

THE SAMI AND THE REINDEER

For the people of Lapland, who like to be (0)*called*..... the Sami, reindeer are more than just an animal they live side by side with.

(9) present, about 2000 Sami carry on with a way of living (10) dates back to prehistoric times. Their life depends on the herding of reindeer. For them, the reindeer aren't (11) their main source of food, they are also a symbol of spiritual significance and have influenced (12) entire culture.

Every year in the month of April, the Sami start moving their reindeer herds northwards to the summer eating grounds, (13) there is plenty of food. During the trip, the Sami (14) be responsible for 700 or more reindeer.

Spring is the time of year when the Sami families can enjoy life outdoors. In the summer there are terrible mosquito problems, the autumn is very cold and during the winter there is hardly any daylight. (15) the difficulties, the Sami are one of the few nomadic people still driving their animals across great areas of land (16) search of food.

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	B	E	L	I	E	F											
---------	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

SNAKES

The (0)*belief*..... that all snakes are poisonous is wrong. Of the 3000 or so snake species known, 400 are dangerous and only a few are (17)

BELIEVE

Why do snakes bite? It's a (18) mechanism to protect themselves. Another reason is to kill their prey, a (19) if they are to live. In general, snakes won't bite unless a (20) of some sort is caused.

DEAD

DEFEND
NECESSARY
DISTURB

Snake bites can cause severe swelling, pain, dizziness and difficulties in breathing. (21) in the victim's movements and a feeling of (22) are common.

RESTRICT
EXHAUST

Of course, there are many (23) antidotes available, which should be given as soon as possible. But, (24) is definitely better than cure.

EFFECT
PREVENT

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 We must not allow the fire to spread to the village.

PREVENT

We must to the village.

The gap can be filled by the words 'prevent the fire from spreading', so you write:

Example 0 **PREVENT THE FIRE FROM SPREADING**

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

25 Gordon didn't buy the book because he didn't have enough money.

BOUGHT

Gordon the book if he had had enough money.

26 Many people know that he is one of the highest paid artists today.

BE

He one of the highest paid artists.

27 He toured Southern Egypt and visited Aswan Dam.

ONLY

Not Southern Egypt but he also visited Aswan Dam.

28 She is such a good singer that she was asked to join the band.

WELL

She she was asked to join the band.

29 'I didn't break the window on purpose,' the boy said to me.

BROKEN

The boy told me that he accident.

30 I have never seen such a nice beach before in my life.

EVER

It's the nicest in my life.

PART 5

You are going to read a magazine article about the cinema. 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**.

EUROPEAN CINEMA VS HOLLYWOOD

Before the First World War, the dominant force in cinema was European. The European film-makers were the ones really experimenting with visual imagery and taking it to its limits. The Americans, admittedly, had DW Griffith, an extraordinary film-maker, but he was the exception rather than the rule in Hollywood. Filmmakers like the Lumière Brothers from France filmed some of the most beautiful images of Parisian life using a light-weight camera they had invented themselves. This camera allowed the user to be more mobile, therefore enabling them to film anywhere they pleased. Many film historians also claim that the Lumière brothers were the first to use slapstick comedy as a film style.

However, the first World War put an end to Europe's short-lived domination in cinema. The scale of the war, never before seen in the history of humankind, left behind a continent in ruins. The film-making facilities that had survived were minimal. This was when Hollywood stepped in and took over.

Between the wars, Hollywood films undoubtedly became very popular in Europe. Large studio companies such as MGM and Warner Brothers became very influential. However, the serious theoretical and artistic work was being done in countries like Germany and Russia. The films made in these countries were very important, as they tended to look at cinema more as an art form than as a commercial venture. There were Hollywood directors who respected the revolutionary discoveries being made by the Germans and the Russians and they used some of these ideas in their films.

The Second World War, however, was another terrible blow to Europe's small but important cinema industry. In 1945, Europe was completely bankrupt and so looked to America for help and guidance. This came in the form of the 'Marshall plan', which provided the necessary finance to help kickstart the Western European economies. It also allowed American culture and Hollywood in particular to become *line 20* the dominating cultural force in Western Europe.

Europe was not in a position to offer anything of substance to the cinema world until the late 1950s and early 1960s. French and Italian directors led the way with the new wave and neo-realist movements respectively. They were opposed to Hollywood's 'blockbuster' mentality. The Europeans brought back experimentation and developed themes related to post-war Europe. Many European film-makers openly accused Hollywood of being too concerned with producing money-making films, but at the same time they were unable to attract many people to their own more 'philosophical' type productions.

Up until the present time, Hollywood still continues to produce 'blockbusters' in order to attract a very large audience. Nevertheless, things have been changing over the last few years and an alternative film scene has come into being. This is based in the New York area and is composed of film-makers who have been deeply influenced by European directors.

On the other side of the Atlantic, Europeans and particularly the French are creating films that are more 'audience-friendly' and less experimental, in order to attract crowds. These changes on both sides of the *line 33* Atlantic have brought about a 'mini-renaissance' in the film industry as a whole. As a result, the number of cinemas as well as that of cinema-goers in both Europe and the USA have steadily increased.

- 31 DW Griffith was the exception in Hollywood because
- A he was an American.
 - B he experimented.
 - C he established new rules.
 - D he was a European.
- 32 Who was mainly responsible for attempting new approaches to film-making between the wars?
- A MGM and Warner Brothers
 - B European cinema audiences
 - C a number of Hollywood directors
 - D German and Russian film-makers
- 33 What does 'it' in line 20 refer to?
- A the Western European economy
 - B the Marshall plan
 - C World War II
 - D the cinema industry
- 34 Why were Hollywood films more popular in Europe just after World War II?
- A They were similar to French and Italian films.
 - B They provided financial help to Europe.
 - C They had no competition.
 - D They used German and Russian ideas.
- 35 What is meant by 'audience-friendly' in line 33?
- A popular with intellectuals
 - B appealing to cinema goers
 - C easy-to-make
 - D suitable for large cinemas
- 36 This piece is aimed at people interested in
- A Hollywood studios.
 - B European history.
 - C the history of cinema.
 - D blockbuster productions.

PART 6

You are going to read a magazine article about Jane Goodall. 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.**

JANE OF THE JUNGLE**Will Lawlor takes a look at the life and achievements of eminent zoologist Jane Goodall.**

Jane Goodall is a modern zoologist, whose field research with chimpanzees has made unparalleled discoveries about their behaviour. But how did Jane become so involved in the first place?

Jane's interest in animals was evident from a very early age. **37** She also became an avid reader of animal stories as soon as she could read. Her favourite books included 'Tarzan' and 'The Jungle Books' and she was already convinced by the time she was nine years old that she would travel to Africa to live with the animals and write books about them. Her mother also encouraged her by telling her that if she was really determined to do something and tried hard enough, she could do it.

On finishing school, Jane got a job as a waitress. As soon as she had saved enough money, she gave up her job and flew to Kenya to stay with a friend. There, she was very fortunate to meet Dr Leakey, the outstanding anthropologist who took her on as his assistant. She frequently accompanied him on expeditions. Jane found being in the heart of Africa, where there were no tracks, no roads, nothing but untouched natural beauty, a magical experience.

38

After about a year, Dr Leakey asked her if she was interested in doing field work. He told her about a group of chimpanzees which inhabited a lake shore in a very isolated area. Jane was thrilled at the prospect of being able to study the animals in their own environment. The primary aim of the study was to shed as much light as possible on their behaviour before the advance of civilisation made it impossible. **39** The reason for this is that

the chimpanzee, along with the great ape, is one of the closest biological relatives to the human species on our planet.

Before setting off, Jane was warned that she would never be able to get close to the chimps unless she camouflaged herself extremely well. During the first few weeks of the study she was often filled with frustration and despair, as she couldn't get anywhere near the chimps. **40** The chimps eventually came to accept her presence, enabling her to move closer and closer to them without scaring them away. In fact, after a while the chimpanzees became so accustomed to having her around that they treated her with almost casual indifference.

As the animals became more accepting, she was able to sit among them as if she was just another chimp.

41 She monitored their behavioural patterns and after a few months could even identify individual chimps based on their idiosyncratic gestures or mannerisms. She named many of them after friends or acquaintances that they reminded her of. The striking resemblances between humans and chimpanzees, especially in the way they express their emotions, is described by Jane as a humbling experience.

42 She believes that these findings will lead to our being more respectful not only of the chimpanzees and their way of life, but also of all other life forms on this planet which suffer as a result of so-called human superiority.

- A** It taught her as much about human beings' place in nature as it did about that of chimpanzees.
- B** It was then that she realised that this was her dream and she was living it.
- C** Unfortunately, her study of chimpanzees did not begin until much later.
- D** However, she didn't give up and after weeks of constant observation, her patience was rewarded.
- E** At this intimate range, she was able to observe details about their lives which had never before been recorded.
- F** It was also hoped that the results of the investigation would help man in his quest towards understanding himself.
- G** When she was two, her father bought her a toy chimpanzee, which she immediately fell in love with.

PART 7

You are going to read some information about alternative forms of medicine. For questions **43-52**, choose from the list of methods **(A-E)**. Some of the methods may be chosen more than once.

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

Which of the methods:

is used to stop someone from experiencing pain during an operation?

43	
----	--

involves a cleansing process of the body?

44	
----	--

was discovered by chance?

45	
----	--

can help someone who wants to lose weight?

46	
----	--

is viewed with suspicion by some doctors?

47	
----	--

involves the use of breathing techniques?

48	
----	--

mainly involves the sense of touch?

49	
----	--

gives small quantities of medication?

50	
----	--

focuses on why an illness occurs?

51	
----	--

may require the patient to exercise?

52	
----	--

ALTERNATIVE MEDICINE

HOMEOPATHY

A

This method is based on the widely accepted principle that the body has the ability to heal itself. By producing a variety of reactions, the body tries to fight off an illness the best way it can. These reactions can be seen as symptoms of the illness, so, by producing such symptoms, homeopaths try to fight the disease. They bring about such reactions by administering diluted doses of substances, which have been found to produce the desired reactions. However, too much of a substance may prove dangerous and so great care is taken in the preparation of this kind of remedy. Since homeopathy focuses only on the symptoms of an illness and not its cause, it has come under criticism by various practitioners.

NATUROPATHY

B

The aim of this method is to help the body reach its original state of wholeness. It is believed that disease is caused by the presence of certain toxins in the body, which disrupt its efficiency. This is why naturopaths try to help the body eliminate any waste products, thus purifying itself. However, instead of using drugs or surgery, naturopathy uses methods such as fasting, hydrotherapy, physical activity and vegetarian diets. Unlike homeopathy, this method focuses on the origins of disease and aims to eliminate them.

HYPNOSIS

C

This method works by creating a change in the patient's state of consciousness. It is brought about by a hypnotist who either repeats certain verbal commands or gives the patient certain tasks to perform. Hypnosis can also be self-induced, by trained relaxation, concentration on one's own breathing, or by a variety of other exercises.

Hypnosis can be used to treat various physiological disturbances such as back pain and the pain resulting from acute burns and cancer. It is also helpful in the treatment of behavioural difficulties such as cigarette smoking, overeating and insomnia. However, recent research has stressed the uncertain reliability of this method.

CHIROPRACTIC MEDICINE

D

This method has been practised through the ages, ever since the time of Hippocrates. It is also the most popular healing method that does not make use of drugs or surgical techniques. It is based on a holistic approach that takes all aspects of the human condition into account. It treats diseases through counselling, hygiene, nutrition and manipulation of the spine and other joints. Physical contact is a major element in this type of therapy and is used to improve the patient's physical co-ordination and to encourage greater relaxation.

ACUPUNCTURE

E

This well-known form of oriental medicine was first practised in China thousands of years ago. The Chinese came across it accidentally, when they noticed that soldiers who were wounded by arrows managed to miraculously recover from diseases they had been suffering from for years. Acupuncture involves the injection of needles into the body at various points where 'dynamic energy' is believed to flow. The obstruction of this energy is believed to result in disease. By locating the obstruction point and painlessly inserting a needle there, the balance in the flow of energy is restored. Recently, there has been widespread use of this method in the treatment of pain and as an anaesthetic for certain forms of surgery.

PART 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about learning and education. 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.

Essay question

Should teachers encourage more individual work or more group work in classrooms?

Notes

Things to write about:

1. which is more creative
2. which takes more time
3. (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

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.

- 2 You have received this letter from your Australian friend, Angela.

...So, that's where we tell tourists to go first. What about where you live? Which places do you suggest tourists visit? And which local dishes do you encourage them to try? I'd like to try them when I visit you too.

Love,

Angela

Write your **letter**.

- 3 You see this announcement in your college English-language magazine.

WEBSITE REVIEWS WANTED

Write us a review of a website that you really like, or you find interesting or helpful. Explain what features the website includes, what suggestions you have followed and how they have affected you. Also tell us whether or not you would recommend it to your co-students and why.

The best reviews will get their own column in the magazine for the next six months.

Write your **review**.

- 4 You have seen this announcement in an international magazine.

STORIES WANTED

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

As Emily was driving away from the house where she grew up, she knew she had to take control of her future.

Your story must include:

- a letter
- a surprise meeting

Write your **story**.

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 two people talking about one of their colleagues. What happened to him?
 - A He got fired.
 - B He got stuck in traffic.
 - C He was given a promotion.

- 2 You hear a woman talking. Why was she late meeting her friend?
 - A She was in an accident.
 - B She was looking for her phone.
 - C She was held up in traffic.

- 3 You hear an old lady talking. What is she complaining about?
 - A her family's lack of financial support
 - B young people's lack of respect
 - C society's treatment of the elderly

- 4 You hear a man talking to his boss. What is he asking for?
 - A a raise
 - B a leave of absence
 - C a promotion

- 5 You hear a girl talking to her friend about a book. Why is she upset?
 - A Her friend will not lend her a book.
 - B She doesn't like taking exams.
 - C Her friend hasn't kept her word.

- 6 You hear a man asking a woman for help. What is their relationship?
 - A They are colleagues.
 - B They are employer and employee.
 - C They are family.

- 7 You hear a boy talking to his mother. What is he asking his mother for?
 - A permission to go to the cinema
 - B to keep something secret from his father
 - C some money

- 8 You hear a man talking to his wife. What have they decided so far?
 - A that they're spending New Year's with family
 - B what gifts to get their children for New Year's
 - C where to go for New Year's

PART 2

You will hear a woman called Sylvia Parker, who runs an art school for the blind, talking about her work. For questions 9-18, complete the sentences with a word or short phrase.

THE ART SCHOOL OF INSPIRATION FOR THE BLIND

Sylvia says that the idea of opening an art school suddenly came to her about

9 years ago.

An exhibition is held by the Royal **10** Centre every year.

Sylvia was chosen as **11** of the committee that decides who the scholarships go to.

The fact that Betty liked to draw **12** of her family astonished Sylvia.

Betty uses her **13** and sense of touch to draw.

Sylvia invited Betty to the centre to work with her using different **14**, drawing kits and techniques.

Sylvia reached the conclusion that there is a close link between **15** and touch.

Betty revealed to Sylvia that she wanted to make a **16** out of her art.

Sylvia realised that the **17** at the centre were not suitable for blind students.

Betty is very successful and is a member of Sylvia's **18** staff.

PART 3

You will hear five different people talking about a holiday they recently went on. For questions **19-23**, choose from the list (**A-H**) what each person did. Use the letters only once. There are three extra letters which you do not need to use.

- A** I stayed at a hotel in the city centre.
- B** I went to a seaside resort.
- C** I enjoyed myself at a health and fitness resort.
- D** I went to an island.
- E** I visited a ski resort.
- F** I travelled to a mountain resort.
- G** I stayed at a camping site.
- H** I went on a cruise.

Speaker 1

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

Speaker 2

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

Speaker 3

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

Speaker 4

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

Speaker 5

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

PART 4

You will hear an interview with a psychologist about bullying at schools. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24 Why was the woman who called Carla worried about her son?
A He was bullying other children at school.
B He started acting differently.
C He couldn't deal with school.
- 25 When did the changes the woman observed in her son occur?
A when he started spending a lot of time in his room
B after he gave up football
C during a period of six months
- 26 How did Carla get Jack to start talking about himself?
A by forcing him to
B by talking about herself first
C by getting him to trust her
- 27 Bullying at schools is often not dealt with because
A it goes by unnoticed.
B teachers think it doesn't exist.
C victims keep quiet.
- 28 Carla states that bullying is
A very common.
B an exception.
C being dealt with effectively.
- 29 According to Carla, bullies
A do not use strength to achieve acceptance.
B are constantly looking for new victims.
C are careful in front of other people.
- 30 How can bullying be stopped?
A Schools should inform parents of the bullying.
B Bullies should be made victims themselves.
C Children should be taught ways to deal with it.

PRACTICE TEST 5

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 from B since C during D ago

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

THE ENGLISH CHANNEL

Engineers had been dreaming of an underwater link between Britain and France (0)since..... 1802. Finally, in 1994 the Channel Tunnel (nicknamed "The Chunnel" by the English) was (1) opened.

This fifteen-billion-dollar project took seven years to (2) It is 50km long and built 45m under the seabed. The trains which go through the Chunnel can travel at up to 300 km/h due to the (3) electrical system.

The journey from London to Paris via the Chunnel takes just three hours. It is also (4) for drivers, since they can load their cars onto the trains. They don't need to book in (5), as trains depart every few minutes.

However, while on the train, there isn't much to do and many (6) the Chunnel for this. Unlike the ferries, there's no videogame parlour or refreshment stand. (7) can you look outside and enjoy the view. As a result, many find the Chunnel unappealing and take the ferry (8)

- | | | | | |
|---|---------------|-------------|-------------|--------------|
| 1 | A officially | B regularly | C correctly | D typically |
| 2 | A perform | B achieve | C deal with | D complete |
| 3 | A forward | B advanced | C higher | D increased |
| 4 | A encouraging | B handy | C helpful | D thoughtful |
| 5 | A season | B time | C advance | D future |
| 6 | A criticise | B accuse | C complain | D blame |
| 7 | A Neither | B Either | C Nor | D Not |
| 8 | A instead | B however | C rather | D otherwise |

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	H	A	V	E												
---------	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

FLAGS

Flags (0)*have*..... existed for at least 3,000 years. The earliest flags were made (9) wood, with a carving on top to represent things (10) as gods. Today, flags are designed to represent the ideals of countries, their independence from foreign rulers and sometimes their religion.

Flags have (11) used for many different purposes throughout the ages. Even pirates used flags which were designed to terrify their victims. The Jolly Roger was the best known pirate flag. It was black and had a white skull and crossbones at (12) centre.

Flags are also used as a (13) of communication between ships. By using a series of flags, each representing a letter from the alphabet, whole words and sentences (14) be spelled out.

Flags were once hand-made. Words or emblems would have been embroidered or painted on them. (15), today it's a much simpler process. Flag manufacturers print the pattern again and again onto a long roll of fabric. Then the rolls of fabric are cut (16) into separate flags.

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	F	A	M	O	U	S												
---------	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

CENTRAL PARK

Central Park is a park which is **(0)***famous*..... throughout the world. It is **(17)** surrounded by the city of New York.

FAME
TOTAL

In this busy city of skyscrapers, where **(18)** is often a problem, people take every **(19)** they can get to escape to this delightful park, which has been part of New York since 1858. Every year 15 million **(20)** visitors enjoy the shade of its 26,000 trees.

POLLUTE
OPPORTUNE

However, some people go there **(21)**, especially as night-time draws near, as there are frequent **(22)** which take place in isolated areas of the park.

HESITATE
MUG

Tragically, the park is also home to many **(23)** New Yorkers. People sleeping in cardboard boxes is a **(24)** sight there.

HOME
TYPE

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 It's a pity you spend all day watching TV.

ONLY

If all day watching TV.

The gap can be filled by the words 'only you didn't/wouldn't spend', so you write:

Example

0

ONLY YOU DIDN'T / WOULDN'T SPEND

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

25 He doesn't know anything about what's going on.

UNAWARE

He what's going on.

26 He's taking his passport with him because he might need it.

CASE

He's taking his passport with him it.

27 'Why don't we play Scrabble?' Gary said.

SUGGESTED

Gary Scrabble.

28 As he studied more, it became less difficult for him to solve the maths problems.

EASIER

The it became for him to solve the maths problems.

29 They were serving dinner while the band played.

SERVED

Dinner while the band played.

30 The washing machine isn't working so I called the repairman.

ORDER

The washing machine so I called the repairman.

PART 5

You are going to read a short story. 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**.

Living in South Africa, I had always taken the wildlife pretty much for granted. Not to say that we were surrounded by it, but the accessibility of game parks and wildlife sanctuaries always made it seem like a natural part of the environment. For this reason, I suppose that the way my European friends used to talk to me, wasn't so strange after all. They would ask me what I thought at the time were really silly questions which got on my nerves. They'd say things like 'Do you have a pet baboon?' or 'Do you travel to school by elephant?'

When Amanda, a friend of mine who was visiting from England, invited me to join her and a group of friends on a wildlife expedition, I was not brimming with enthusiasm. However, from the moment we entered the gates of the Zaluzi game reserve, I knew that this was not going to be anything like I had expected. We had been travelling along the National Road when, suddenly, we swerved onto a dirt track which seemed to be hidden in the middle of nowhere. Miraculously, the scenery changed dramatically. The civilised environment took on a wild, chaotic aspect and continued to do so as we penetrated deeper into the bush.

After having a good night's sleep at one of the reserve's bungalows, we were woken at the crack of dawn. After a quick breakfast we piled into a jeep and set off. Our guide assured us that the early start was necessary in order to have the best chance of seeing what was really worthwhile. Armed with just a thermos of coffee, we set out towards the shore of a small lake where it was expected that we could see the animals that used it as their morning watering hole.

On the way to our destination, we topped a hill and there, silhouetted against the emerging morning light, were a group of animals. It was a stunning sight. As we moved closer, the animals did not appear to be *line 20* alarmed by our presence. Pet baboons aside, I had never before come within such close range of a pride of lions. It did cross my mind, however, that we might be in a certain amount of danger. When I asked Timothy, our game ranger, if we were actually in any danger, he bluntly replied that one is never entirely safe in the bush, but his knowledge and experience allowed him to anticipate any danger with reasonable accuracy.

However, the following day there was some cause for alarm. Not having started out so early, we missed the sightings of the day before. We decided to drive around for a while, hoping to come across something of interest. Suddenly our tracker perched up on the back of our vehicle, signalled to the driver to halt and at the same moment I realised that this time we had stumbled right into a pride of lions. The driver promptly turned off the engine and in a low voice warned us to remain seated and not to make any abrupt movements. The lions were picking at what looked like the carcass of a zebra. Timothy later told us how much to our advantage this was. Had their bellies not been full, their reaction to us would surely have been otherwise. As the nearest lion was less than three metres away from the jeep, I considered that we *line 33* had been very lucky indeed.

All in all, it was a wonderful trip. Our near miss with the lions was without a doubt the highlight, but what it taught me yet again was how easy it is to be indifferent to our surroundings and not have a full appreciation of the beauty around us.

- 31 How did the writer feel about the questions her European friends asked?
- A ridiculous
 - B irritated
 - C strange
 - D embarrassed
- 32 The guide woke everyone up very early, so they
- A could have breakfast.
 - B wouldn't miss an opportunity.
 - C would have plenty of time to visit different places.
 - D wouldn't miss the sunrise.
- 33 What does 'It' in line 20 refer to?
- A the pride of lions
 - B the destination
 - C the top of the hill
 - D the morning light
- 34 Timothy's experience as a game ranger was valuable because he
- A could supply a blunt answer to any question.
 - B knew how to frighten the animals.
 - C knew the game reserve well.
 - D could identify trouble in advance.
- 35 What does the writer mean by 'we had been very lucky indeed' in lines 33-34?
- A They had seen the lions up close.
 - B They hadn't been attacked.
 - C They had a good guide with them.
 - D They had gone on a trip.
- 36 What conclusion does the writer of the text come to?
- A We often do not realise how attractive our environment really is.
 - B It is not clever to unnecessarily put ourselves in dangerous situations.
 - C We don't respect wild animals enough.
 - D We should protect our surroundings.

PART 6

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

BEHIND THE RED CAPE

'Bullfighting is a spectacle sport involving a battle between a bull and one or more participants. It is fought in a large outdoor arena according to a strict set of rules and procedures.'

37 Their own definition would be along the lines of: 'The murder of bulls disguised as entertainment and excused as bravery.'

Opponents of bullfighting are outraged that some people have not yet advanced beyond this brutal practice. Those who defend it argue that it is a dearly held tradition which has existed since ancient times in one form or another. For example, a four-thousand-year-old wall painting depicting a bull was found in Crete. 38

Modern bullfighting is a combination of ritual and primitive blood-letting with an attempt to gracefully guide the bull and kill it in a manner which seems courageous but without too much blood and gore. However, the majority of foreign spectators are so disgusted that they never return to another bullfight after witnessing such cruelty. Usually, they leave the arena sickened, halfway through the event.

39

Before an event, the bull has already suffered considerably by being confined in darkness, with heavy weights around its neck. It is also given tranquillisers, its kidneys are beaten and petroleum

jelly is rubbed into its eyes to blur its vision. Then, the agonised bull is let loose into the brightly lit arena. As soon as the bullfighter, also known as the matador, enters the ring, he attracts the bull by waving his red cape at it. 40

After repeatedly stabbing the animal, the matador finally weakens the bull. He will often miss the heart so that the bull's suffering is prolonged. The bull may still be fully conscious when his ears and tail are cut off as the final show of victory. 41 In some cases where his performance is exceptional, he is given both.

While bulls are the victims of this industry, matadors seem to be the heroes. Television and other forms of media glorify them and present them as true celebrities. They are seen as the stars of the show and wear elaborate costumes of silk and gold. These glittering outfits are referred to as suits of light and can cost several thousand pounds each. A top matador must have at least six of them a season. Successful matadors can fight up to one hundred bullfights a year and through sponsorship some of them end up multimillionaires. 42 In fact, some have even lost their lives, but who can blame the bull?

All in all, it is difficult for anyone with compassion for animals to morally justify the tradition of bullfighting.

- A** Nevertheless, most tourists enjoy the spectacle despite the violent nature of the sport.
- B** Unfortunately, though, they have already paid for the tickets and have, thus, supported this blood-thirsty industry.
- C** It shows male and female acrobats grabbing the animal's horns and jumping over its back.
- D** Many, however, pay for their fame by receiving several horn wounds in the arena.
- E** If the matador has done well, the president of the bull ring may award him one of the bull's ears.
- F** In this way, he tries to bring the bull past him as closely as possible.
- G** This is an innocent description that gets an angry response from animal protection agencies.

PART 7

You are going to read a magazine article about some British Comedy series. For questions **43-52**, choose from the series **(A-D)**.

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

Which series...

A FAWLTY TOWERS	B MR BEAN	C BLACKADDER	D ABSOLUTELY FABULOUS
has been honoured extensively?			43 <input type="checkbox"/>
uses visual rather than verbal humour?			44 <input type="checkbox"/>
was developed from ideas used in an earlier series?			45 <input type="checkbox"/>
stars the creator and his wife?			46 <input type="checkbox"/>
was adapted for the cinema?			47 <input type="checkbox"/>
looks at the experiences of a number of generations?			48 <input type="checkbox"/>
involves situations with employees and clients?			49 <input type="checkbox"/>
featured a mother and child?			50 <input type="checkbox"/>
was created with the help of two other writers?			51 <input type="checkbox"/>
stars an actor who uses facial expressions very effectively?			52 <input type="checkbox"/>

BRITISH COMEDY

Tony Brooks looks at British Comedy and the innovative geniuses who created it.

A

One of the Oxbridge graduates who was a member of the cast of 'Monty Python's Flying Circus' was John Cleese. His most notable success, however, came after the 'Python' series. This was 'Fawlty Towers', which Cleese both co-wrote and starred in. Cleese plays Basil Fawlty, a rude, irritable and hot-tempered hotel owner who gets into some outrageous situations with the hotel staff and guests. Cleese got the idea for the series while on location with the 'Python' crew. They were staying at a hotel in the South of England, where the manager was so rude that the rest of the 'Python' cast checked out. Cleese and his wife, Connie Booth, who also plays a maid in 'Fawlty Towers', decided to stay and closely studied the comic potential in the behaviour of the owner. Cleese began writing this classic television comedy in 1973, when the last series of 'Python' was completed.

B

At its peak Mr Bean was British television's most popular comedy programme, with 18 million viewers per episode. It has collected numerous awards and the movie 'Bean' has earned a place in the history books as the first film ever to earn one hundred million pounds at the box office before being released in America. However, its creator Rowan Atkinson insists he is not a funny man. 'I am,' he says, 'essentially a rather quiet, dull person who just happens to be a performer'. Of course, most people who have seen 'Bean' would disagree with Atkinson's humility. Despite Mr Bean's infantile and vindictive character, tens of millions of people have fallen in love with him. In the beginning Mr Bean was essentially silent. This worked well for Atkinson, who can communicate more with a single raised eyebrow than most comedians can with an entire monologue. In the movie, however, Mr Bean develops an unusual groaning voice. This misfit of a man, who causes chaos wherever he goes, has become an enormously popular comic figure worldwide.

C

Ben Elton is probably the most successful of the breed of comic writers and comedians who emerged in Britain in the 1980s. He has at least three highly successful television series to his credit, including the unprecedented 'Blackadder' series, but he has never appeared in any of them himself. With the cooperation of Rowan Atkinson and Richard Curtis, Elton created the sharp-witted and spineless Edmond Blackadder, whose evil and cunning would have brought him power and success if it wasn't for his disgusting and stupid sidekick, Baldrick. The four series trace Blackadder and his various descendants' progress through British history, from the time of the crusades until the end of World War I. Elton also played an active role in the creation of Mr Bean. However, his collaboration on 'The Thin Blue Line', a series set in a rural police station, met with severe criticism.

D

The 1980s saw women rise to the forefront of British Comedy for the first time. Jennifer Saunders was one of those who benefited from this new development. Her first success came in 1987, when Jennifer, together with long time associate Dawn French, starred and co-wrote the series 'French and Saunders'. Some of the sketches portrayed became the inspiration for Saunders' most successful creation, 'Absolutely Fabulous'. This series was revolutionary, as it showed women behaving badly, which had never been done before. It centred round the character Edina, played by Saunders herself, and her best friend Patsy, played by Joanna Lumley. These two characters spend their time partying and mingling with celebrities. Their childish antics continuously cause embarrassment to Edina's disapproving daughter Saffron. This series highlights the ridiculousness of fashion victims and can be seen as a modern-day satire.

PART 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about technology and the way it affects our everyday life. 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.

Essay question
Nowadays, it is possible to be constantly online wherever you are. Do you think this has changed our lives for the better?

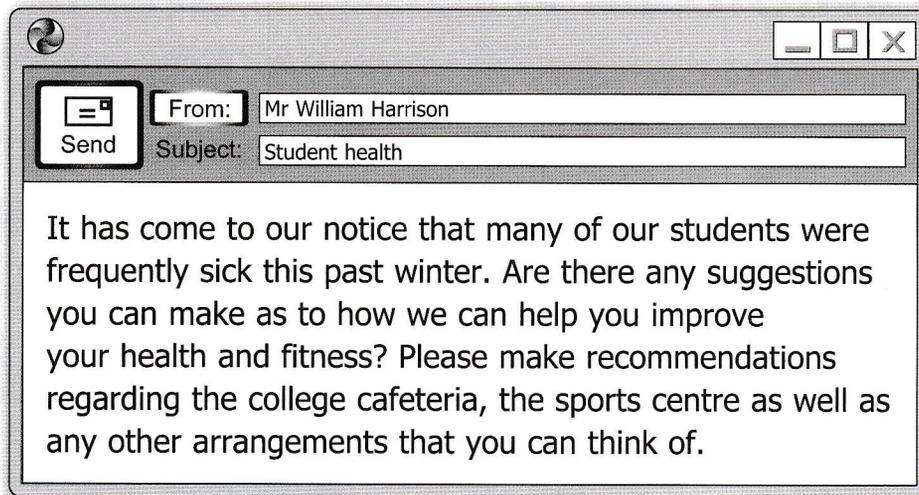
Notes
Things to write about:
1. convenience
2. personal relationships
3. (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

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.

- 2 You have received this email from your college principal



Write your **email**.

- 3 You have seen this announcement in an English-language magazine.

**LANGUAGE LEARNERS!
CAN YOU HELP US?**

Write an article about e-learning. What things have you learnt or can you learn online? How practical have you found learning things online?

The best articles will be published online next month and the writers of the three top articles will win private online language lessons.

Write your **article**.

- 4 Your English teacher has asked you to write a report on a hotel you have been to because the school needs ideas for a school trip they are organising. You should explain what type of hotel it is (eg. ski resort, mountain resort, seaside resort, etc.), what facilities it offers, what activities can be done there, what the staff are like and your overall impression.

Write your **report**.

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 student talking about an exam he sat. How does he think he did in the exam?
A very well
B he's not sure
C badly

- 2 You hear a girl talking to a friend about a party. What is the main reason she didn't like the party?
A the food
B the music
C the people

- 3 You hear an old man talking about ageing. What does he hate the most about getting old?
A losing loved ones
B not being able to move around freely
C not being able to go abroad on trips

- 4 You hear a woman talking about her aspirations. What does she hope to do in the future?
A achieve professional success
B create a family
C become like her mother

- 5 You hear a man talking to a colleague of his about the new manager. What is his opinion of the new manager?
A He doesn't like him.
B He thinks he'd make a good boss.
C He thinks he is very open-minded and communicative.

- 6 You hear a teacher talking to a student. What is she unhappy about?
A He's been skipping classes.
B He did badly in the test.
C He hasn't been doing his homework.

- 7 You hear a man talking to a friend about a restaurant. What does he like most about it?
A the decor
B the service
C the food

- 8 You hear a woman talking about an excursion. What spoils it for her?
A getting lost
B losing her wallet
C the weather

PART 2

You will hear a man called Steven MacCabe, who is a biologist, talking about the need to protect our environment. For questions 9-18, complete the sentences with a word or short phrase.

NATURE'S HIDDEN MEDICINE CHEST

Steven believes that people have neglected the world we live in to protect their own

 9

Steven believes that 10 could be prevented if people acted faster.

Some countries have delayed using 11 which is needed for the production of alternative sources of energy.

Damage to the environment should be one of our main 12

Many people believe that the 13 can no longer provide us with the solutions to our problems.

14 are now able to synthesise new molecules.

Some molecules can't be created in the lab because they are complicated and

 15

There are plants and animals that could help fight 16

Unfortunately, many plant and animal species are disappearing before we find out their

 17

Steven says that we need to make a combined effort to protect our planet for both ourselves and

 18

PART 3

You will hear five different people talking about how they lost weight. For questions **19-23**, choose from the list (**A-H**) what their weight-loss programmes required them to do. Use the letters only once. There are three extra letters which you do not need to use.

- A** I cut out all processed foods.
- B** I weighed everything.
- C** I didn't cook my food.
- D** I used different methods alternately.
- E** I cut down on the number of meals eaten.
- F** I ate protein-rich foods.
- G** I worked out regularly.
- H** I ate food with a low fat content.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

	19
	20
	21
	22
	23

PART 4

You will hear an interview with a professor of phonology who spent time with a small Amazon tribe. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24** How did David Glasgow do his research on an Amazon tribe?
A He stayed with one of these tribes for three years.
B He watched films about these tribes.
C He made a film about one of these tribes.
- 25** What does David think is the best way to study the language and culture of a tribe?
A by living without many conveniences
B by removing the tribe's language and culture from its context
C by getting first-hand experience of the tribe's lifestyle
- 26** How do the Pirahã live?
A in groups of 10 or 20
B in groups consisting of 200 members
C in groups of more than 20
- 27** What do we learn about the words used by the Pirahã?
A They have a specific meaning.
B They depend on the context for their meaning.
C They are very complicated.
- 28** Why did David carry out the experiment with the children?
A to see if they could make a nice pattern with beads
B to see if the Pirahã were unable to learn to count
C to see how the pattern of the beads would change if they learnt to count
- 29** Why did the Pirahã not use the numerical system they had been taught?
A They could not remember the numbers.
B They could not learn the numbers.
C They had no use for the numbers.
- 30** What is true of the Pirahã?
A Their stories are passed down from one generation to the next.
B History plays a very big role in their lives.
C Their conversations can refer to the past, present and future.

PRACTICE TEST 6

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 manner B routine C custom D habit

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

AN ASTRONAUTICAL EXPERIENCE

Did you know that you can experience a 48-hour course where you follow the (0) *routine* of an astronaut? It's available to (1) who is willing to pay and become familiar (2) the work of an astronaut.

So two weeks ago I put on a spacesuit and entered a capsule that wasn't the real thing but was made to look like one. I had never experienced anything like it before and was feeling a bit (3)

I wasn't (4) in the capsule; I shared it with another two 'astronauts'. We (5) and I knew we were all thinking the same thing. How and where we were going to eat, sleep and go to the toilet - the capsule was (6) smaller than we had expected. However, as we explored it, we all (7) on one thing: everything was well organised and it was quite comfortable.

Suddenly, we became double our weight as an invisible force pressed us to the floor, and then we became weightless and started rising! I kept (8) the temptation to hold on to something and relaxed. That was only the beginning...

- | | | | | |
|---|-------------|--------------|-----------------|--------------|
| 1 | A someone | B each | C every | D anyone |
| 2 | A about | B with | C in | D to |
| 3 | A furious | B wild | C nervous | D sensitive |
| 4 | A lonely | B free | C alone | D single |
| 5 | A went over | B hung about | C looked around | D kept on |
| 6 | A most | B very | C more | D much |
| 7 | A admitted | B approved | C accepted | D agreed |
| 8 | A insisting | B persisting | C resisting | D continuing |

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	S	O	M	E													
---------	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

THE HUMBLE TOMATO SAUCE

Depending on where you come from, (0)^{some}..... people call it tomato sauce, others ketchup, but no matter what it's called the basic ingredient is (9) to be the tomato. However, this was (10) the case originally. It is thought that the first 'ketchup' (11) made in China, 350 years ago and pronounced 'ketsiap'. The sauce consisted of fish and shellfish and had no tomatoes. As it slowly became (12) popular, it spread to other countries.

Because no one was certain (13) the ingredients of the sauce, many tried different combinations to make it. (14) the beginning, many different types of ingredients such as oysters, mushrooms, plums, anchovies, etc. were used. As the ingredients changed, so did the name. Eventually, tomato was tried and it was a (15) success.

British colonists took tomato sauce to the U.S. in 1792. In 1876, Henry J Heinz, who was already famous (16) other products, made a business of producing and selling it.

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	E	N	D	L	E	S	S	L	Y							
---------	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--

THE WEIGHT PROBLEM

Being overweight is a common problem nowadays. People are

(0)*endlessly*..... dieting and are usually

END

(17) as afterwards they gain it all back and are even heavier than they were (18)

SUCCESS

ORIGIN

People are willing to try (19) methods in order to reach their (20) weight. But some of these ways can be very (21) indeed.

DIFFER

IDEA

HARM

Compared to people living fifty years ago, we are more obese. Why?

The (22) that researches give, is that most of us have a desk job and a car, and so burn fewer calories. This

EXPLAIN

(23) has led to some very simple advice from the medical profession. They urge people to take the stairs and travel on foot whenever possible, in order to make exercise a part of their everyday life. This is considered more (24) than joining a gym.

DISCOVER

SENSE

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 People think that the opposition party will win the elections.

THOUGHT

It the opposition party will win the elections.

The gap can be filled by the words 'is thought that', so you write:

Example 0 IS THOUGHT THAT

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

25 The trip didn't cost as much as I thought it would.

THAN

The trip I thought it would.

26 It's incredible, but not a single shirt of mine is clean.

SHIRTS

It's incredible, but clean.

27 I didn't repair the leak, that's why the bathroom flooded.

HAVE

The bathroom if I had repaired the leak.

28 George would really like to take part in the race, but he can't.

WISHES

George in the race.

29 Mark will have health problems in the future if he doesn't drink enough water.

UNLESS

Mark will have health problems in the future enough water.

30 I didn't want them to move to Madrid but they did.

MOVED

I'd to Madrid.

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.

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

These two were distantly related to each other, seventh cousins, or something of that sort. While still very young, their parents passed away and they were adopted by the Brants, a childless couple, who quickly grew very fond of them. The Brants were always saying: 'Be pure, honest, sober, industrious, and considerate of others, and success in life is assured'.

Baby Edward was a comfort to everybody around him. When he wanted sweets and could not have them, he listened to reason, and contented himself without them. When Baby George wanted sweets, he cried for them until he got them. Baby Edward took care of his toys; Baby George always destroyed his in a very brief time, and then made himself so insistently disagreeable that, in order to have peace in the house, little Edward was persuaded by his parents to yield up his playthings to him.

When the children were a little older, Georgie became a heavy expense in one respect: he took no care of his clothes; consequently, he shone frequently in new ones, which was not the case with Eddie. The boys grew quickly. Eddie was an increasing comfort, Georgie an increasing worry. It was always enough to say, in answer to Eddie's demands, 'I would rather you would not do it' – meaning swimming, skating, picnicking, berry picking and all sorts of things which boys delight in. But no answer was sufficient for Georgie; he had to be humoured in his desires, or he would carry them with a high hand. Naturally, no boy got more swimming, skating, berry picking, and so forth than he did; no boy ever had a better time. The good Brants did not allow the boys to play outside after nine on summer evenings; they were sent to bed at that hour; Eddie honourably remained, but Georgie usually slipped out of the window towards ten, and enjoyed himself till midnight. It seemed impossible to break Georgie of this bad habit, but the Brants managed it at last by bribing him, with apples and marbles. The good Brants gave all their time and attention to useless attempts at controlling Georgie; they said, with grateful tears in their eyes, that Eddie needed no efforts of theirs, he was so good, so considerate, and in all ways so perfect. line 15

Eventually, the boys were big enough to work, so they were apprenticed to a trade: Edward went voluntarily; George was coaxed and bribed. Edward worked hard and faithfully and ceased to be an expense to the good Brants. They praised him, so did his employer. But George ran away, and it cost Mr Brant both money and trouble to hunt him down and get him back. Soon after he ran away again – more money and more trouble. He ran away a third time – and stole a few little things to carry with him. Trouble and expense for Mr Brant once more, and besides, it was with the greatest difficulty that he succeeded in persuading George's employer to let the young man go unprosecuted for the theft.

Edward worked steadily and in time became a full partner in his master's business. George did not improve; he kept the loving hearts of his aged benefactors full of trouble, and their hands full of inventive activities to protect him from ruin. Finally, the old people died. The will showed their loving pride in Edward, and they left their property to George because he 'needed it'. It was however left to him on the condition that he had to buy out Edward's partner with it; otherwise it would go to a charitable organisation called the Prisoners' Friends Society. The old people left a letter in which they begged their dear son Edward to take their place and help shield George as they had done.

- 31 Before being adopted, Baby Edward and Baby George were
- A closely related.
 - B good friends.
 - C orphans.
 - D brothers.
- 32 Why did little Edward quietly part with his toys?
- A Because George was always making a fuss.
 - B Because he always destroyed his toys.
 - C Because he wanted new ones.
 - D Because George asked him to.
- 33 What does the writer mean by 'he had to be humoured in his desires' in line 15?
- A people had to keep George entertained
 - B George's desires couldn't be taken seriously
 - C people had to do whatever George liked
 - D there was always something funny about the things George wanted
- 34 What was the Brants' most difficult task in dealing with George?
- A finding him whenever he ran away
 - B keeping him out of the courts
 - C providing him with enough money
 - D getting him to work
- 35 Who inherited the Brants' family home?
- A Edward
 - B George
 - C The Prisoners' Friends Society
 - D Edward's partner
- 36 Overall, what attitude did the boys' parents have towards them?
- A they let George have his way and were indifferent to Edward
 - B they loved George more than Edward
 - C they felt it was Edward's responsibility to always help George
 - D they trusted Edward to take care of himself and wished to protect George from his own mistakes

PART 6

You are going to read a newspaper article about life in prison. 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**.

LIFE BEHIND BARS

Prisons are institutions for the confinement of people who have been convicted of criminal offences. They are also secure places for those awaiting trial as well as those who have been diagnosed as criminally insane. However, the locking up of offenders as a punishment for crimes committed is a relatively new practice.

Until recently, punishment for criminals was more physical in nature. **37** Life imprisonment was only used against people convicted of crimes against the state. These people usually had a high status in society and were confined to places like the Tower of London, or the Bastille in Paris. Petty offenders and tramps, on the other hand, were sent to 'workhouses'. These were institutions where very poor people did work in return for food and accommodation. In the 17th century, though, the need to colonise newly discovered lands led to the practice of transporting criminals abroad.

The largest migration was to Australia. **38** It was in the jails, which were used as collection points for criminals awaiting transport, that a new idea arose. Petty criminals could serve their time confined to a prison. As a result, England and various other European countries began imprisoning debtors and minor offenders. However, as lawmakers were more inclined to imprison people rather than sentence them to death, the number of prison inmates rose rapidly. This, in turn, created living conditions which not even the worst of criminals deserved. Apart from being overcrowded, these early prisons were dark and filthy. The prisoners were also herded together indiscriminately. **39** The British reformer, John Howard, finally took some steps towards a more humane system when he introduced prison sanitation and the separation of the sexes. As the system continued to improve, more contact between the prisoners was allowed. This contact increased in the 20th century, when the concept of the rehabilitation of offenders was developed. As well as being a punishment, prison could help prepare offenders for a better life on their release.

Nowadays, convicts are given jobs. **40** Prisoners in Britain are actually paid small sums of money for the work they do. With this money they can buy themselves some 'luxury' items such as cigarettes or sweets. Some Scandinavian countries have taken this even further. They employ prisoners in more demanding jobs. These jobs offer substantial wages and other benefits which in some cases even include 'holidays', that is, time away from prison.

Prisons, such as these, have been strongly criticised for not punishing offenders severely enough. For some people, the idea of providing a more flexible and more pleasant environment for prisoners is incomprehensible. This is why they are particularly critical of so-called 'open' prisons. **41** Of course, conditions there cannot be compared to those of high-security establishments. In the United States, some 'open' prisons have even allowed inmates to share special accommodation with their families for up to 72 hours at a time. One of the reasons for this trend, perhaps, is that the US has a high percentage of its population in prison. In Europe, Britain is the country with the highest number of prison inmates. **42** These conditions have led to problems such as rioting. One such case was at Strangeways Prison in Manchester, where in 1990 the inmates actually took over the prison. Events like this lead to the question of whether the existing prison system actually works.

- A** Men with women, young with old, sane with insane.
- B** Social workers and psychologists help the inmates, so that they will realise their mistake and be ready for the outside world when their time is up.
- C** These are establishments where non-violent prisoners, who are not regarded as being particularly dangerous, serve their sentences.
- D** The journey itself, which lasted for weeks, was considered by law-makers a just punishment.
- E** For example, 'stocks' were usually set up in a public place, to which the offenders were shackled and passers-by were encouraged to throw rotten vegetables at them.
- F** This has led to overcrowding, which means that sometimes prisoners are kept in their cells for up to 23 hours a day.
- G** These are usually dull and monotonous in character, but help them to develop a skill which could be useful in their life outside.

PART 7

You are going to read an article about different experiences of bird rescue. For questions **43-52**, choose from the list of people (**A-D**). The people may be chosen more than once.

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

Which speaker

- | | |
|--|-----------------------------|
| believes we should take action because of the damage humans do to the environment? | <input type="checkbox"/> 43 |
| felt limited by the level of their knowledge and skill? | <input type="checkbox"/> 44 |
| got involved in helping rescued birds with their friends? | <input type="checkbox"/> 45 |
| had an experience with a bird charity that caused them to make a life-changing decision? | <input type="checkbox"/> 46 |
| has to deal with other people's emotions? | <input type="checkbox"/> 47 |
| provides practical tips for the transportation of an injured bird? | <input type="checkbox"/> 48 |
| implies that they are now more emotionally able to participate in an activity? | <input type="checkbox"/> 49 |
| is conscious of the possible emotional state of a bird? | <input type="checkbox"/> 50 |
| received encouragement to become a volunteer because of their personal interest? | <input type="checkbox"/> 51 |
| was expecting something else when they first became aware of a way to help wildlife? | <input type="checkbox"/> 52 |

Tomas Miller**A**

My friends were the ones who told me about the Bird Rescue Charity because they know how much I love wildlife. It didn't take long for me to get involved, especially as the rescue centre was very close to the restaurant I worked at, so it was easy for me to get to. At first I was just preparing food and cleaning out the pens where the rescued birds were kept. As the centre trusted me more, they taught me how to handle the birds and administer medicine. I enjoyed my time at the bird rescue centre a great deal, but I was sometimes frustrated that I couldn't do more to help birds that were badly injured, so I decided to train to become a vet and am now in my third year of studies.

Margery Jones**B**

I had seen a notice in my local supermarket:

WANTED: JUMPERS FOR PENGUINS!

I assumed it was a joke and hoping for a laugh, read the rest of the notice. The notice was from a penguin charity in Australia that was collecting jumpers for rescued penguins which had been covered in oil after an oil spill. People were being invited to knit jumpers for the penguins to keep them warm. I looked up the charity's website and read that oil coats penguins' feathers and causes them to stick together. As a result, they can no longer protect the penguins from the cold. The jumpers also help penguins because they stop them from cleaning toxic oil off their bodies with their beaks and the wool helps soak up some of the oil from their bodies. My friends and I got busy knitting and sent ten penguin-sized jumpers. The penguin charity informed us that they have rescued hundreds of penguins and have almost 96% success in releasing healthy penguins back into the wild.

Graham Bennett**C**

I started working for Blue Bay Bird Rescue ten years ago and it has been the most rewarding experience of my life. As humans we have a huge impact on the life of animals, such as when we cause oil spills or disrupt their natural habitat. It's easy to expect someone else to take responsibility but I think sometimes we have to be the first ones to step in and do what needs to be done. We rescue birds that are covered in oil, clean off as much oil as we can and then look after them until they are ready to go back into the wild. In the beginning, I found it very upsetting to see some of the birds dying, as there were times when we couldn't save them, but we now know a lot more about how to save birds and I am more prepared as well.

Jenny Woodhatch**D**

I work in a bird shelter in San Francisco. People call us up because they have found wounded birds. Sometimes they themselves have hit a bird while driving at night and are very upset. Firstly, we have to be calm and try and find out the information needed to locate the bird and also ask the caller to be careful so they don't cause any damage. The callers want to help, but without the necessary knowledge and skills they may cause harm to a bird without intending to. When transporting a bird to the shelter we have to remember that it will be frightened. The box has to be large enough for the bird to move around in but not so large that it tries to fly as it may injure itself even more. We poke holes into the box before putting the bird inside so that it can breathe. To get the bird into the box, we cover the bird with a towel, one that it won't get its claws entangled in.

PART 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about crime and punishment. 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.

Essay question

Do you think that a person who has broken the law should be given a second chance before he/she is punished?

Notes

Things to write about:

1. person's age
2. seriousness of the crime
3. (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

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.

- 2 You see this announcement in an English-language magazine.

ARTICLES WANTED

Where I shop

Where do you prefer to shop? A big shopping centre or local shops? Chain stores or small businesses? Write us an article telling us why you shop the way you do and what the benefits are.

Writers of the most interesting articles will get their own column in our magazine next year.

Write your **article**.

- 3 You see this announcement on a tech website.

GADGET REVIEWS WANTED

Are you using a gadget that has made your life easier in some way?

Write us a review of the gadget, explaining what its main features are, how it's different from other similar gadgets you have used and what features you would like the next version to have. Tell us whether or not you would recommend this gadget to other people.

The best reviews will be published here.

Write your **review**.

- 4 You have seen this announcement in an international magazine.

STORIES WANTED

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

Conrad could not believe he finally had the book in his hands.

Your story must include:

- a pair of glasses
- a cave exploration

Write your **story**.

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 woman talking about attending classes at a local university. Why did she decide to do it?
 - A She is worried about what other people think.
 - B She wants to find a job in a specific line of work.
 - C She wants to show her children how important a good education is.

- 2 You hear a woman talking to her husband. What does she want him to do?
 - A get her some medicine
 - B get her some meat
 - C get her some fruit

- 3 You hear a man leaving a message on his friend's answering machine. Why has he called him?
 - A to invite him to his sister's birthday party
 - B to check that he is all right
 - C to tell him about the new CDs he bought

- 4 You hear an old man talking to his grandson. What does he want from him?
 - A to do some things for him
 - B to get him a birthday present
 - C to post a letter for him

- 5 You hear a woman talking about her mother-in-law. Why is she angry with her?
 - A She's very bossy.
 - B She doesn't help her with the kids.
 - C She's too curious.

- 6 You hear a man talking about a film. Why didn't he enjoy it?
 - A There were no visual effects.
 - B The acting was unprofessional.
 - C The plot was uninteresting.

- 7 You hear a girl talking to her teacher. What excuse does she give for arriving late?
 - A She overslept.
 - B She forgot to set the alarm.
 - C Her parents forgot to wake her up.

- 8 You hear a woman talking to a shop assistant about a toaster. What does she want?
 - A She wants them to repair the toaster.
 - B She wants her money back.
 - C She wants a new toaster.

PART 2

You will hear a woman called Betty Bradford, who works for the United Nations World Food Programme (WFP), talking about food aid. For questions 9-18, complete the sentences with a word or short phrase.

GLOBAL FOOD AID

The 'can drives' at Betty's school would take place every _____ months.

9

Betty wondered why the children on the posters had big _____

10

In 1984-85 about one million Ethiopians died of _____

11

Betty met James McFee at _____

12

Malnourished babies and children look _____

13

their age.

The mixture of grain and refined vegetable oil is considered to be very _____

14

It is said that a relationship of _____ to countries like Ethiopia.

15

is created by providing food aid

Betty mentions _____ money from it.

16

costs because the people involved make

Critics say that building _____ from the US.

17

is better than having food transported

Betty believes that available _____ the problem.

18

should be used differently to solve

PART 3

You will hear five different people talking about how they managed to become successful. For questions **19-23**, choose from the list (**A-H**) what they consider to be the key to their success. Use the letters only once. There are three extra letters which you do not need to use.

- A** I set difficult tasks for myself.
- B** I expand my horizons by learning new things.
- C** I learn from my mistakes and other people's comments.
- D** I try to find out what people are interested in.
- E** I find the time to take a break.
- F** I always record my ideas.
- G** I make sure I'm with the right people in the right places.
- H** I work on something for as long as it takes.

Speaker 1		19
Speaker 2		20
Speaker 3		21
Speaker 4		22
Speaker 5		23

PART 4

You will hear an interview with a computer programmer named James Kraft about computer games. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24** What do most adults think about computer games?
A They help children with schoolwork.
B They are meaningful.
C They are a waste of time.
- 25** How did James feel about computer games before coming across brain games?
A He was a great fan of computer games.
B He thought they helped improve memory.
C He wasn't that fond of them.
- 26** What is the object of Nintendo's *Brain Age* game?
A to lower your brain age
B to increase your brain age
C to match your brain age to your body age
- 27** What do we learn about the tasks set in Nintendo's *Brain Age*?
A They only test arithmetic skills.
B Certain tricks can help your performance.
C They are boring and lack variety.
- 28** *Brain Age* and *Brain-Ware Safari* are similar in that
A you have to access the Internet to play them.
B both help improve cognition and memory.
C both are played on a console.
- 29** Who has *Brain-Ware Safari* been designed for?
A adults
B children older than twelve
C children between six and twelve
- 30** What conclusion has James reached about brain games?
A They are a fun way to improve your mental skills.
B They may be fun but they do not help improve mental skills.
C They are similar to doing exercises from a textbook.

sample answer sheet

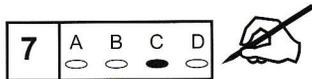
SAMPLE

Candidate Number
Candidate Name

ANSWER SHEET PAPER 1 READING AND USE OF ENGLISH

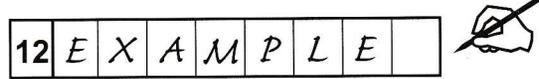
FOR PARTS 1, 5, 6, 7:

USE A PENCIL TO MARK ONE LETTER
FOR EACH QUESTION



FOR PARTS 2,3 and 4:

WRITE YOUR ANSWER IN CAPITAL LETTERS



Part 1	
1	A B C D ○ ○ ○ ○
2	A B C D ○ ○ ○ ○
3	A B C D ○ ○ ○ ○
4	A B C D ○ ○ ○ ○
5	A B C D ○ ○ ○ ○
6	A B C D ○ ○ ○ ○
7	A B C D ○ ○ ○ ○
8	A B C D ○ ○ ○ ○

Part 2													Do not write here
9													
10													
11													
12													
13													
14													
15													
16													



Part 3																Do not write here	
17																	
18																	
19																	
20																	
21																	
22																	
23																	
24																	

Part 4																Do not write here	
25																	
26																	
27																	
28																	
29																	
30																	

Part 5								
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H

Part 6								
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H
41	A	B	C	D	E	F	G	H
42	A	B	C	D	E	F	G	H

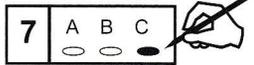
Part 7								
43	A	B	C	D	E	F	G	H
44	A	B	C	D	E	F	G	H
45	A	B	C	D	E	F	G	H
46	A	B	C	D	E	F	G	H
47	A	B	C	D	E	F	G	H
48	A	B	C	D	E	F	G	H
49	A	B	C	D	E	F	G	H
50	A	B	C	D	E	F	G	H
51	A	B	C	D	E	F	G	H
52	A	B	C	D	E	F	G	H

SAMPLE

Candidate Number
Candidate Name

ANSWER SHEET PAPER 3 LISTENING

FOR PARTS 1, 3 and 4:
MARK ONE LETTER FOR EACH QUESTION.



FOR PART 2:
WRITE YOUR ANSWER IN CAPITAL LETTERS.



15 **E X A M P L E**

Part 1		
1	A	B C
2	A	B C
3	A	B C
4	A	B C
5	A	B C
6	A	B C
7	A	B C
8	A	B C

Part 2																		Do not write here
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		

Part 3								
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H

Part 4		
24	A	B C
25	A	B C
26	A	B C
27	A	B C
28	A	B C
29	A	B C
30	A	B C

SAMPLE

VOCABULARY NOTES FOR PAPER 1 (PART 1)

Practice Test 1

- 0 A **this** (pron): used to refer to sth that has already been mentioned
B **it** (pron): used to refer to sth that has already been mentioned
C **something** (pron): used to refer to a thing or an idea without saying exactly what it is
D **there** (pron): used to refer to a place that has already been mentioned
- 1 A **rise** (v): to move upwards
B **raise** (v): to move sth so that it is in a higher position
C **stand** (v): to be upright on one's feet
D **straight** (adj): sth that does not bend or curve
- 2 A **make** (v): to perform an action or say sth
B **start** (v): to do sth that you weren't doing before
C **cause** (v): to make sth happen
D **get** (v): to become
- 3 A **fact** (n): sth true or current
B **occurrence** (n): sth that happens
C **incident** (n): sth that happens (often unpleasant)
D **phenomenon** (n): sth that is observed to happen or exist
- 4 A **encounter** (v): to experience sth (a problem or a difficulty)
B **participate** (v): to take part in
C **face** (v): to deal with
D **experience** (v): to go through a situation
- 5 A **take part** (in) (ph v): to participate
B **take over** (ph v): to take control of sth
C **take action** (exp): to act
D **take place** (exp): to happen, occur
- 6 A **answer** (v): to reply
B **work out** (ph v): to figure out, to explain
C **result** (v): to happen
D **check up** (ph v): to find information about sth
- 7 A **inform** (v): to tell sb about sth
B **tell** (v): to give information about sth
C **decide** (v): to make up one's mind
D **claim** (v): to say that sth is true even though it has not been proven
- 8 A **alike** (adj): similar in a way
B **similar** (adj): with the same features
C **resembling** (adj): similar to each other
D **likewise** (adv): it compares two states or situations and says that they are similar

Practice Test 2

- 0 A **dish** (n): food prepared in a particular style
B **meal** (n): the occasion when people sit down and eat (usually at a regular time)
C **course** (n): one part of a meal
D **food** (n): what people and animals eat

- 1 A **ago**: it refers to the time that has passed since sth happened
B **since**: from a time in the past until now
C **before**: taking place earlier than a particular time, date or event; on a previous occasion
D **past**: beyond a certain stage or time
- 2 A **set off** (ph v): to start a journey
B **set in** (ph v): to be likely to continue or develop
C **set out** (ph v): to start a journey
D **set up** (ph v): to place sth or build it somewhere
- 3 A **grill** (v): to cook sth using very strong heat directly above or below it
B **bake** (v): to prepare and mix ingredients together to make food in an oven
C **roast** (v): to cook food by dry heat in an oven or over a fire
D **fry** (v): to cook food in a pan which contains hot oil
- 4 A **(demand) on (sb)** (exp): it refers to the things one has to do for sth
B **(demand) for (sth)** (exp): it refers to how many people want to have it, do it or buy it
C **during** (prep): between the beginning and the end of a period or an event
D **in (demand)** (exp): very popular, sth a lot of people want
- 5 A **risen**: past participle of rise
B **arise** (v): to begin to exist
C **raise** (v): to move sth to a higher position
D **rise** (v): to move upwards
- 6 A **interview** (n): a meeting held for the purpose of obtaining information from a person
B **investigation** (n): the systematic examination of an event, incident or situation
C **search** (n): an attempt to find sth by looking for it carefully
D **research** (n): work which involves studying sth and trying to discover facts about it
- 7 A **furthermore** (adv): moreover
B **as far as** (conj): to the extent that
C **not only** (adv): to introduce the first phrase of a correlative construction
D **as well as** (prep): in addition to
- 8 A **job** (n): the work sb does to earn money
B **work** (n): the things you are paid to do in your job
C **business** (n): work relating to the production, buying and selling of goods or services
D **profession** (n): a type of job which requires higher education or training

Practice Test 3

- 0 A **think** (v): to have the opinion that sth is the case
B **say** (v): to speak words
C **regard** (v): to consider, think, believe
D **suppose** (v): to imagine, consider, suspect

- 1 A **whose**: of which, of whom
 B **which**: the thing that; it refers to sth mentioned before
 C **who**: the person that; it refers to the person mentioned before
 D **whom**: it refers to the person mentioned before
- 2 A **bring out** (ph v): to produce a new product and put it on sale
 B **bring up** (ph v): to look after a child until it is an adult
 C **bring along** (ph v): to bring sb or sth with you when you go to a place
 D **bring back** (ph v): to reintroduce sth that existed in the past
- 3 A **lay** (v): to put sth somewhere in a careful way
 B **spill** (v): to have some liquid accidentally flow over the edge of a container
 C **flood** (v): to become covered with water
 D **drop** (v): to let sth fall accidentally
- 4 A **although**: even though (+ clause of concession)
 B **despite sth**: regardless of sth (+ noun/-ing)
 C **in spite of sth**: despite sth (+ noun/-ing)
 D **however**: nevertheless, but (+main clause)
- 5 A **habit** (n): sth you do often or regularly
 B **routine** (n): the act of regularly doing things in the same order
 C **usual** (n): what happens most often in a particular situation
 D **manner** (n): the way that you do things
- 6 **depend on**: to count on sb or sth
- 7 A **refuse** (v): to say firmly that you will not do sth
 B **prevent** (v): to make sure that sth will not happen
 C **reject** (v): to not accept or agree with sth
 D **deny** (v): to state that sth is not true
- 8 A **admit** (v): to agree, often unwillingly, that sth is true
 B **confess** (v): to admit to having done or said sth
 C **express** (v): to show what you feel or think
 D **reveal** (v): to let people know sth

Practice Test 4

- 0 A **similar** (adj): with the same features
 B **like** (prep): to refer to qualities or features
 C **alike** (adj): similar in a way
 D **same** (adj): two things are very like each other in a way
- 1 **agree on sth**: to have the same opinion
- 2 A **except (for)** (prep ph): to introduce the only thing or person that makes a statement not completely true
 B **but (for)** (prep ph): to introduce the only factor that keeps a statement from being completely true
 C **apart (from)** (prep ph): to state an exception to a general statement
 D **besides (sth)** (prep): in addition to sth else
- 3 A **much**: a lot of
 B **too**: to state that there is a greater amount than

- necessary or acceptable
 C **very**: to give emphasis to adjectives
 D **plenty (of)**: a lot of

- 4 A **create** (v): to cause sth to happen or exist
 B **cause** (v): to make sth happen
 C **affect** (v): to influence a thing or a person or make them change in a way
 D **make** (v): to cause sb or sth to be a particular thing or have a particular quality
- 5 A **shelter** (v): to be protected from bad weather and danger
 B **cover** (v): to place sth over another thing in order to protect it
 C **protect** (v): to prevent sth or sb from being harmed or damaged
 D **defend** (v): to take action to protect a person or thing
- 6 A **for** (prep): used after certain verbs to introduce extra information
 B **during** (prep): to refer to the period between the beginning and the end of an event
 C **when** (conj): to refer to the time sth happens
 D **while** (conj): to refer to two actions happening at the same time
- 7 A **fact** (n): a true or correct statement
 B **matter** (n): an important thing
 C **knowledge** (n): information and understanding about a subject
 D **event** (n): an important or unusual happening
- 8 A **great** (adj): large in amount or degree
 B **big** (adj): large, huge
 C **strong** (adj): capable of moving or carrying heavy things
 D **large** (adj): more than the average

Practice Test 5

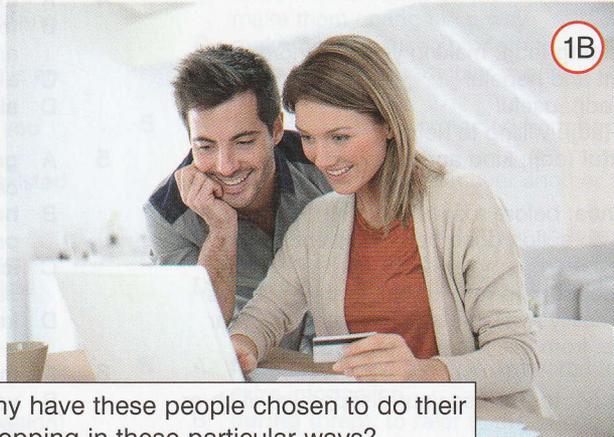
- 0 A **from** (prep): used with *to* to refer to when sth began and ended
 B **since** (prep): used to show that a situation has continued from a time mentioned in the past till the present
 C **during** (prep): to refer to the period between the beginning and the end of an event
 D **ago** (adv): used to indicate how long it is since sth happened
- 1 A **officially** (adv): being approved by the government or by sb in authority
 B **regularly** (adv): happening at equal intervals in time
 C **correctly** (adv): right, having no mistakes
 D **typically** (adv): happening in the way you are describing
- 2 A **perform** (v): to do an action or a task
 B **achieve** (v): to succeed in doing sth especially after a lot of effort
 C **deal with** (prep ph): to handle a problem by taking action or making a decision about it
 D **complete** (v): to make sth whole by finishing it

- 3 A **forward** (adj): in a position near the front of sth (eg. a building or a vehicle)
 B **advanced** (adj): more modern and well developed than an earlier version
 C **higher** (adj): of an advanced standard or level
 D **increased** (adj): greater in number, level or amount
- 4 A **encouraging** (adj): making you feel more confident and hopeful
 B **handy** (adj): useful
 C **helpful** (adj): willing to help
 D **thoughtful** (adj): kind and considerate
- 5 A **in advance**: before a specific time
 B **in time**: an action done before the end of a time limit
 C **(be) in season**: to refer to fruit and vegetables that are easily available at that time of the year
 D **in future**: from this moment onwards
- 6 A **criticise** (v): to express your disapproval of sb or sth
 B **accuse** (v): to say that you believe that sb has done sth wrong or dishonest
 C **complain** (v): to say that you are not satisfied with sth
 D **blame** (v): to believe that sb is responsible for sth bad or that they have caused it
- 7 A **nor**: used after a negative statement to add more information to it (negative)
 B **either**: used in a negative statement in front of the first of two alternatives to indicate that the negative statement refers to both alternatives
 C **neither**: used to refer to each of two things or people when you want to make a negative statement
 D **not**: used with verbs to form negative statements
- 8 A **instead** (of): to indicate you do one thing and not the other by choice
 B **however**: used to express contrast with what has just been said
 C **rather** (than): used to contrast two things or situations
 D **otherwise**: used to state what the situation would be if that was not the case
- 3 A **furious** (adj): extremely angry
 B **wild** (adj): uncontrolled, excited or energetic
 C **nervous** (adj): frightened or worried about sth
 D **sensitive** (adj): to show understanding of other people's needs
- 4 A **lonely** (adj): alone with no one to talk to
 B **free** (adj): not limited, controlled or restricted in any way
 C **alone** (adj): not with any other people
 D **single** (adj): not married
- 5 A **go over** (ph v): to examine or discuss sth very carefully
 B **hang about** (ph v): to spend a lot of time at a particular place
 C **look around** (ph v): to look at different parts of a building or an area
 D **keep on** (ph v): to continue doing something
- 6 A **most**: refers to the largest part of sth
 B **very**: used to give emphasis to adjectives and adverbs
 C **more**: indicates a greater amount than average
 D **much**: a lot of
- 7 A **admit** (v): to agree, often unwillingly, that sth is true
 B **approve** (v): to like sth or be pleased about it
 C **accept** (v): to agree to take sth
 D **agree** (v): to have the same opinion about sth
- 8 A **insist** (v): to refuse to give in about sth
 B **persist** (v): to continue to do sth even though it is difficult or others do not like it
 C **resist** (v): to refuse to accept sth and try to prevent it from happening
 D **continue** (v): doing sth without stopping

Practice Test 6

- 0 A **manner** (n): the way that you do sth
 B **routine** (n): the usual series of things that you do at a particular time
 C **custom** (n): a traditional activity or event
 D **habit** (n): sth you do often or regularly
- 1 A **someone**: it refers to a person without saying exactly who
 B **each**: it refers to every member of a group as individuals
 C **every**: to indicate that you refer to all the members of a group
 D **anyone**: used in negative sentences to indicate that nobody is present or involved in anything
- 2 **familiar with** (exp): to know or understand sth well

VISUAL MATERIAL FOR PAPER 4



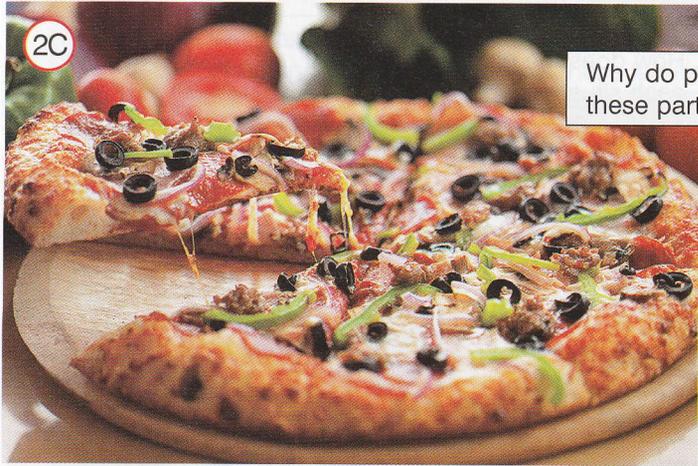
Why have these people chosen to do their shopping in these particular ways?



Why have these people chosen these particular styles of dressing?

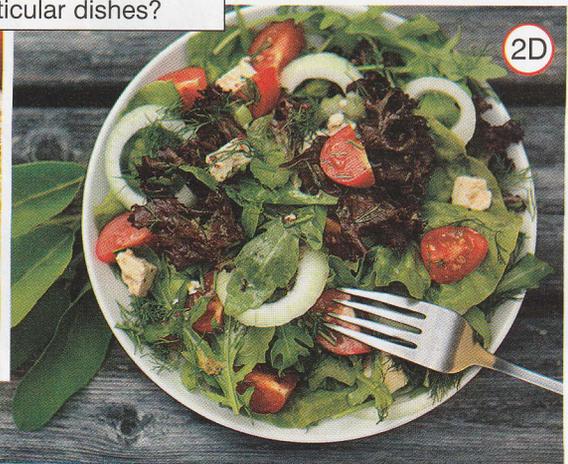


What are the advantages and disadvantages of each type of play?

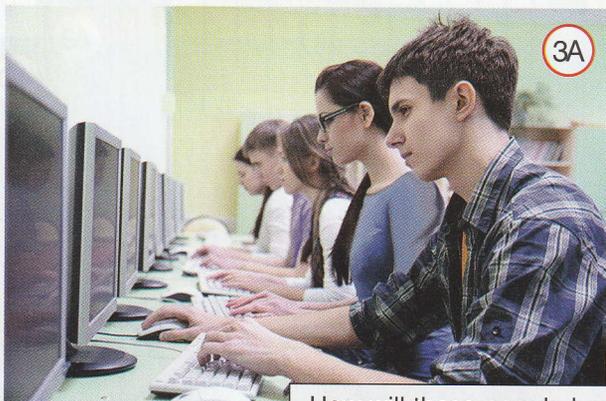


2C

Why do people enjoy eating these particular dishes?



2D



3A

How will these people benefit from these ways of studying?

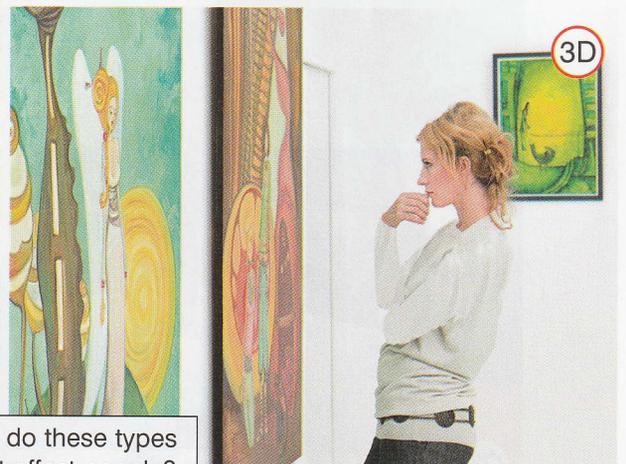


3B

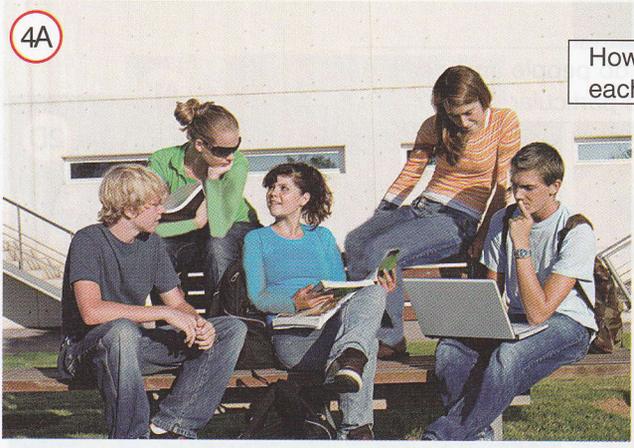


3C

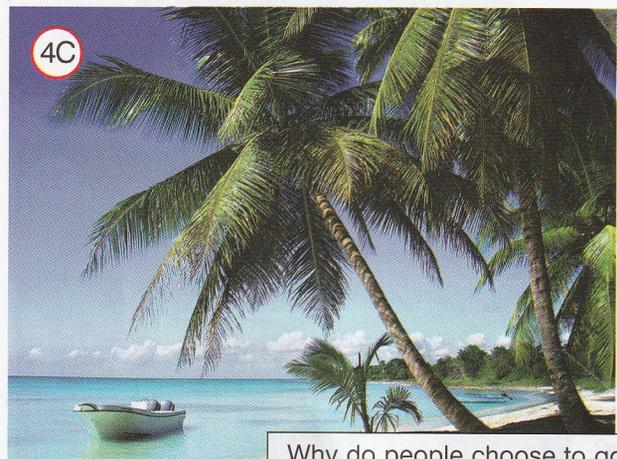
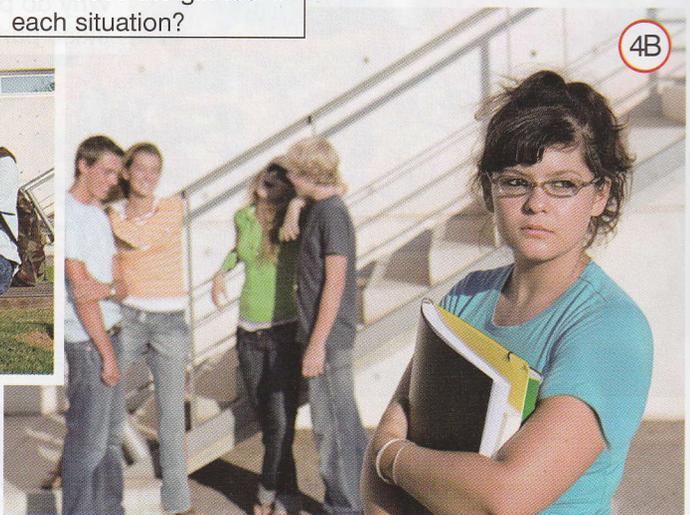
How do these types of art affect people?



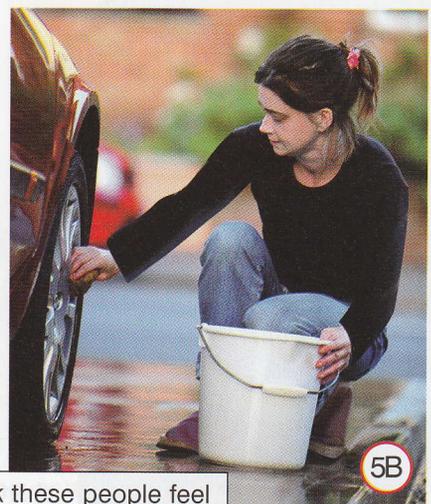
3D



How does the girl feel in each situation?



Why do people choose to go to these holiday destinations?



How do you think these people feel about the chores they are doing?

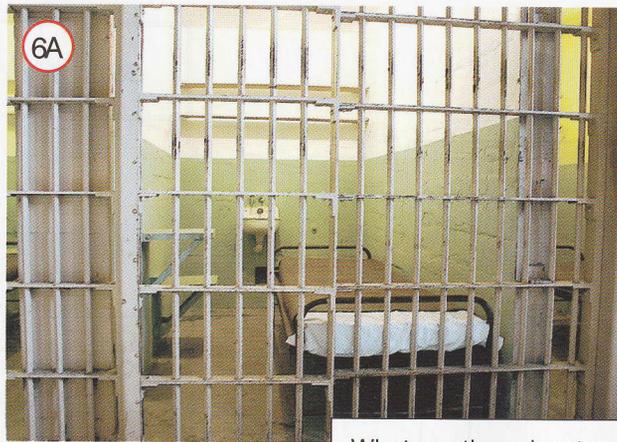
What are the advantages and disadvantages of being a member of each of these families?



5C



5D

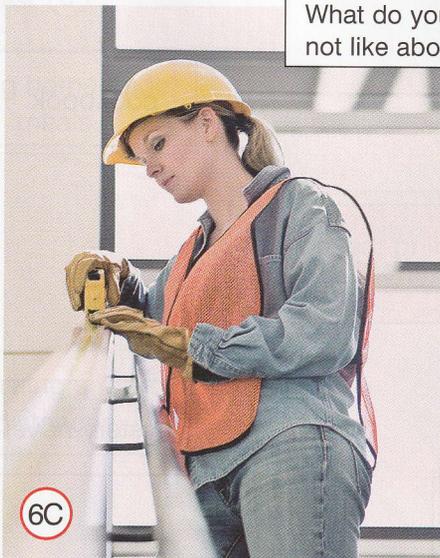


6A



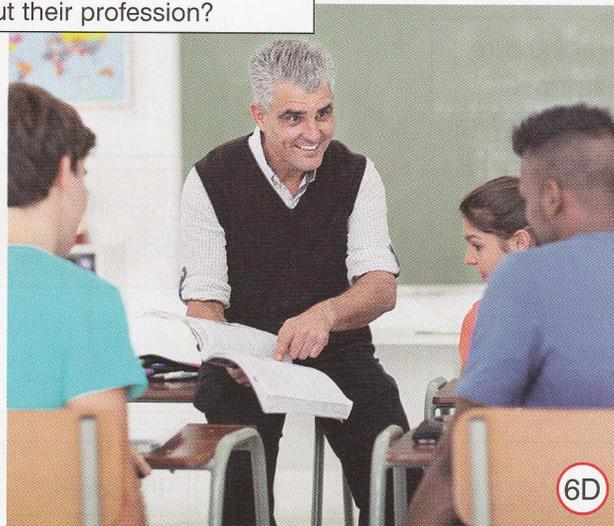
6B

What are the advantages and disadvantages of each form of punishment?



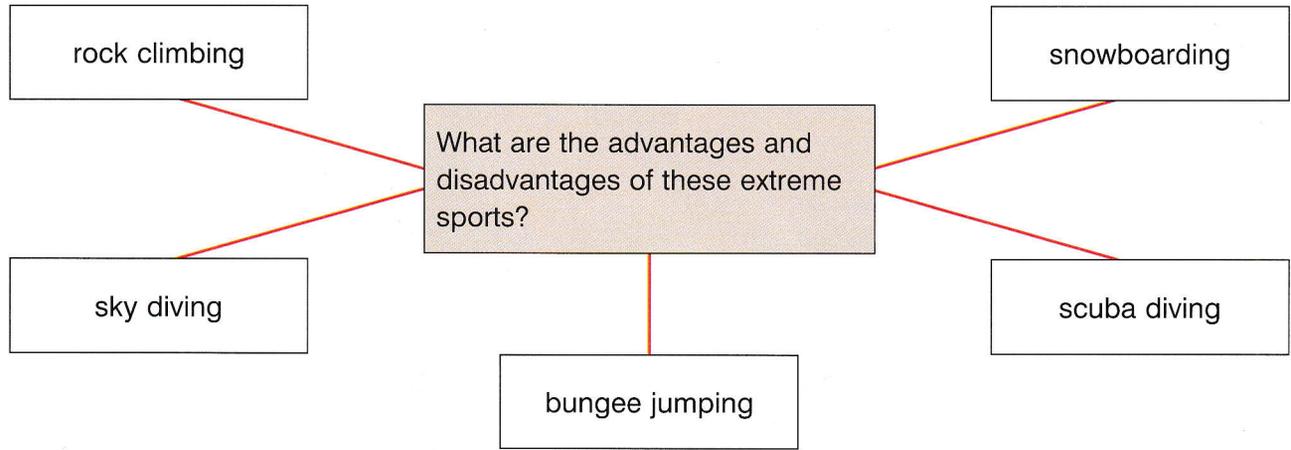
6C

What do you think these people might not like about their profession?

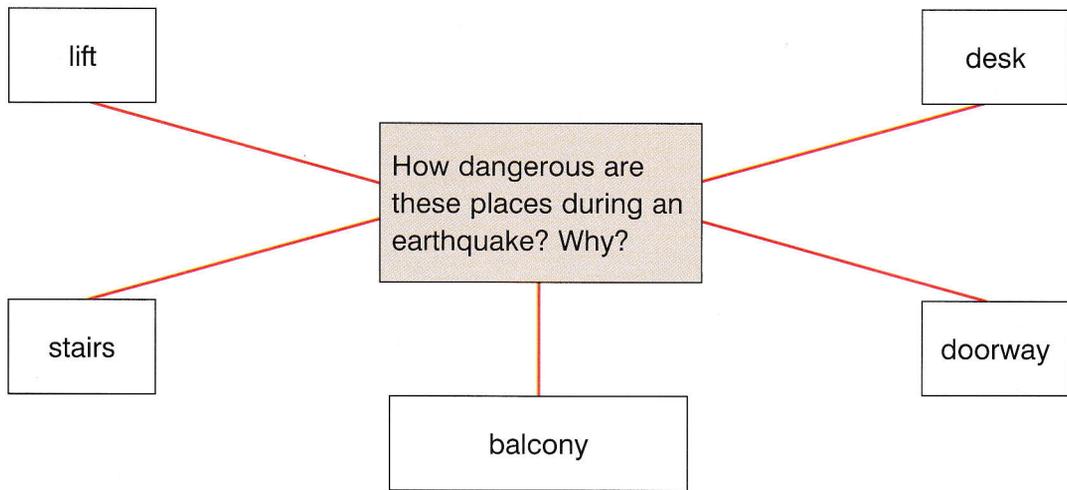


6D

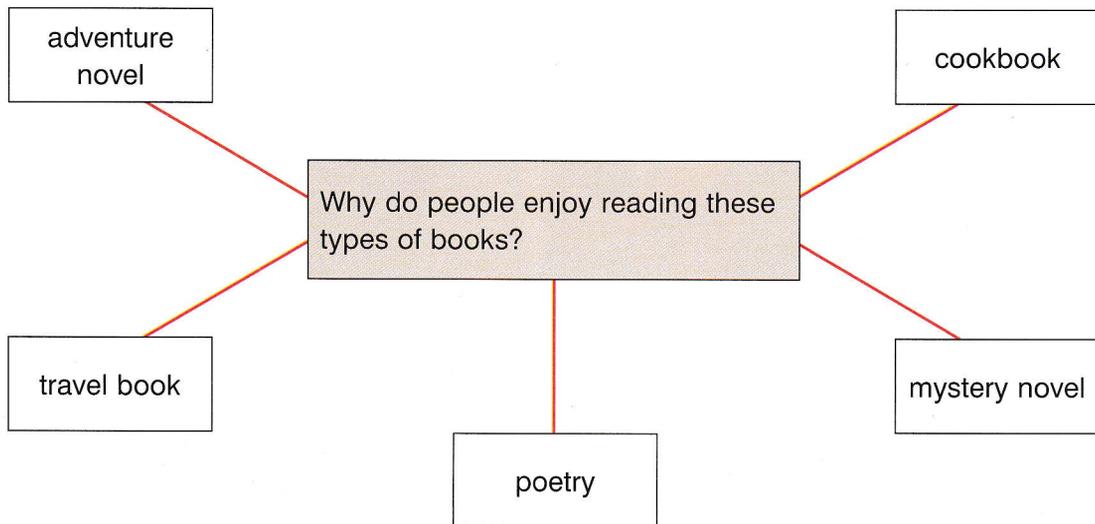
practice test 1



practice test 2



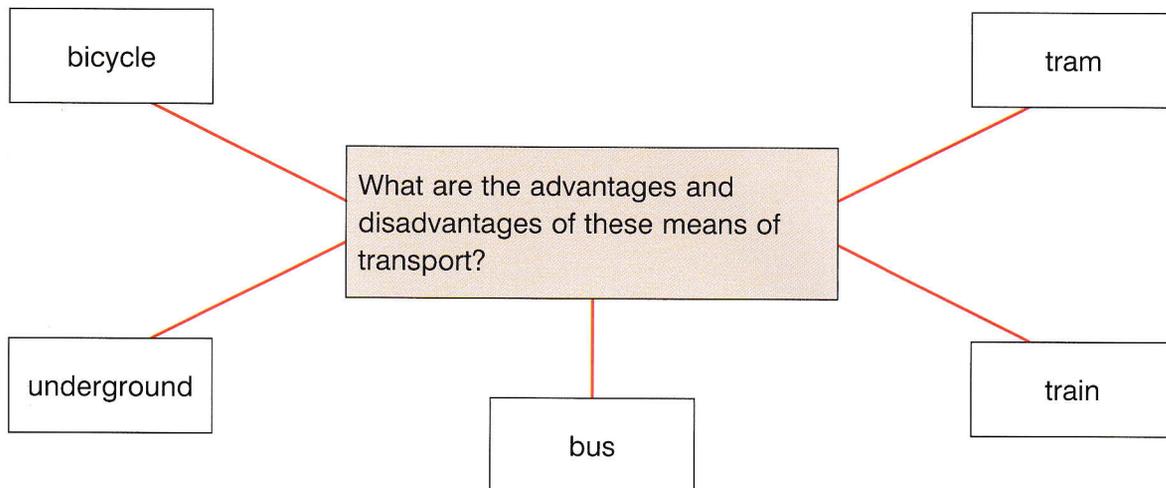
practice test 3



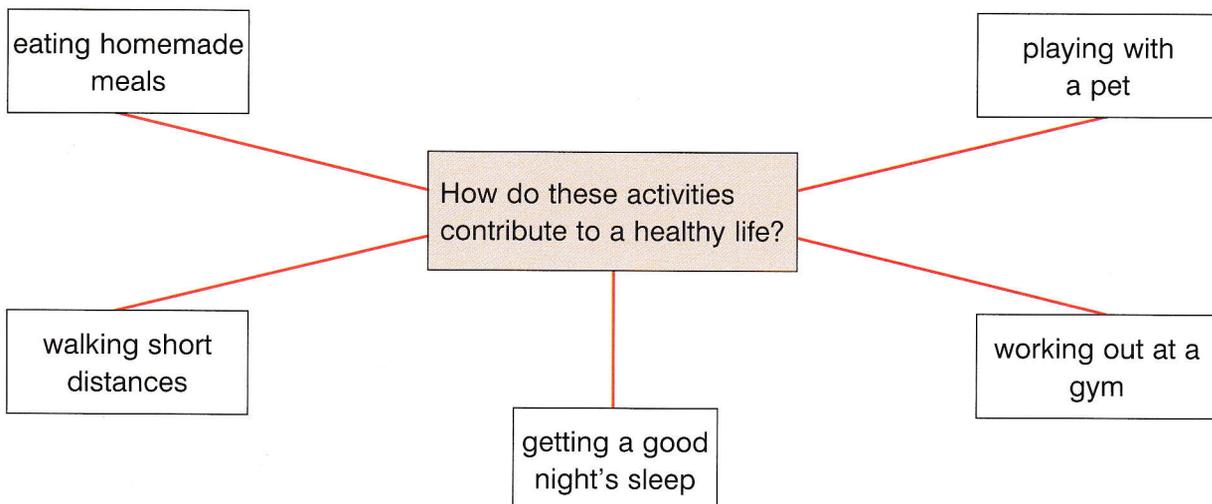
practice test 4



practice test 5



practice test 6



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Student's Book

H. Q. Mitchell - Marileni Malkogianni

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