

FCE for **Schools** **Practice Tests** **1**

Student's Book

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Express Publishing

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Reading and Use of English

PART 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A fitness B condition C situation D circumstances

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

Tip

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

Give your health a Boost

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

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

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

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

PART 2

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

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

Example: 0 A

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Tip

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

The Southern Alps

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

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

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

PART 3

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

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

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

Tip

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

E-BOOKS

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

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

EXPENSIVE
PUBLISH

DIRECT
ATTACH
FAR

DIE

TRADITION
ELECTRONIC

PROFESSION

PART 4

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

Example:

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

ABLE

As the bus was late, Tim his dental appointment.

Tip

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

Example:

0

WASN'T ABLE TO KEEP

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

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

MADE

My mum with the housework at the weekend.

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

BEEN

Maria two years.

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

WISH

I to tonight's party.

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

APOLOGISED

James her plans.

29 Photographing the exhibits is not allowed.

SUPPOSED

You the exhibits.

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

DIFFERENCE

It to anyone what Steve said.

PART 5

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

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

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

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

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

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

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

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

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

"How very rude!"

"Perhaps. But maybe it was sensible?"

"No, Margaret, most rude!"

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

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

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

"And Helen must be careful, too."

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

"Nothing," said Margaret, awkwardly.

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

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

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

"Of course I don't mind," said Helen a little crossly.

"It's just that you and Margaret are both so ridiculously serious about it, when there's nothing to be serious about at all."

31 According to the writer, Mrs Munt was upset because

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

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

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

33 Mrs Munt felt that Helen

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

34 Margaret believed that the Wilcox family were

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

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

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

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

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

Tip

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