

FCE for Schools

Practice
Tests

2

Student's Book

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Express Publishing

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Reading & 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 takes B picks C fills D collects

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.

Internet on the go

Each weekday bus driver J.J. Johnson (0) up his teenage passengers outside a local fairground in southern Arizona. That's how the unique (1) to Empire High School starts.

The bus drives through the desert near Sonoita, a (2) drive from the U.S.- Mexico border. The Vail School District (3) more than 400 square miles, and these students often spend over two and a half hours on a school bus every day. But since November, the high school students aboard the bus have enjoyed a distraction, or a study aid, depending on the moment: (4) to wireless Internet.

How did they (5) to do this? The district put in a wireless router just above the front windscreen. The little black box creates an Internet hotspot and (6) searches for mobile phone towers as it goes along the highway. Sterling Pratz, the head of Autonet, the company that makes the routers, says the (7) had been mainly designed for private vehicles. "School bus connectivity wasn't something we'd even thought about a few months ago, but now over 25 school districts have (8) us know they're interested," he says.

- | | | | |
|----------------|----------------|------------|--------------|
| 1 A travel | B excursion | C journey | D trek |
| 2 A nearby | B narrow | C short | D close |
| 3 A covers | B consists | C contains | D controls |
| 4 A link | B access | C network | D charge |
| 5 A manage | B succeed | C achieve | D make |
| 6 A constantly | B occasionally | C suddenly | D instantly |
| 7 A tool | B device | C outfit | D instrument |
| 8 A had | B made | C let | D given |

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 C O N S T R U C T I O N S

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.

STORK NESTS

Stork nests are huge, bulky (0) assembled from branches and sticks and lined with (17) of twigs, grass and earth and things thrown out by humans like rags and paper. Though the nests may be reused year after year, breeding birds will (18) the structure each season.

Particularly old nests have grown to over 2 metres in (19) and can be as much as 3 metres deep. It seems, too, that storks have a(n) (20) nature. A nest is considered (21) until a leafy branch is added to the edge of the nest.

Stork nests are often found on man-made structures such as rooftops, walls, chimneys, telephone poles and (22) constructed nest towers. Homeowners in Holland and Germany even add things such as (23) wagon wheels to old chimneys to encourage storks to nest on their houses, as the bird is (24) of a happy home and brings good luck.

**CONSTRUCT
LAY**

LARGE

**WIDE
ART
FINISH**

**SPECIAL
WOOD**

SYMBOL



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** I only bought these trainers because you recommended them.
HAVE
 I
 these trainers if you hadn't recommended them.

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.

The gap can be filled by the words 'would not have bought', so you write:

- Example:** 0 WOULD NOT HAVE BOUGHT

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

- 25** Michael started jogging to improve his fitness.
TOOK
 Michael order to get fit.
- 26** "I'm sorry I didn't hand my homework in," Ann said to her teacher.
APOLOGISED
 Ann in her homework to her teacher.
- 27** Ben couldn't go on the school trip because of a doctor's appointment.
PREVENTED
 A doctor's appointment on the school trip.
- 28** My sister got married almost four years ago.
HAS
 My sister four years.
- 29** I decided not to go to the party after hearing who else was going.
CHANGED
 I to the party after hearing who else was going.
- 30** It's a pity that you forgot to invite her to the school play.
WISH
 I to invite her to the school play.

PART 5

You are going to read an extract from an article about the longest raft voyage in history. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

In 1973 a group of 12 sailors sailed across the Pacific Ocean on 3 basic rafts; a journey of 14,000 km from South America to Australia. It turned out to be the longest voyage of its kind ever recorded. The expedition was the idea of Spanish explorer Vital Alsar, who became a doctor of economics, although he never acted as such. Instead, he devoted his whole life to nature and the sea. Vital was inspired by reading a book about the voyage of the Kon-Tikki, a balsa raft built according to ancient principles by Norwegian explorer Thor Heyerdahl, who tried to cross the Pacific in it in 1947.

Vital had sailed on a single raft with 3 companions, completing almost the same voyage three years earlier, but many attributed their success to luck. This multi-raft expedition was, therefore, partly organised to prove that the 1970 voyage was no accident. Its purposes, however, were also scientific: to research different currents in the sea and to show that original expeditions may have consisted of small fleets of similarly built balsa rafts.

The 12 multi-national crew members built the 3 rafts in Ecuador, where the voyage began. They used balsa wood cut from female trees in the jungle for the bases and bamboo for the cabins. The balsa logs were cut at full moon when the sap content in the trees was at its highest. This made the rafts more waterproof. Only natural materials were used, including wooden pegs and natural sisal ropes for rigging. This is because those were the materials and technologies available to the ancient mariners who sailed the Pacific centuries before. Each raft measured 14 metres in length and 5.5 metres in width, and in these fragile vessels they sailed across the greatest ocean on Earth.

Most days followed the same routine: doing daily chores, fishing and cooking. Enough drinking water was taken along to last a few weeks as well as canned meat and vegetables, but the main diet was seafood. When the drinking water ran out, rainwater had to be collected and the crew also had to drink a pint of seawater a day when it was hot, to compensate for the loss of salt due to perspiration. Each raft was equipped with a short range radio for emergency use, enabling the crew to contact land every 3 days.

When asked if they had experienced any scary moments, one crew member mentioned that during storms, the sailors could not see the other rafts as they would go up and down, disappearing into the trough of the huge, roller-like waves, and that the noise of the wind pushing the sails could put the sailors on edge. In contrast, on still nights the surface of the sea was poetically likened to a mirror that "reflected the stars so well that you felt you were floating in space with stars below you, stars on the horizon and stars above you". It seems that the closer they came to their destination, the more a sense of collective gloom set in. Salas, one of the crew members, said that "having to travel to work every day, having to put up with disagreeable bosses and being in a rush all the time" was something none of them wanted to return to.

The voyage took 6 months – 179 days. Sailing from Ecuador, the crew eventually sighted land near Queensland, ending their voyage at the small town of Ballina in New South Wales, where they were given a hero's welcome.

31 In the first paragraph, we learn that Vital Alsar

- A was qualified to teach economics.
- B worked as a professor.
- C was an environmentalist.
- D got his inspiration from an ancient story.

32 What was one reason for the expedition?

- A to do tests on different sea creatures
- B to demonstrate the rafts could not make long journeys
- C to prove reports of similar voyages were untrue
- D to show Vital's previous voyage deserved recognition

33 In building the rafts, the crew

- A used only modern materials.
- B performed ancient tree-cutting ceremonies.
- C selected wood with special qualities.
- D used only one type of material.

34 What does the fourth paragraph show us?

- A No safety precautions were taken.
- B Fresh water was often in short supply.
- C The diet was the same as that of ancient sailors.
- D The crew were in regular contact with loved ones.

35 What does the author mean by 'could put the sailors on edge' in line 52?

- A The sailors sometimes found the sound disturbing.
- B The fear of getting lost was enormous at times.
- C The wind had a calming effect.
- D The sailors were worried most of the time.

36 Which best describes the crew's feeling towards the end of the voyage?

- A relief at having reached Australia
- B doubt about the expedition's purpose
- C reluctance to see the adventure end
- D disappointment that there was no official reception

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 best fits. 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.

PART 6

You are going to read an extract from an autobiography. Six sentences have been removed from the text. Choose from the sentences **A-G** the one which best fits each gap (37-42). There is one extra sentence which you do not need to use.

Running back to Dad

One weekend, just after we had all emerged for breakfast, my sister – an athletic type – announced that she was thinking of doing the London Marathon. “Wow!” I gasped. “How amazing to be able to do that!”

“You should do it too, then,” said my father without the slightest flicker in his voice. He didn’t even look up from the cup of coffee he was making. **37** I told him that he was being ridiculous. That I couldn’t run.

“It’s not that you can’t run,” he corrected. “It’s that you don’t.”

I had always dreamed of being a runner. But as strong as my desire to be one of those girls leaping through the park was, I was equally sure that I was not a sporty type. **38** My conviction had been strengthened by my first attempt at running, not long before I turned 15. I did not reach the end of my road. The simple truth was that I wasn’t a runner, and that made me sad.

39 Now, however, I had no choice but to consider it. Hearing it from someone else made me realise that the only thing stopping me from running was me and I made up my mind soon after to give it a go.

I began with a slow 5 km around the park. I waited until after dark, so no one I knew would see me, and did it at a half-walk, half-run. Instead of disaster, I felt euphoria. Still full of

pride, I went and booked myself a place in the London Marathon and before I knew it, I was committed. Slowly, slowly I started building up speed and then distance. **40** But more important than this, I was losing the self-doubt I had felt for years. As each week passed, I carried myself with a little more confidence, a little more self-respect and a little more determination.

But running also changed one very important relationship – that with my father. I have always loved and respected him but he’s not one of life’s big chatters. Apart from family and his military career, I knew very little about what made him tick. He wasn’t a cold man, he was simply very self-contained and used to a home filled with a wife and two daughters who cared little for sharing his interests. **41**

When I was a small child, my father was everything I could ask for. He was endless fun and constantly inventing games, never tiring of lifting us and throwing us from bike to swing and back again as we shrieked and ran around. He always had time and he always had energy. **42** I wanted to chat about make-up and shoes, not tanks and foreign news items. But now with running in my life – something I was only just realising had always been in his – we were starting to have our longest chats in years.

- A** But once I had outgrown prancing around in the garden with him, the things we had in common seemed to disappear.
- B** I was clumsy: the girl who'd make a joke during games at school to avoid being picked for the team again.
- C** It was then I realised that the old fear of failure had never really left me.
- D** His hands remained completely steady at the task.
- E** The panic I felt about engaging in sport decreased, and so did my weight.
- F** But our relationship hadn't always been like that .
- G** I had accepted this as permanent and given it little thought.

Tip

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

PART 7

You are going to read an article about four teenagers' bedrooms and what their rooms mean to them. For questions 43-52, choose from the teenagers (A-D). The teenagers may be chosen more than once.

Tip

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

WHICH TEENAGER:

- | | | |
|--|----|----------------------|
| decorated their own room? | 43 | <input type="text"/> |
| has a nickname for one area of their room? | 44 | <input type="text"/> |
| makes good use of space? | 45 | <input type="text"/> |
| is highly organised? | 46 | <input type="text"/> |
| would prefer the look of the room to be different? | 47 | <input type="text"/> |
| has made one object a special feature in their room? | 48 | <input type="text"/> |
| likes repair projects? | 49 | <input type="text"/> |
| displays a record of their success? | 50 | <input type="text"/> |
| has a relaxed attitude to neatness? | 51 | <input type="text"/> |
| turned a bit of bad luck to their advantage? | 52 | <input type="text"/> |

Beautiful Bedrooms!

A Susan, 17

Susan is an accomplished, talented ballerina who has won many competitions. Her passion for ballet is reflected in her bedroom. On the wall, framed behind glass, hang her very first pair of ballet shoes. These are Susan's favourite possession and they take pride of place above her bed. The ordered, disciplined approach of her dancing, however, is not reflected in the way she has arranged her room. "I lead a very busy life for a teenager and I just don't have time to clear up after myself. I don't like it but what can I do?" The room is small but brightly decorated with pink wallpaper and white painted wooden floorboards. Susan and her mum did it up themselves. The main feature in the room is the large double bed which has clever, pull-out storage underneath. Near the window is a full length mirror which creates the illusion of space.

B Hefin, 16

"Normally I come up here, shut the door and talk to my friends on the computer," says Hefin. "It's not a place for work – I study downstairs. It's somewhere to get away to." Hefin's room is dominated by an old table football game he is restoring. It is a neat room. Its most striking features are a Welsh flag and a Welsh dragon on his bed. "Mission control," as he calls it, is an old desk of his father's. There are three screens on it – a laptop sits in the middle with a computer monitor on one side and a TV on the other. The walls are largely bare apart from two large Ordnance Survey maps. One shows the route he took when he completed his Duke of Edinburgh award with his school and the other is a map of the area where he lives. Hefin says he doesn't do much sport but he loves running. Asked what his favourite possessions are he replies, "My laptop and my phone; couldn't do without them!"

C Charlie, 14

Charlie has lived in the same house all his life. A burst pipe three years ago meant he could have a say in how his room would be redecorated, so he chose his favourite colour, green. Charlie's room shows his football loyalties clearly. There is a signed Celtic shirt, framed and mounted on one wall; a Celtic bedspread on his bed and a signed photo of his favourite Celtic player on his desk. His room is a model of order: clothes hung with almost military precision, his Harry Potter books stacked according to date of publication on a bookshelf centred on the back wall. His most prized possessions – an assortment of lions and tigers – plush and plastic – are sympathetically arranged on another shelf.

D Furzana, 15

Furzana's room is quite neat, which is impressive considering she shares it with her sister. "It's really good fun. We paint our nails and do makeovers together." There is little on the walls; a small textile hanging and a tiny picture. Her mother is not keen on her sticking too much up but if she had her way, she would paint her room lime green, with one wall papered and have a huge poster above her bed. For now she makes do with a pale, silky bedspread and has two strips of photographs of family holidays in India and Switzerland next to her bed. There are also two photos of her little nephew and niece. "I like my bedroom best when they're around to enliven it. It gets messy but I don't care."

Writing

PART 1

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

- 1 In your English class you have been talking about the effect of cars on our lives. Now your English teacher has asked you to write an essay for homework.

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

Nowadays, there are many cars on the road.
Is this having a negative impact on our environment?

Notes

Write about:

1. levels of pollution
2. traffic in town/city centres
3. (your own idea)

Tip

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

PART 2

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

Tip

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

- 2 You see this advert in an English teenage magazine:

Reviews wanted**The Best Computer Game**

We are looking for reviews of the best computer game for teens. Your review should include information about the visual quality of the game, the purpose of the game and why you recommend it.

The best reviews will be published in next month's magazine and the writers will receive a free computer game.

Write your **review**.

- 3 You have received an email from your English-speaking pen friend.

Can you help me with a school assignment? I have to write about ideas for charity events that schools can organise. Can you tell me the kind of things your school has done to raise money for charity?
Write soon,
Anne

Write your **email**.

- 4 You have seen this announcement in a new English-language magazine for young people.

Stories wanted

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

I strapped my rucksack on my back and set off on my adventure.

Your story must include:

- a problem
- an unexpected event

Write your **story**.

Listening

PART 1

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

- 1 You hear two students talking about their home cities. What do they agree is similar about their cities?**
 - A the types of park
 - B the things young people do
 - C the local facilities

- 2 You hear part of an interview with a teen fashion magazine editor about teen blogs. The editor thinks the difference between girl and boy bloggers is**
 - A not noticeable in the area of fashion.
 - B girls have more special interests.
 - C boy bloggers use their real names less.

- 3 You hear a health advisor talking to a class of students. What does he say?**
 - A Fruit juices can upset your stomach.
 - B The way we consume fruit isn't important.
 - C Smaller servings of juice are best.

- 4 You hear a teenage reviewer talking about a film. The reviewer feels**
 - A some Harry Potter fans will be disappointed.
 - B the films are as good as the books.
 - C this film wasn't as good as previous Harry Potter films.

- 5 You hear part of an interview with a DJ talking about her teenage years. How did she feel about the award she received?**
 - A pleased to be recognised
 - B hurt and embarrassed
 - C not really bothered

- 6 You overhear part of a conversation between a teacher and a student discussing subject options. According to the teacher,**
 - A it is unlikely the timetable will change.
 - B Mr Vernon does not need to be consulted.
 - C three more students must express interest.

- 7 You hear Charlotte, a 17-year-old, talk about what she does at the weekend. What are Charlotte's main interests connected to?**
 - A design
 - B food science
 - C literature

- 8 You hear a teacher talking to a class about a geography field trip. Why is the teacher talking to them?**
 - A to warn them they need permission to go
 - B to explain what kind of tent to take
 - C to organise who will sleep in each tent

PART 2

You will hear a teenage sailor called Carla talking about her round-the-world solo voyage. For questions 9-18, complete the sentences with a word or short phrase.

Carla Cruz: Solo Sailor

Carla had already had her 9 for four years before she first sailed solo.

Carla feels she never underestimated how much 10 her voyage would require.

Carla's solo voyage was delayed because her 11 argued she was too young.

Carla had to 12 her boat for the voyage.

Carla loves the variety of 13 she has to face at sea.

Carla felt lucky not to have met any 14 during the voyage.

It took Carla just over 15 to complete her solo voyage around the world.

Carla gave her 16 to her father to thank him for his support.

Carla is currently working towards obtaining her 17 .

Carla would like her book to inspire 18 to pursue their life goals.

PART 3

You will hear five short extracts in which teenagers talk about their experiences with the organisation Volunteers Abroad. For questions 19-23, choose from the list (A-H) what each speaker says about their time abroad. Use the letters only once. There are three extra letters which you do not need to use.

- A I was glad that I had two very different experiences.
- B I did a lot of research before choosing a destination.
- C I chose to volunteer without thinking about it too much.
- D Becoming a volunteer annoyed my family and friends.
- E I made really strong, lasting friendships.
- F Diving for treasure was an unexpected bonus.
- G I know I sometimes seem over-enthusiastic about it.
- H The place was everything reviewers said it would be.

Speaker 1 19

Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

PART 4

You will hear an interview with a school psychologist called Dr Hyde, who is talking about bullying in schools and on the Internet. For questions 24-30, choose the best answer (A, B or C).

24 Dr Hyde's job involves

- A counselling students in groups.
- B punishing students who bully others.
- C dealing with all forms of bullying in the school.

25 According to Dr Hyde, his school

- A needs a new bullying policy.
- B uses pupils and teachers to monitor bullying.
- C has problems maintaining discipline.

26 What does Dr Hyde advise someone being bullied to do?

- A act as if it doesn't affect them
- B try not to seem confident
- C avoid all eye contact

27 Dr Hyde is concerned that

- A bullies now target people in other countries.
- B victims do not know what is said about them online.
- C the nature of bullying has changed.

28 What is true about cyberbullies?

- A They are more powerful than traditional bullies.
- B They behave in the same way as traditional bullies.
- C They feel less responsibility for their actions than traditional bullies.

29 Dr Hyde suggests parents should

- A monitor teenagers' use of their computers.
- B regularly question teenagers about online activity.
- C develop trust between themselves and their children.

30 Dr Hyde thinks that bullies

- A should share their feelings more.
- B ought to experience bullying themselves.
- C need to care more about consequences.

Speaking

Part One (Warm-up questions)

Suggested questions

Things you like

- What do you like to do in the holidays?
- What's your favourite subject at school? (Why?)
- Do you like playing or watching any sports? (Why?/Why not?)
- What kinds of food do you like to eat? (Why?)

Free Time

- Do you have any special interests or hobbies? (What are they?)
- How often do you use the Internet?
- Where do you go in your free time?
- Is there anything you would like to learn to do in your free time? (Why?)

People you know

- Do you have a best friend? (What do you like about him/her?)
- Tell us something about a member of your family.
- Who do you spend time with at weekends?
- Tell us about someone you know and respect.

Part Two (Picture description – Cooking & Relaxing) [for Part Two pictures see p. S1]

A: (Candidate A), here are your photographs. They show **people cooking in different places**. I'd like you to compare the photographs, and say **what you think might be difficult about cooking in these different places**.
(Candidate B), **which place would you prefer to cook in? (Why?)**

B: (Candidate B), here are your photographs. They show **people relaxing in two different outdoor locations**. I'd like you to compare the photographs, and say **why you think the people have chosen to relax in these two different locations**.
(Candidate A), **which of these locations would you choose to relax in? (Why?)**

Part Three (Making decisions – Local culture)

Now, I'd like you to talk about something together for about two minutes. **I'd like you to imagine that your teacher is planning a school trip for the class to learn about local culture**. Here are some ideas for places to go, and a question for you to discuss. **[For Part Three see p. S9 – What might students learn from a trip to these places?]** First you have some time to look at the task.

- Now, talk to each other about **what students might learn from a trip to these places**.
- Now you have a minute to decide **which two places would be best for a school trip**.

Part Four (Discussing a topic)

Discuss the following:

- Do you think trips like these would be popular with students? (Why?/Why not?)
- How important is it for students to learn about their local culture?
- What can we do to preserve local traditions?
- Is it better to visit local places with your school or on your own?
- Some people say that we are losing our local culture in today's global world. Do you agree? (Why?/Why not?)
- What in your local culture would people from another country find interesting?

FCE^{for} Schools Practice Tests 2

FCE for Schools Practice Tests 2 is a set of eight complete practice tests written in line with the specifications for the FCE for Schools Examination and is aimed at candidates preparing for this exam or any other examinations at the same level of difficulty (CEF Level B2).

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