

TIMESAVER FOR EXAMS



PHOTOCOPIABLE

Practice Tests & Tips

FOR FIRST (FCE)

Helen Chilton, Lynda Edwards & Jacky Newbrook

Includes **14** Boost
Your Grade lessons!

**With
2 CDs**



SCHOLASTIC

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Introduction

Who is this book for?

This book is for teachers of students who are preparing for the *Cambridge English: First (FCE)* exam and who require extra practice material for the four tests which make up the exam: Reading & Use of English, Writing, Listening and Speaking. Ideal as a supplement to any First Certificate or upper-intermediate coursebook, the topics and activities reflect those typical of the *Cambridge English: First* exam.

The Cambridge English: First exam – an overview

Cambridge English: First is a qualification at upper-intermediate level (Level B2 on the CEFR scale), which is officially recognised by universities, employers and governments around the world. The exam is aimed at learners who want to use English for study at an upper-intermediate level, start working in an English-speaking environment, or live independently in an English-speaking country.

How do I use this book?

This *Timesaver for Exams* contains two different types of material: fourteen Boost Your Grade skills lessons and four authentic Practice Tests.

Boost Your Grade lessons

The fourteen Boost Your Grade lessons provide practice of common challenges which students face in the four parts of the exam. These materials are designed to be

used before a Practice Test to develop your students' exam strategies. Students can then go on to apply these skills in the Practice Test. Boost Your Grade lessons offer focused practice of exam sub-skills, such as organising your ideas in an essay (Writing) or identifying attitude (Listening), and practice of specific task types, e.g. dealing with multiple-matching (Reading), or engaging in a discussion (Speaking). Alternatively, the Boost Your Grade materials can be used as stand-alone exam-oriented skills lessons alongside your coursebook. Extra Boost Your Grade lessons are provided to help students prepare for the Listening test, which many students find challenging.

- Boost Your Grade lessons are designed to be teacher-led with clear instructions on the pages, which are all photocopiable.
- The part of the test and the lesson focus are clearly labelled at the top of each lesson.
- This symbol  indicates the approximate lesson length. (Please note that timings may vary according to class size and language level.)
- Boost your Grade tips provide advice for exam strategy.
- The comprehensive answer key gives full explanation of the answers.
- Some activities include pairwork to generate more language and encourage students to engage more fully with the task. These can be adapted depending on context and class size.

The *Cambridge English: First* exam consists of four tests as follows:

TEST	TIMING	PARTS	FORMAT
READING & USE OF ENGLISH	1 hour 15 minutes	7	Parts 1 to 4 contain tasks with a grammar or vocabulary focus. Parts 5 to 7 contain a range of texts with accompanying reading comprehension tasks.
WRITING	1 hour 20 minutes	2	Part 1 is a compulsory discursive essay. In Part 2, students choose from three different task types which can include an article, an informal or formal email / letter, a review or a report.
LISTENING	approx. 40 minutes	4	Parts 1 and 4 are multiple-choice, Part 2 involves sentence completion and Part 3 is a multiple matching task.
SPEAKING	14 minutes	4	Tasks: a short exchange with the interlocutor, a one-minute individual 'long turn', a collaborative task with a fellow candidate and a discussion.

Practice Tests

This *Timesaver for Exams* provides four complete and authentic-level Practice Tests with answer key for all four tests of the exam. Depending on your students' needs, you can use the Practice Tests in this *Timesaver for Exams* to target particular parts of the test or to set up a mock test. The Practice Tests are annotated with 'Think it through' tips and Boost Your Grade activities to provide support for students. The tips aim to help students identify and avoid common mistakes and to help them build strategies for exam success. Practice Tests 3 & 4 contain less support in order to increase students' autonomy and provide a more authentic exam experience.

How do I set up an authentic Listening Practice Test?

The complete Listening Practice Tests each take about forty minutes. Make photocopies of the Practice Test question sheets as well as the answer sheet on page 143 for each of your students. During the actual test, students will hear each listening extract twice. On the CDs that accompany this *Timesaver for Exams*, the short dialogues in Part 1 are each recorded twice. Parts 2–4 are not repeated on the CD and you will need to play each track again for your students. This symbol  indicates the relevant track on the accompanying CDs. As in the exam, time is given on each recording for the students to read each question before they listen. Emphasise to your students the importance of using this time. At the end of the exam give students five minutes to copy their answers onto the answer sheet.

How important is exam strategy to exam success?

The Boost Your Grade lessons and Practice Tests in this *Timesaver for Exams* will support teachers and help learners prepare adequately for the exam. The *Cambridge English: First* exam is a challenging exam requiring students to demonstrate a language level of B2 on the CEFR scale. The top grade in the exam (grade A) is equivalent to C1 on the CEFR scale. Familiarity with each part of the exam is essential for students to be able to perform at their best. Practice of discrete exam task types helps students to develop fundamental skills such as note-taking and listening or reading for relevant information. In addition, practice tests can help students prepare by giving them a chance to focus on maintaining concentration, time management and coping with anxiety. These skills are crucial for all exam students, whatever their level.

The Timesaver series

The Timesaver series provides hundreds of ready-made lessons for all language levels and age groups, covering skills work, language practice and cross-curricular and cross-cultural material. See the full range of print and digital resources at: www.scholastic.co.uk/elt

How to ... express things in different ways

1 Work in pairs. Match the phrases that have a similar meaning.

1 I think you should ...

2 I'm very sorry that I ...

3 I find it easy to ...

4 I wish I had ...

5 You mustn't forget ...

6 It's certainly true ...

7 He always arrives late ...

8 I may not be able to ...

9 It's common knowledge that ...

10 She was allowed to ...

11 It's possible it's not right ...

12 She took no notice of ...

a) She paid no attention to ...

b) It's possible that I can't ...

c) I advise you to ...

d) I need to remind you ...

e) He never turns up on time ...

f) I apologise for ...

g) I have no difficulty in ...

h) It must be correct ...

i) I regret that I ...

j) It could be false ...

k) Everyone knows that ...

l) They let her ...

2 Change the underlined part of each sentence using a phrase from exercise 1. Do **not** change the meaning. Make any other changes so that the sentence is grammatically correct.

Example:

a) I need to remind you to phone Tom,

You mustn't forget to phone Tom.

b) Mary always arrives late – it's so annoying!

c) Did you hear that John's parents let him drive the family car?

d) 'I think you should do your homework more carefully!' said the teacher

e) I may not be able to come to your party – I'll have to let you know.

f) I wish I had studied harder last year!

Boost your grade!

In Part 4 you have to complete a sentence so that it has a similar meaning to another sentence, using a given word. You use between two and five words. You need to think about:

- grammar e.g. passives, reported speech
- vocabulary and collocations e.g. phrasal verbs, fixed phrases

3a Work in pairs. Read the exam task on page 7 that a student has completed. Which two answers are correct?

3b Now match the mistakes to the sentences in the exam task in exercise 4.

The student has:

a) used too many words

b) changed the key word

c) made a grammatical mistake

d) made a mistake with the expression/idiom

e) made a spelling mistake

f) sentences don't mean the same

Boost your grade!

Remember that contractions count as two words e.g. *don't* = *do not*

How to ... organise your ideas in an essay

1 Which statement about essays is not true?

An essay:

- a) has an introduction and a clear conclusion
- b) uses informal and colourful language to engage readers
- c) presents a point of view
- d) uses connecting words to organise ideas

2 Work in pairs. Read the exam task and answer the questions.

- a) Do the two points given in the exam task support the statement?
- b) Think of examples to support the first two points.

Boost your grade!

Remember to add a third point of your own, which should be different from the two points you are given. You will not get a good mark if you forget this.

Exam task

In your English class you have been talking about whether it's a good idea for young people to travel for a year before they go to university or start work. Now, your English teacher has asked you to write an essay.

Some people say it's a good idea for young people to travel for a year before they go to university or start work. Do you agree?

Notes

Write about:

- 1. having new experiences
- 2. learning languages
- 3. (your own idea)

3 Read the Boost your grade! and choose the best idea for the third point in the exam task. Then think of an example to support it.

- a) needing to save money
- b) meeting new people
- c) having fun

Boost your grade!

If the notes given support the statement, try to think of one that puts the opposite point of view.

4 Read two possible introductions to the exam task and choose the best one.

- A Many young people choose to travel before they start university or take a job, but is this really a good idea? There are arguments for and against it, and it's not always an easy decision to make.
- B Travelling round the world is a great idea for young people and it gives them lots of new things to learn and to experience. It's even better when they travel before university because they have plenty of time to waste, and they can make the most of every opportunity.

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.

- 0 A imagination B reputation C story D belief

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

The sloth

The sloth, an animal from central and South America has the (0) of being one of the laziest animals on Earth. These cute (1), with their big black eyes, (2) most of their lives in the treetops, coming down to the ground just once a week. When they are in the treetops they can't be (3) by predators. They spend hours hanging upside (4), their claws clinging tightly to the branches. Almost every activity is (5) out in this position, including sleeping, because it uses the least energy. Under the branches the sloths look just like a (6) of leaves. An insect called the sloth moth helps (7) the sloth's fur green so it can hide from eagles looking for food. If they are ever caught on the ground it is impossible for sloths to (8) a predator, so they have to depend on their strong, sharp claws and then the lazy sloth will fight for its life.

- | | | | | |
|---|-------------|-------------|-------------|------------|
| 1 | A organisms | B persons | C creatures | D beings |
| 2 | A pass | B spend | C wait | D exist |
| 3 | A arrived | B moved | C reached | D searched |
| 4 | A down | B off | C out | D away |
| 5 | A done | B continued | C carried | D sorted |
| 6 | A line | B pile | C range | D type |
| 7 | A let | B make | C allow | D force |
| 8 | A run | B leave | C break | D escape |



THINK IT THROUGH

Always read the text all the way through first, ignoring the gaps, to get the general idea of what it is about.

Part 6

You are going to read an article about whether teenagers should do extreme sports. 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 you do not need to use.

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

Should teens do extreme sports?

Extreme sports are popular with many age groups but there are many controversies around whether teens in particular should be encouraged to participate in sports like these. Some see them as far too dangerous for teenage bodies which are perhaps not yet fully developed. **37** I have to say that I totally agree with the latter. Taking risks is a way of teaching yourself bravery and stepping outside your comfort zone to do something that scares you can make you feel empowered — even if you don't get it right the first time. A study recently found that conquering physical feats that scare you (for example, surfing a big wave) can transform your overall confidence. That's why extreme sports are perfect for teens, who are eager to learn and perfect new passions.

I've been snowboarding since I was nine years old, and I've loved every bit of the sport since. Being on the slopes for hours a day helped me gain an understanding of the way my body works. **38** Snowboarding taught me how to push myself, especially when I was scared of falling. And it made me more persistent because one way or another, I always have to make it to the bottom of the slope.

I believe every teen should be able to experience those benefits, and many more. All sports, especially extreme ones, require physical exertion, which keeps you in great shape. And, because it must be noted, the adrenaline rush from an extreme sport is much healthier than the high that some teenagers might seek from unhealthy activities such as drug use. There's nothing quite like that feeling you get as you're about to descend a steep slope or lift off for a complicated jump. It's adrenaline that is produced by our bodies when we're confronted by a frightening situation and prepares us to face a danger or run from it, fight or flight. That's what attracts teens to extreme sports. **39**



I know there are people who doubt the benefits. Their main argument is that, as we all know, the teen brain is particularly keen on thrill-seeking and not so good at evaluating risk. **40** If we don't take risks, we don't learn!

Even the best extreme athletes get hurt sometimes. **41** It's true that there are many injuries every year, with skateboarding being the main culprit. But it's all about being trained well and having the right equipment. It's fair to say that a certain amount of risk is involved and these sports will never be injury free, but good preparation can reduce the likelihood of accidents if not rule them out completely. Fear of injury shouldn't prevent teens from participating in a sport they enjoy. With a helmet and proper padding (and some patience!), they'll minimise the chance of injury and benefit from all the great things extreme sports have to offer. If they never try, they'll never know how good they could become.

42 An extreme sport can teach us patience, control, and discipline, and it might even become an activity that we fall in love with in the process.

- A** They also introduce you to a positive community of people who share the same interests.
- B** They are always willing to help you improve.
- C** Adults need to stop doubting teenagers so much!
- D** I learned which muscles are responsible for which movements, how to adjust my technique to avoid injury, and what my physical limitations are.
- E** But surely this is part of growing up and in fact part of human development!
- F** Others view them as a perfect hobby for adventurous teenagers.
- G** Those against the idea of teens doing extreme sports talk up the dangerous side of it.

Boost your grade!

1 Read the instructions to this Part 6 task carefully and then look at the title and the photograph. What opinions do you think might be given in the article?

2 Skim the text and match each idea with the correct paragraph.

- | | |
|-------------|---|
| Paragraph 1 | a) the possible dangers and safety precautions |
| Paragraph 2 | b) why teenagers should be allowed to take chances |
| Paragraph 3 | c) different views on extreme sports |
| Paragraph 4 | d) what we can learn from extreme sports |
| Paragraph 5 | e) the social and physical advantages of extreme sports |
| Paragraph 6 | f) the writer's personal experience |

3a Now look at sentences A-G again. Which of the sentences talk about the following ideas?

- a) the possible dangers and safety precautions
- c) different views on extreme sports
- e) the social and physical advantages of extreme sports
- f) the writer's personal experience

3b Does looking for contextual clues help you to match some of the sentences?