

Introduction

Past papers from the First Certificate in English (FCE) examination are being published in collaboration with the University of Cambridge Local Examinations Syndicate in response to requests from teachers and language teaching institutions for additional examination practice material.

FCE Practice Tests provides an opportunity to familiarise students with the examination papers and provides candidates with practice in examination technique. It is also possible to conduct five-paper 'mock' examinations if desired. However, it should be noted that the assessment of candidates' results in a public examination with many thousands of entries involves complex statistical procedures and for this reason no published texts can provide the basis for a full comparable assessment.

FCE Practice Tests 2 contains five past examinations based on the FCE examinations of June 1979 to June 1981. Each paper is presented as far as possible exactly as set in the FCE examination, except that the order of Reading Comprehension and Composition papers has been reversed where necessary to follow current practice.

This accompanying Teacher's Book contains marking instructions and answer keys. The Student's Book contains a sample answer sheet for Papers 1 and 4. The FCE/CPE Practice Tests Answer Pad, also published by Cambridge University Press is available for practice in recording answers to Papers 1 and 4 in the form required by the examination.

Information about the performance of candidates may be found in the annual *Survey of the Cambridge EFL Examinations* available from the University of Cambridge Local Examinations Syndicate, 17 Harvey Road, Cambridge CB1 2EU.

The First Certificate Examination

Description

The examination has the following format:

	<i>Time</i>
Paper 1: Reading Comprehension	1 ¼ hours
Paper 2: Composition	2 hours
Paper 3: Use of English	2 hours
Paper 4: Listening Comprehension	approx. 30 minutes
Paper 5: Interview	approx. 10 minutes

Papers 1 and 4 consist of multiple-choice questions and the answers are machine-scored. Papers 2 and 3 require written responses ranging from one word to a whole composition, and are examiner-marked. Papers 4 and 5 carry 25% of the total marks for the examination; the other three papers each carry 25%.

Assessment

The final assessment of any candidate is arrived at only on the basis of total performance in the five papers, in which marks have been carefully adjusted to establish correct weightings and grading levels.

These procedures are clearly impracticable for the teacher working alone; however, the following guide provides a 'profile' of marks which will enable teachers to assess candidates appropriately.

<i>Name of Paper</i>	<i>Percentage of total marks</i>	<i>Assessment</i>
Paper 1: Reading Comprehension	25%	The average mark for pass candidates is about 60% with good candidates scoring 70%–80% and very good candidates 80%–100%.
Paper 2: Composition	25%	Teachers may use any suitable total mark for the paper. Work of pass quality should be considered as gaining about 40%, good work 60% and very good 75%–80%.

Assessment

Paper 3: Use of English	25 %	Any suitable scale may be used for individual questions or the whole of Paper 3. An adequate pass-level candidate should score 50%–60%.
Paper 4: Listening Comprehension	25 %	The best candidates should score full or nearly full marks in this paper; average pass candidates should score about 60%.
Paper 5: Interview		Pass-level candidates can be expected to score 60% or more of the marks allotted for the three sections of the Interview.

Paper 1: Reading Comprehension

1.1 Practice notes

Paper 1 is in two sections, the first consisting of 40 multiple-choice items in the form of a sentence with a blank to be filled by one of five words or phrases, and the second consisting of 20 multiple-choice items based on two or more passages.

Care should be taken not to practise this test to excess, but merely to accustom candidates to the requirements and tempo of tests of this type. Their length and character are dictated by the needs of effective testing and do not directly reflect a comparable emphasis in class time, which may be unproductive.

1.2 Marking

The answers to be taken as correct for Paper 1 are given in the First Certificate Practice Tests section of this book. These can readily be transferred to a transparent overlay (e.g. an overhead projector transparency) to ensure ease and accuracy of marking.

The average score for pass candidates on Paper 1 is in the region of 60%, with good candidates scoring 70%–80% and very good candidates 80%–100%. With a total of 60 for the paper, this means pass candidates should score about 36.

Paper 2: Composition

2.1 Practice notes

The range of topics set gives the opportunity for simple composition or discussion, descriptive writing or a mixture of description and narrative. There are five topics from which the candidate chooses three. Each composition must be between 120 and 180 words in length. Work in the classroom should provide practice in the writing of all these different types of

composition, at the required length and within the time constraints of the examination, i.e. about 40 minutes should be allocated to each topic. Care should be taken to ensure that candidates master the different forms of language appropriate to each topic, realising, for example, that language appropriate to a dialogue may not be suitable for a descriptive composition. Candidates should also be made aware of appropriate layout in e.g. the letter exercise.

2.2 **Marking**

Marking is based on the quality of the language employed, so that attention should be directed towards the range and appropriateness of vocabulary, sentence and paragraph structure and the correctness of grammar, punctuation, and spelling rather than towards subject-matter. Content is not the main concern at FCE level, although the inclusion of irrelevant material, especially that which seems to be included because it has been learnt 'parrot-fashion' is penalised.

As in the examination, a single impression mark is given for each composition, taking into account all the above factors of appropriateness of content and linguistic expression. This means that individual mistakes are not penalised, but count in the overall impression. Consistent decisions must be made on the layout of letters and dialogues, colloquialisms, under- or over-length compositions, and the appropriateness of the language chosen. The underlining of specific mistakes or dubious structures is recommended as an indication of the extent and character of errors in language.

Each composition should be assessed using the following scale, which is shown in percentage form although any suitable total mark may be used. The pass mark should be considered to be about 40%, a good pass to be 60% and a very good pass to be 75%-90%.

90-100	Excellent	Natural English with minimal errors and complete realisation of the task set.
75-90	Very good	More than a collection of simple sentences, and with good vocabulary and structures. Some non-basic errors.
60-75	Good	Simple but accurate realisation of the task set with sufficient naturalness of English and not many errors.
40-60	Pass	Reasonably correct but awkward and non-communicating OR fair and natural treatment of subject with some serious errors.
25-40	Weak	Original vocabulary and grammar both inadequate to the subject.
0-25	Very poor	Incoherent. Errors show lack of basic knowledge of English.

The following sample compositions taken from one of the Syndicate's reports illustrate the level in this part of the examination of candidates in the five whole-examination grades A to E, and represent roughly the area 80 down to 20 marks on the scale.

GRADE A

As soon as I looked around my exhilaration changed into despair. Having a few days holiday I had decided to spend them in _____, a small place situated at the end of a narrow valley, and where I had been teaching for many years.

In less than two years' time the little and charming village had grown up. There had been wooden houses coloured with flowers of all kinds in the past. Now the dark houses looked as if they were ashamed of their presence besides the new high brick buildings, which, on the contrary, seemed to look down at them mockingly. The large and wide schoolyard had been part. A small area remained as the children's property whereas the other side was occupied by a lot of cars. Then, walking down towards the river I had a shock when I pointed out a new built swimming pool.

Surely, the village children were pleased to jump into water all the year round, but I felt rather disappointed to realise that tourism had spoiled a remote place I had always been very fond of.

GRADE B

Dear Bill,

I'm terribly sorry about my behaviour last night and I would like to apologise for crying and shouting in such a loud voice. Now, I know you are right and I'm to blame.

This morning I was looking into every drawer and wardrobe and I found the key in the drawer where the towels are. I can't remember when I put it there. I must have been drunk because it's really not the right place for the key of the car. But I'm happy that I have it again.

As our last meeting ended so badly I would like to see you another evening. What about Saturday? There's a nice concert at the Albert Hall and I would be pleased if you would agree to my invitation. I think you will be keen on listening Mozart's Little Night Music and some other synfonies.

I'm looking forward to getting your answer.

Kind regards,

N.B. If you like to phone I'm at home in the evening!

GRADE C

I do believe a husband should help his wife with Housework, Because it helps to understand the matters of each either easier. In fact in a family where the husband works just for a living and the wife does either just the Housework or Housework plus a part-time job, we can see that they easily quarrell each either. I do not mean this happens to everybody, but to the majority yes. Yet, I believe it helps to be taken as exsamples by children in their lives. That is why I challenge everybody who says that the husband's duty is just to work for a living while the wife must take care of everything else in the house. Certainly, now a days many men can not cook or do any other works that just women can do, but at least she works like clean the house, or go shopping etc. it helps.

GRADE D

I believe a husband should help his wife in the house, not because I am a woman but if he doesn't mind to do so. It doesn't mean that he should do the housework or take-over woman's job. Some husbands, because they have such an understanding with their wives and they like helping their wives.

The First Certificate Examination

At present, a lot of house wife doesn't only do the house-work but also they work in an office or company. For example, a house wife who works as a Secretary in a Company, at least she works for about 6 hours so her husband should help her to do some works such as gardening, looking after children, cleaning the house and mending every-thing even to do washing-up or cooking. In the other way round his wife should take care of him and make him happy I'm sure if so their family would be happy and satisfies.

GRADE E

Last Sonday I drove in my car with my family in those village, where we have lived some time ago. As eldest child of our family a was born in this very nice old village with about 5,000 abitants, and you can find there a little castel near a river and a big nice park in the middle of the village. But now only some years later, the village didn't seem even the village at the time a have been there. In the city on the mainroad, some old houses were crashed down and now you find there a big building with many shop where you can buy everything. In the same building is too a big hall for concert, theatre, meetings etc. Behind of this there are a big swimming pool with a nice child-bassin and on the side a new tennis place. You can say, this village looks just like a little town, or the village looks like in a nice new cloth.

Paper 3: Use of English

3.1 Practice notes

This paper has two sections. The first contains exercises to test the candidate's active control of English usage and grammatical structure. The second is a directed writing exercise where the candidate has to extract information and present it in a coherent form.

Practice can consist of whole papers or individual question types, though it should be noted that the modified cloze test which forms question 1 in all papers is of more value as a testing device than as an exercise to increase language awareness, and should, like multiple-choice tests, not be over-practised. Section B of Paper 3 functions as a further composition test, and need not be practised at the same time as the more analytical material.

3.2 Marking

Detailed marking schemes are given in The First Certificate Practice Tests section of this book, isolating each marking point. For practice purposes, any suitable modification may be made as long as care is taken to adopt a consistent approach to errors.

For Section B an overall impression mark is given, normally for each paragraph, for isolating the appropriate information points and presenting them suitably. The scales shown in the Practice Tests section, or any other suitable total mark may be used. An adequate pass-level candidate should score 50% -60% of this.

Paper 4: Listening Comprehension

4.1 Practice notes

Like Paper 1 this test should not be over-practised, though it is important for students to become used to the conditions in which it is taken. The essential instructions to the person conducting the test may be summarised as follows:

- i) Candidates must be given a clear introduction to the test, and the procedure explained (two readings of each passage, answers on the sheet provided, and in pencil).
- ii) After a pause (about 1 minute) to look through the first group of questions, the first reading is announced.
- iii) Each first reading of a passage should take about 2½ minutes, ignoring the marked pauses.
- iv) Candidates should be told that there will be a pause for selecting answers, and reminded that questions need not be answered in order and may be left until the second reading.
- v) Each second reading of a passage should contain a 5 second pause at each of the places marked, and be followed by a pause of about 1 minute.

4.2 Marking

The answers to be taken as correct are given in The First Certificate Practice Tests section of this book. The candidates' answer sheets should be scored as explained for Paper 1. The best candidates should score full or nearly full marks in this paper, average pass candidates somewhere in the region of 60%.

Paper 5: Interview

5.1 Practice notes

Teachers will probably wish to give students experience of the whole Interview, conducted as in the examination and marked simultaneously. They should therefore familiarise themselves beforehand with the procedure and marking scales as given below. Each student should be given ten minutes to prepare the dialogue beforehand.

Section A: Conversation (about 5 minutes)

The examiner's version of each photograph has sets of suggested questions and follow-up topics.

The candidate should be given an opportunity to study the photograph for a few seconds. The specific questions should then be asked, followed by a lead into the general topics. Not all the questions or topics suggested need be used for each candidate, and modifications may be made as thought necessary.

The candidate should be encouraged to demonstrate his overall fluency and the examiner should aim to provide reasonable openings so that the candidate

The First Certificate Examination

is encouraged to take the initiative and speak a number of connected sentences without interruption. It should be made clear to the candidates that factual knowledge of and accurate interpretation of the picture are not being tested.

Section B: Dialogue (about 2 minutes)

After the Conversation section of the examination, the candidate should be given a few seconds to glance over his speech before being asked to read his part aloud. The examiner should assist the candidate by reading his own part with some freshness and conviction.

The candidate's reading should be assessed for quality of intonation, rhythm, stress and pronunciation, using the scale given below.

Section C: Situations (about 3 minutes)

The candidate is required to respond to three situations chosen by the examiner from the list given. The examiner reads the situation aloud while the candidate follows on his own copy. This should be sufficient for the candidate to realise what is required, but a simple general explanation may be added at the examiner's discretion.

5.2 Marking

Each sub-test involves a separate impression mark for particular aspects of oral performance, with passing candidates gaining in the region of 50% of the available marks in each, as indicated in the marking scales below. To assist in forming an impression of the standards applied in the examination, sample recordings are available from the University of Cambridge Local Examinations Syndicate at the address given on p. 1.

In the picture-based Conversation the following scale based on *overall ability to communicate* should be used:

Very weak	0-2 Cannot understand or produce simple vocabulary or structures.
Weak	3-6 Unlikely to sustain an everyday conversation.
Not quite adequate	7-9 Can communicate in a hit-and-miss fashion.
Adequate	10-13 Basic competence on straightforward topics.
Good	14-17 Fluent at this level, though noticeably foreign.
Excellent	18-20 Near-native fluency

Assessment

In the Dialogue the following scale, based on *pronunciation features*, including intonation, rhythm and stress should be used:

Weak	0-1 Barely intelligible.
Inadequate	2-3 Strongly foreign pronunciation, only intermittently intelligible without sight of the passage.
Not quite adequate	4 Mispronunciation, poor rhythm and intonation make reading not fully intelligible.
Adequate	5-6 Most sounds correct, control of intonation and stress patterns.
Good	7-8 Clearly foreign, but controlled and easily understood.
Excellent	9-10 Effective, near native pronunciation.

The following scale should be used for each of the three Situations:

- 0 Misses point completely, or gives very inadequate response.
- 1 Relevant but inadequate, or badly expressed.
- 2 Good but not fully correct or natural.
- 3 Fully acceptable.

The First Certificate Practice Tests

This section contains a marking key or list of answers for each paper as appropriate, and material needed by the teacher for Paper 4 and Paper 5. The answers are laid out in exactly the same order as in the Student's Book, paper by paper.

Practice Test 1 (based on June 1979 examination)

Paper 1: Reading Comprehension

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	21	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	41	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	22	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	42	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	23	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	43	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D
4	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	24	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	44	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	25	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	45	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
6	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	26	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	46	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
7	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	27	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	47	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
8	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	28	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	48	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
9	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	29	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	49	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
10	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	30	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	50	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
11	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	31	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	51	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
12	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	32	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	52	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
13	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	33	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	53	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
14	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	34	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	54	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
15	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	35	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	55	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
16	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	36	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	56	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
17	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	37	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	57	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
18	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	38	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	58	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D
19	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	39	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E	59	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
20	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E	40	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	60	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D

The First Certificate Practice Tests

Question 3 (Mark for each correct answer.)

1. warmed
2. warmed/heated
3. burnt/burned/overcooked
4. fried/cooked
5. baked

Question 4 (Mark for each correct answer.)

1. died
2. her/Helen's etc. death/dying
3. has been dead
- 4a. was dying/going to die/nearly died/near to death
- 4b. she was dead/had died
5. die/are dying/died/used to die

Question 5 (Whole or half mark for each correct portion between vertical lines. Ignore the parts in italics.)

1. *I* | have just received | the | *parcel* | containing | the | *leather coat I* |
ordered | from | *you three weeks ago*.
2. On | opening | *the parcel I* | was | *extremely disappointed* | by | the | *contents*.
with | its |
at
3. *The coat* | does } not look | *like* | the | *one* | in the photograph | in { the |
did } | photographed | { your |
advertisement | in | *The Daily News*.
4. *It* | is | *shorter and* | does not swing | in the way | shown | *in the photograph*.
5. *Also, I had* | ordered | a | *Large Size* | since | *the advertisement* | stated |
the | as |
that this | corresponded | to | *^* (i.e. no 'the' added) | *Sizes 40 and 42*.
corresponds |
6. *The coat I* | received | is | at | *least one size* | smaller than | *all my*
have received |
other coats | which are | *Size 40*.
7. | This is | the | *first time* | I have bought | *anything* | by | *Mail Order* and
| it will be | the last | as | I am | *so disappointed*.
since |
because |
8. *Therefore, I* | am returning | *the coat* | and asking | *you* | to refund
for a refund { of
on
the | *cheque* | for | £70, | which I sent | with | my | order.
my | the |

Section B

Question 6 (content and style marks as follows)

0–5 marks for coverage of relevant points, i.e.

Paragraph 1: Boarding school teaches independence, is a good preparation for life.

Fun living with boys of the same age.

Home becomes a welcoming place where it is possible to relax.

The parent can choose the children his own child mixes with.

Paragraph 2: Day school avoids the artificial atmosphere of boarding school—a child sees different kinds of people and everyday family problems—a good preparation for life.

A boarding school child is lonely –punishments, harsh conditions.

A boarding school parent shirks responsibilities.

0–5 marks for quality of answer in terms of

- Acceptable paraphrase of or intelligent selection from the text.
- Good flow and linking of points.
- Accurate use of pronouns.
- Suitable length.

Paper 4: Listening Comprehension

Passage for Questions 1 to 5

The only address I knew was the Royal Hotel, but Strickland had long left that, and they would have no memory of him. Since for some strange reason he didn't like to tell people where he was it was unlikely that, on leaving, he would have said where he was going. Besides, it was more than five years ago. / I felt pretty sure that he had not moved far. If he continued to go to the same café as when he had stayed at the hotel, it was probably because it was the most convenient. / Suddenly I remembered that it was through the baker from whom he bought his bread that he had been asked to paint a portrait, and it struck me that one might find his address there. I went to the Post Office and asked if they could give me the address of every baker in the immediate neighbourhood. There were five of them and the only thing to do was to go to all five. / Paul Garrick accompanied me unwillingly. His own plan was to run up and down the streets that led out of Barton Square and ask at every house if Strickland lived there. My simple scheme was, after all, very successful, for in the second shop we asked at the woman behind the counter said that she knew him. / She was not certain where he lived, but it was in one of the three houses opposite. Luck favoured us, and in the first we tried the caretaker told us that we should find him on the top floor. /

"It appears that he's ill," said Garrick.

"Perhaps," answered the caretaker, showing little interest. "As a matter of fact, I have not seen him for several days."

The First Certificate Practice Tests

Passage for Questions 6 to 10

Heidi spoke schoolgirl English with a slight American accent to her own complete satisfaction. She had clearly no intention of doing any work. /

When I tried weakly to suggest a plan for lessons, she kept interrupting to offer me chocolate, coffee, and cigarettes. "Excuse me, there isn't any fruit," she smiled, then picked up the house telephone: "Anna, please bring some oranges." /

When the maid arrived with the oranges, I was forced, despite my unwillingness, to make a regular meal, with plate, knife, and fork. This destroyed the last pretence of a teacher-pupil relationship. /

It was a waste of time even pretending to teach her anything. If she didn't know a word, she said it in German. If I corrected her, she repeated it in German. / I was glad, of course, that she was so lazy, and only afraid that her mother might discover how little progress she was making. But this was very unlikely. Most rich people, once they have decided to trust you, can be deceived to almost any extent. The only real problem for the private teacher is to get inside the door. /

As for Heidi, she seemed to enjoy my visits. From something she said, I understood that she boasted to her school friends that she had got a real English teacher. We came to understand each other very well. I was bribed with fruit not to be troublesome about the English language; she, for her part, told her parents that I was the best teacher she had ever had. / We talked in German about the things that interested her. And every three or four minutes we were interrupted while she played her part in the family game of exchanging entirely unimportant messages over the house telephone. /

Passage for Questions 11 to 15

The young policeman, Constable Rider, walked more quickly than usual, because of the cold, but he did not consciously neglect any part of his work. His torch flashed on doorways and windows as he looked for anything that was at all suspicious, and when he even thought that anything was unusual he went to try the door and window, probably unheard by the people sleeping in the room just above his head. / As he turned a corner, he heard a slight rustling sound—it might be a cat, it could even be a dog, although few dogs wandered about at night. It might be a pair of lovers or it might be anything. Rider saw nothing. /

A cat then? Usually if you disturbed a cat, it ran off and jumped, and you heard or noticed something else. By doing a lot of night work, you learned to notice these things, but now all Rider noticed was the silence which had followed the rustling sound. / So he acted cautiously. He did not flash his torch about the houses near the corner but walked on, and, a little way from the spot where he had heard the sound, stopped and bent his head, as if he was lighting a cigarette. A policeman who stopped to light a cigarette seemed the most unsuspicious policeman in the world. /

There was still no sound. There were bushes in the garden of the house where Rider had first heard it and he knew that a man could hide there out of sight. But if he went back, it would warn any such man. / So instead he stood and shone his torch at the window nearest him, and as if he had noticed something unusual, he walked towards it and opened the wooden gate, which made no sound at all. He reached the entrance and shone the torch on the keyhole of the front door—and as he did so, the rustle came again, this time much more softly. He looked round quickly.

Practice Test 1

Answers

- | | | | | | | | | | |
|----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|----|------------------------------------|-------------------------|------------------------------------|------------------------------------|
| 1 | <input type="radio"/> A | <input checked="" type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 11 | <input checked="" type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> D | 12 | <input checked="" type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> D | 13 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> D | 14 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> D | 15 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> D |
| 6 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> D | | | | | |
| 7 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> D | | | | | |
| 8 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> D | | | | | |
| 9 | <input checked="" type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |
| 10 | <input type="radio"/> A | <input checked="" type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | | | | | |

Paper 5: Interview

See page 8.

Section A: Conversation



Suggested range of questions and topics

1. What does the picture show?
2. Describe the man on the left.
3. What are the girls doing?
4. What can you see in the background?

Young people's interests and amusements.

Camping.

Popular and folk music

Section B: Dialogue

The candidate will read the part of JEAN.

Charles: You've only met Mrs. Shankland once after all.

JEAN: A woman can't fool another woman with a pretty dress and a gay manner and a bright smile. She's been through some form of hell, that woman. Anyway, what is she doing down here? Dressed like that, and looking like that, she ought to be staying at the Royal Hotel. Besides, she's not wearing a wedding ring.

Charles: Really, Jean, you're letting your imagination run away with you. Perhaps the ring has got broken or something.

JEAN: She's divorced, I'm sure of it.

Charles: Well, all right. But according to your ideas on marriage, that ought to make her happy.

JEAN: My ideas on marriage are only for us, Charles. I'm going to have a career, and you're going to be a famous surgeon. But most people aren't sensible as we are. They get married and are miserable when it goes wrong. Thank heavens it can't happen to us. We're too well organised. At least I am, I know, and I hope you are.

Section C: Situations

1. You want to use a public telephone but don't know how. Ask someone near.
2. You want to book an airline ticket to New York, but the first plane is fully booked. What do you say?
3. You need to return to your own country or town unexpectedly in the middle of the school term. Ask for permission.
4. The television set you have rented isn't working. Ask at the shop for someone to repair it.
5. A visitor from abroad arrives in England on a national holiday and cannot understand why the banks are all closed. Explain to him.