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Cambridge English: First for Schools

New 2015 format

PAPER 1 - READING & USE OF ENGLISH			
Paper/timing	Part	Test content	Test focus
READING AND USE OF ENGLISH 1 hr 15 mins	1	A modified cloze test containing eight gaps followed by eight multiple-choice questions.	Candidates are expected to be able to: demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills including understanding of specific information, text organisation features, implication, attitude and text structure.
	2	A modified cloze test containing eight gaps.	
	3	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.	
	4	Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.	
	5	A text followed by six 4-option multiple-choice questions.	
	6	A text from which six sentences have been removed and placed in jumbled order, together with an additional sentence, after the text.	
	7	A text or several short texts, preceded by 10 multiple-matching questions.	

PAPER 2 - WRITING SECTION

Format: The paper contains two parts. **Timing:** 1 hour 20 minutes **Number of Parts:** 2

Task: You are required to complete two tasks: a **compulsory** task in **Part 1** and **one task from a choice of three** in **Part 2**.

Task Types: A range from the following: • an essay, • an article, • a letter/email, • a review, • a story.

Scoring: Each question on this paper carries equal marks.

Structure and tasks

Part 1: Write an essay giving opinion and providing reasons for the opinion.

You are asked to write an essay giving your opinion on the essay title using the ideas given and providing an idea of your own. The essay title will be on a subject of general interest not requiring any specialised knowledge.

Word Requirement: 140–190 words

Part 2: Writing one from a number of possible text types based on a contextualised writing task.

You have a choice of task. In questions 2–4, the tasks provide you with a clear context, topic, purpose and target reader for your writing. The output text types are:

- an article, • a letter/email, • a review, • a story.

Each task has a given purpose and a target reader.

Word Requirement: 140–190 words

PAPER 3 - LISTENING

Part 1	Part 2	Part 3	Part 4
3-option Multiple Choice	Sentence completion	Multiple Matching	3-option Multiple Choice
A series of separate and unrelated extracts lasting about 30 seconds each.	A monologue lasting 3-4 minutes.	5 short related monologues lasting about 30 seconds each.	An extract lasting about 3-4 minutes.
One question per extract.	Listen to the recording and complete the sentences. Questions are asked in the order the answers appear on the recording.	For each question, select the correct option from a list of eight.	
8 questions in total	10 questions	5 questions	7 questions
[monologues and interactive exchanges]	[a monologue]	[5 monologues]	[an interview or interactive exchange]

PAPER 4 - SPEAKING

The Speaking test consists of four parts:

Part 1 Interlocutor and each Candidate	Part 2 Candidate Alone
- a conversation between the interlocutor and each candidate - candidates must answer the interlocutor's questions with basic personal information 2 minutes (about 1.5 per candidate)	'long turn' for Candidate 1 (Candidate 1 speaks for 1 minute about a pair of photographs) - 4 minutes in total - short response from Candidate 2 (30 seconds) 'long turn' for Candidate 2 (Candidate 2 speaks for 1 minute about a pair of photographs) - short response from Candidate 1 (30 seconds) - candidates must describe and compare their two photographs and give an opinion
Part 3 Candidate and Candidate	Part 4 Interlocutor and Candidates
- a conversation between the two candidates - candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks - Candidates are expected to answer the question by exploring the different prompts (2 minutes) and reach a decision on the best one(s) (1 minute). 4 minutes	- a discussion on topics related to Part 3 - candidates must express and explain their opinions, and agree or disagree with the opinions expressed by the other candidate and/or the interlocutor 4 minutes

The Speaking Test lasts around 14 minutes in total. In the event that there is an uneven number of candidates, the final group will be made up of three candidates and their test will last approximately 20 minutes.

Test 1

Reading and Use of English

Part 1

FCE for Schools

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 protected B saved C distant D shelter

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

Building Animal Parks

Zoo architects create a large (0) *protected* area that looks as if it has no boundaries but it does. In fact, it has (1) *fences* and boundaries which are carefully (2) *concealed* so as to give the impression that the park is (3) *limitless*, but of course boundaries are necessary to protect both animals and people. Architects use a(n) (4) *variety* of methods to make the park seem like a distant, wild habitat.

Before changing or improving the environment of the animal park, zoo architects have to (5) *consider* the needs of animals in the wild. For example, if the park has tall-necked giraffes, then tall trees have to be (6) *provided* to accommodate their browsing needs. Tree stumps are left in the (7) *ground* so that rhinoceroses can rub themselves against them. Trees or plants with lots of thick leaves are used to protect animals and can also be used as hiding places. Other areas are left barren without vegetation so that animals such as zebras can run around (8) *freely* and roll in the dirt to rid themselves of insects.

- | | | | |
|------------------------|--------------------|--------------------|-------------------|
| 1. A fences | B railings | C dividers | D screens |
| 2. A masked | B concealed | C buried | D secret |
| 3. A timeless | B motionless | C limitless | D useless |
| 4. A variation | B amount | C quantity | D variety |
| 5. A sense | B imagine | C think | D consider |
| 6. A provided | B presented | C given | D built |
| 7. A floor | B ground | C bottom | D level |
| 8. A generously | B slowly | C freely | D kindly |

Test 1

FCE for Schools

Part 2

Reading and Use of English

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

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

Example:

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

Ben Heck and Bonsai Computing

In America, the country (0) *where* 'big is good,' Ben Heck prefers to make video games and consoles smaller. That is (9) *what* is meant by Bonsai computing. Bonsai is the art of growing trees in (10) *such* a way that they stay very small. Ben Heck is very well-known (11) *in / throughout* America because of his funny broadcasts on YouTube and his (12) *own* TV show. In this show he hacks all sorts of devices (13) *that* his viewers ask him to, from smartphones to electronic doors and wheelchairs. He changes these objects in unexpected ways and he also creates new objects from scratch.

But what he is most famous for is deconstructing classic games consoles and giving them different forms. This is a hobby he's (14) *had* ever since he was a teenager and became interested in computer gaming. What he does is open up the video games consoles and take them apart. Then he makes them smaller (15) *by* using modern data storage and up-to-date components (16) *which* require less power. Finally, he replaces large parts, such as the screen and keyboard with his own parts.

Test 1

Reading and Use of English

Part 3

FCE for Schools

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.

0

T

O

U

R

I

S

T

S

STRATFORD-UPON-AVON

Stratford-upon-Avon is a market town in England. It is an extremely popular destination with **(0)** *tourists* because it is the birthplace of William Shakespeare, and receives over three million **(17)** *visitors* each year, who come to see the house where he was born and the superb theatre. The first theatre was a **(18)** *wooden* building, which was almost **(19)** *totally* washed away by very heavy rain. A **(20)** *competition* was held for a new theatre design, and was won by British architect Elisabeth Scott. Over the years, the new theatre has had many **(21)** *creative* directors.

Stratford is **(22)** *easily* accessible from the M1 motorway and there are also **(23)** *excellent* rail links with London and the rest of the country. Apart from its charming architecture, the town's **(24)** *location* on the River Avon provides an attractive setting for tourists and residents alike.

(0) TOUR

(17) VISIT

(18) WOOD

(19) TOTAL

(20) COMPETE

(21) CREATE

(22) EASY

(23) EXCEL

(24) LOCATE

Test 1

FCE for Schools

Part 4

Reading and Use of English

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 You must do exactly what the boss tells you.

CARRY

You must instructions exactly.

The gap can be filled by the words 'carry out the boss's', so you write:

0

CARRY OUT THE BOSS'S

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

25. She likes to tease me about my hair.

FOREVER

She is *forever teasing me* about my hair.

26. All of the boys have finished their homework except for Jimmy.

WHO

Jimmy is the *only one boy who hasn't* finished his homework.

27. I'm sorry I didn't invite them to the wedding.

WISH

I *wish I had invited them* to the wedding.

28. The shop closed two hours ago.

SHUT

The shop *has been shut* for two hours.

29. I promise I'll never do that again.

GIVE

I *give you my word* I'll never do that again.

30. He found his glasses when he was cleaning the room.

CAME

He *came across* his glasses when he was cleaning the room.

Test 1

Reading and Use of English

Part 5

FCE for Schools

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

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

In 2010, Alison Graham completed her BSc in Geography at Sheffield University. After several weeks of deliberation she decided to do teacher training in the same city, and by September 2011 had started working as a teacher in geography and history at a school in Harrogate. On a whim, she started to keep a diary, so that in later years she would be able to look back at the first weeks of her first job.³¹ She also decided to write in detail, as seen in the following entry from Friday 7th October 2011:

07.30: Arrived at school, checked emails over a coffee. Prepared for the day's teaching, marking a set of books, doing some last-minute photocopying, sorting out my slides, and making sure I had enough pens.

08.40: Staff meeting. I voiced a couple of questions about review day. Paul reminded us how important it was to congratulate all the students who went on the museum trip, which in terms of school outings was top drawer – the students all enjoyed themselves and their behaviour was exemplary – 'a credit to the school' were his words.³² I grabbed another coffee before going off to registration.

08.50 Registration. The students came in slowly, locked in deep conversations or just staring out the window. After several minutes I had managed to persuade them to take off their coats and sit down. I'm pleasantly surprised to discover that we had 100% attendance this week³³ – and this from a class that had one of the lowest rates in the summer term. An excuse for a little inner celebration.

09.05: Year 9 geography. My hardest class first up on Friday. As usual, it took 20 minutes to get them in the room and seated, ready for class. Then it emerged that none of them had a pen, so I handed them out. I collected the homework – most of them had done it, to my relief. Then I showed them³⁴ the slides on the Mediterranean climate, and they were surprisingly interested – many of them had been to a sun-drenched beach in Spain, Portugal or Greece over the summer,³⁵ and they were intrigued to discover why they hadn't seen a drop of rain. Suddenly Wayne asked, "Why should I bother to study the climate of somewhere I'll never go to on holiday? Can't we study the weather of Scarborough instead?" Fortunately the bell went before the laughter had died down, which meant they all left happy.

10.05: Year 8 history. I managed to get the Elizabethan music playing as the class came in. Melanie asked, 'Why are all queens called Elizabeth?', which of course caused uproar. We were diverted with talking generally about the names of kings and queens, and concluded that Elizabeth was a great name for a queen. This led easily to a discussion of why Elizabeth I is often considered to be the greatest of Britain's monarchs, and finally, with just 10 minutes left of class, I managed to introduce the subject of the Spanish Armada. So we had a ten-minute lesson.³⁶

line 22

31. Why did Alison decide to write her diary?

- A Because she had planned it many years ago.
- ☒ B So she can revisit the start of her career when she is older.
- C It is part of the way she wants to teach history.
- D Because she really enjoys writing about herself.

32. Why will Alison congratulate the students who went to the museum?

- A Because they all passed a test based on what they saw.
- B Because they enjoyed themselves.
- C Because they told museum staff how good the school is.
- ☒ D Because they were very well-behaved.

33. During registration, why was Alison happy?

- A None of the students in her class was late for school.
- B All of her students took off their coats and sat down.
- ☒ C All of her students have come to school every day in the week.
- D None of her students were misbehaving.

34. What does 'them' refer to in line 22?

- ☒ A students
- B Mediterranean countries
- C pens
- D slides

35. What was true of the students' summer vacations?

- A They had all had beach holidays.
- B Many of them had been to Scarborough.
- C Wayne had been to Portugal.
- ☒ D Some of them had been to a Mediterranean country.

36. What did Alison intend to teach about in Year 8 history?

- A Elizabethan music
- ☒ B the Spanish Armada
- C the names of queens
- D Britain's greatest king or queen

Test 1

Reading and Use of English

Part 6

FCE for Schools

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

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

Behind the Dolphin's Smile

Everyone loves dolphins. Their smile is used to sell films and TV programmes, and they are a leading attraction at zoos. Yet, according to the Whale and Dolphin Conservation Society, dolphins are facing great problems. Alicia Stevenson reports.

Forty different kinds of dolphins are recognised in the world. In the waters of northern Europe, the most common are the striped, the common and the bottlenose dolphins, and the smaller harbour porpoise. 37 **G** They are normally only seen in small groups, gliding quickly past ships, and little is known about them.

38 **A** Bottlenoses are particularly social and used to be found off the coasts of the English Channel and in river estuaries throughout the country. Now they are found only in the Moray Firth in Scotland and Cardigan Bay in Wales, and skin injuries found on the few remaining indicate that they suffer from stress.

Indeed, the population of North Sea harbour porpoises is estimated to have been reduced by up to 100,000. You might expect such popular animals to be protected by law and taken care of in specialised marine reserves. 39 **F**

The complicated lifestyles of dolphins make it difficult to be sure what has caused this reduction in numbers. Overfishing is almost certainly a contributory factor, as it has greatly reduced the food supply of porpoises and dolphins. This is particularly problematic because porpoises have to find their food within a limited time.

40 **D**

They are also in danger of getting caught in fishermen's nets, as these are thought to be invisible to them. Some modern fishing methods involve using huge nets to float or to be pulled very quickly through the sea, and these techniques tend to pick up dolphins as well. 41 **B** Rope marks and cuts on their bodies indicate that the main cause of death was that they had been caught in such nets.

42 **E** One example is pesticides. Because these poisons are soluble in fat, dolphins can digest them, and they build up in their bodies. The females then produce milk which is rich in pesticides, and pass them on to their young. There has already been a case of a young dolphin being killed by its mother's milk.

- A** In contrast, the large grey bottlenoses and harbour porpoises were once a common sight near European coasts.
- B** In recent years, hundreds of dead dolphins have been washed up on the beaches of England and France.
- C** Dolphins live in social groups and spend a lot of their time swimming at speed.
- D** If fish in one area are removed by fishing, they may not survive long enough to find food elsewhere.
- E** Another problem is that waste and other dangerous substances found in the sea can be stored in the bodies of dolphins.
- F** This is not the case, however, and the lack of a plan to look after them may turn out to be one of the greatest wildlife disasters of our times.
- G** The first two of these generally live far out in the open sea.

Test 1

Reading and Use of English

Part 7

FCE for Schools

You are going to read an article on four orchestra conductors. For questions **43-52**, choose from the people (**A-D**) what each one has to say on the subject. The people may be chosen more than once.

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

Which conductor

talks about the problem of getting suitable work?

43 B

is glad they did not find success sooner?

44 B

has an open mind about the work they accept?

45 A

enjoys the preparation for a performance?

46 C

received help from a national organisation?

47 D

did not plan to become a conductor?

48 A

created their own company?

49 C

mentions a possible danger they face?

50 B

has had difficulties with other performers?

51 C

had an unexpected opportunity early in their career?

52 D

Conducting a Career

Irena Pressman asks four new conductors about their careers to date.

A. Georgina Beaufort

⁴⁸ 'Conducting has come upon me as something of a surprise,' Georgina Beaufort admits, 'but it holds great fascination for me.' It's not such a strange career move, however, as she started out as a resident musician with an opera house, and worked with good conductors. Last year she was able to direct Handel's *Agrippina* from the piano at a festival, something she hadn't done before. 'It was much less difficult than I thought it would be. Because I knew the music so well, I knew what I wanted it to sound like. I find I'm benefiting from all my diverse experience, and can combine it together, both in terms of musical style and actual performance. Now I will do anything I'm asked to do so that I can find out exactly what I like doing.' ⁴⁵

B. Lawrence Opie

⁴³ 'The most difficult part of being a conductor is deciding how to convince people to give you the right opportunities,' says Lawrence Opie, 35, who won a major competition in 2010, after twice failing in other contests. With hindsight, he is grateful for the timing. 'If it had happened any earlier, I probably would have disappeared ⁴⁴ without trace,' he says. He sees the next three years as a crucial time in his career. 'The key thing is to move on from competitions and get regular work. If I can't do that, then I'm in ⁵⁰ trouble. I need to convince orchestras like the English Chamber Orchestra, which took me on after the competition, to invite me back again.'

C. Eleanor Isherwood

Eleanor Isherwood, who set up the Camden Opera, ⁴⁹ only started conducting regularly in her late twenties. She loves the long practice period which is part of any opera production. ⁴⁶ 'It's four weeks of intense concentration, but the music is worth it,' she says. After university, she worked in the catering business for many years before the Camden Opera turned fully professional, four years ago. 'It might seem strange, but working in catering helped me a lot in coping with the complexities of producing operas. Everyday there are arguments, and you've got to take the singers' personalities into account.' ⁵¹

D. Eric Harding

When Eric Harding asked if he could attend conductor Simon Rattle's practice sessions in London, he found himself standing in for an absent assistant. ⁵² After that he was asked to help on another opera in the next season. 'I had to take the first orchestral rehearsal for Simon. No, I wasn't nervous. In fact, I'm never nervous when standing in front of an orchestra.' Still only 27, Australian-born Harding works with a well-established London-based opera company which specialises in twentieth-century works. He has also built a reputation in other European countries, which he has visited with financial aid from the British Arts Council. ⁴⁷

Test 1

Writing

Part 1

FCE for Schools

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 e-mailing versus telephoning. Now your English teacher has asked you to write an essay.

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

*There's no need to make phone calls any more.
E-mailing is a better way of communicating with people.
Do you agree?*

Notes

Write about:

1. phone calls abroad are very expensive
2. phone calls more immediate and personal
3. *easier to explain things in an e-mail*.....(your own idea)

General advice:

Do not forget to address the points in the notes including your own idea. Explain what you think and why you think it. Your own idea must be a separate point and not the conclusion of the essay.

Give your essay a clear and logical structure.

- Introduce the topic (state your opinion clearly and briefly).
- Deal with one aspect of the topic at a time (one idea in each paragraph).
- Give supporting evidence.
- Consider the opposite point of view.
- Consider a response to the opposite point of view.
- Conclude the topic (restate introduction in different words).

PROPOSED ESSAY PLAN:

Introduction: (Introduce the topic and your argument by answering the question):
It depends on the situation.

Body:

Second Paragraph: All the advantages of e-mailing over telephoning:
Too expensive to call abroad. E-mailing: say everything, less personal, it is better to write down important things and things that are difficult to explain esp. involving figures, can read it many times, keep a record.

Third Paragraph: All the disadvantages of e-mailing over telephoning: less immediate, less personal, not for emergencies.

Conclusion: (Summarise your argument and give a balanced personal opinion.)
It depends on the situation.

Opinion Essay Essential Tips and Vocabulary

ESSENTIAL TIPS

1. First write down the arguments supporting your opinion.
2. State your opinion in the opening paragraph (using the expressions given).
3. Begin each paragraph with a clearly stated reason/idea and follow it with two or more supporting statements.
4. Use appropriate linking words to link paragraphs and sentences within paragraphs.
5. Conclude by restating your original opinion using different words.

USEFUL VOCABULARY

Expressing opinions

- I believe / feel / think that ...
- In my view / opinion ...
- It seems to me that ...
- I (do not) agree / disagree ...
- I am for / against the idea ...
- The way I see it / As I see it ...
- As far as I am concerned ...
- Personally, ...

Putting your arguments in a logical order / supporting your argument

- In the first place, ... / First of all, ...
- Firstly, Secondly, Thirdly, ...
- To begin / start with ...
- Finally, / Lastly, ...
- Last but not least, ...

Linking Points / Adding Information

- Furthermore, / What's more, / Moreover, / In addition,
- Not only ... but also ... / Both ... and

Introducing Opposing Viewpoints

- Some people argue / claim / say / feel that
- On the one /other hand, ...
- However, there are also a number of disadvantages.
- Although it is true that ...

Introducing Examples

- For example / instance,
- In other words,
- ... such as ...
- Take, for example, someone who ...

Concluding

- In conclusion, / To sum up, / To conclude, / In short, / All in all, ...

Test 1

FCE for Schools

Part 2

Writing

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**.

2. You recently spent Christmas in a foreign country. A friend of yours from England was supposed to come with you, but couldn't. Read part of their letter and then write a letter to them.

You're so lucky! I've never had Christmas outside England, so I was disappointed to miss this one. Please write and tell me what happened. Did you have a good time?

Write your **letter**.

3. 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 these sentences:

Bob put the phone down and knew exactly what he had to do.

Your story must include:

- a lost letter
- a telephone call

Write your **story**.

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

ARTICLE WANTED

It's always far more interesting to read about bad characters than good ones. Do you agree?

The best articles will be published in next month's issue.

Write your **article**.

Test 1

Listening

Part 1

FCE for Schools

Questions 1-8

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

1. You overhear a woman talking to a friend on the phone. Which day would she prefer to meet her?

- A Tuesday
- B Thursday
- ☒ C Friday

2. You overhear a man talking to his friend about his holiday. How does he feel about it?

- A The place was too busy.
- B The weather wasn't very good.
- ☒ C There wasn't enough to do.

3. You overhear a man talking about his place of work. Where is it?

- A on a farm
- B in a shop
- ☒ C in a market

4. You hear part of a radio programme. What sort of programme is it?

- ☒ A the news
- B a travel programme
- C a war documentary

5. You overhear a woman talking. What is she trying to do?

- ☒ A make a helpful suggestion
- B criticise her colleagues
- C make an excuse

6. You hear part of a radio interview. What is the speaker's occupation?

- A a doctor
- ☒ B a lawyer
- C a teacher

7. You overhear a girl speaking on her mobile. Who is she speaking to?

- ☒ A her school friend
- B her brother
- C her teacher

8. You overhear a conversation between two friends. How much does it cost to park the car now?

- A £2
- B £6
- ☒ C £4

Test 1

Listening

FCE for Schools

Part 2

Questions 9-18

You'll hear a lecture on Celtic languages. For questions 9-18, complete the sentences with a word or short phrase.

Celtic Languages

Welsh is the **9** of Wales.

Most Welsh speakers **10** English.

Only a little while ago, the Welsh language was in danger of **11**

The Society for the Welsh Language has been trying to get Welsh recognised **12** language.

Television and **13** are made in Welsh as well.

Welsh is **14** certain other European languages.

There are about 370 ancient gravestones dating from the **15** century.

Irish verbs are easier to learn because Irish has only two **16**.

For this reason, Irish is easier to learn than other European languages, with the possible exception of **17**.

The number of people speaking the language in Ireland has gone down **18** to less than 20 percent.

Test 1

Listening

Part 3

FCE for Schools

Questions 19-23

You will hear five short extracts in which people are talking about places they have visited. For questions 19-23, choose from the list (A-H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

- | | | | |
|--|-----------|---|----|
| A They made many new friends. | Speaker 1 | C | 19 |
| B The speaker eventually got used to it. | | | |
| C The speaker changed their mind about the place. | Speaker 2 | E | 20 |
| D The speaker became friendly with the local people. | | | |
| E The speaker had to sleep at the airport. | Speaker 3 | A | 21 |
| F They had to shake hands each time they met. | | | |
| G The speaker decided to go back home. | Speaker 4 | D | 22 |
| H The speaker found a lost passport. | Speaker 5 | B | 23 |

Test 1

Listening

FCE for Schools

Part 4

Questions 24-30

You will hear an interview with a man named John who's talking about train travel in Europe. For questions 24-30, choose the best answer (A, B or C).

24. What makes train travel in Europe even more enjoyable?

- ☐ A careful planning
- ☐ B travelling in the winter
- ☐ C keeping to certain counties

25. Which pass is the best if you want to travel for two weeks?

- ☐ A the Youth pass
- ☐ B the Flexirail pass
- ☒ C the Eurail pass

26. What is the main disadvantage of travelling without a pass?

- ☐ A You can only travel second class.
- ☒ B You have to find your own train timetables.
- ☐ C You cannot make reservations.

27. Why should you not board a train with an unstamped card?

- ☐ A It doesn't show when you started your journey.
- ☒ B You could be fined.
- ☐ C You will have to get off the train immediately.

28. When is it especially advisable to make reservations for?

- ☐ A the weekends
- ☒ B when travelling between popular destinations
- ☐ C early in the week

29. Why is it better to travel with someone else?

- ☒ A They can keep an eye on your luggage.
- ☐ B It's cheaper.
- ☐ C You get to know other passengers more easily.

30. What should you do before starting your train journey?

- ☐ A find out about the train facilities
- ☒ B stock up with food and drink
- ☐ C buy a guide book