

Cambridge  
First Certificate  
in English  
5

*Examination papers from the  
University of Cambridge  
Local Examinations Syndicate*

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE  
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS  
The Edinburgh Building, Cambridge CB2 2RU, UK  
40 West 20th Street, New York, NY 10011-4211, USA  
10 Stamford Road, Oakleigh, Melbourne 3166, Australia  
Ruiz de Alarcón 13, 28014 Madrid, Spain  
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

© Cambridge University Press 2001

This book is in copyright, which normally means that no reproduction of any part may take place without the written permission of Cambridge University Press. The copying of certain parts of it by individuals for use within the classroom, however, is permitted without such formality. Pages which are copiable without further permission are identified by a separate copyright notice:

© UCLES K&J **Photocopiable**.

First published 2001

Printed in the United Kingdom at the University Press, Cambridge

ISBN 0 521 799163 Student's Book  
ISBN 0 521 799171 Student's Book (with answers)  
ISBN 0 521 79918X Teacher's Book  
ISBN 0 521 799198 Set of 2 Cassettes

# Contents

**Thanks and acknowledgements**     *vi*

**To the student**     *vii*

<b>Test 1</b>	Paper 1	Reading	2
	Paper 2	Writing	10
	Paper 3	Use of English	14
	Paper 4	Listening	21
	Paper 5	Speaking	26
<b>Test 2</b>	Paper 1	Reading	28
	Paper 2	Writing	36
	Paper 3	Use of English	40
	Paper 4	Listening	47
	Paper 5	Speaking	52
<b>Test 3</b>	Paper 1	Reading	54
	Paper 2	Writing	62
	Paper 3	Use of English	66
	Paper 4	Listening	73
	Paper 5	Speaking	78
<b>Test 4</b>	Paper 1	Reading	80
	Paper 2	Writing	88
	Paper 3	Use of English	92
	Paper 4	Listening	99
	Paper 5	Speaking	104

**Visual materials for Paper 5**     *colour section*

**Sample answer sheets**     105

## *To the student*

This book is for candidates preparing for the University of Cambridge Local Examinations Syndicate (UCLES) First Certificate in English Examination (FCE). The FCE examination is widely recognised in commerce and industry and in individual university faculties and other educational institutions.

The collection of four complete practice tests comprises past papers from the Cambridge First Certificate in English Examination set in 1998; you can practise these tests on your own or with the help of your teacher.

The FCE examination is part of a group of examinations developed by UCLES called the Cambridge Main Suite. The Main Suite consists of five examinations that have similar characteristics but are designed for different levels of English language ability. Within the five levels, FCE is at Cambridge Level 3.

Cambridge Level 5 Certificate of Proficiency in English (CPE)
Cambridge Level 4 Certificate in Advanced English (CAE)
Cambridge Level 3 First Certificate in English (FCE)
Cambridge Level 2 Preliminary English Test (PET)
Cambridge Level 1 Key English Test (KET)

The FCE examination consists of five papers:

Paper 1	<b>Reading</b>	1 hour 15 minutes
Paper 2	<b>Writing</b>	1 hour 30 minutes
Paper 3	<b>Use of English</b>	1 hour 15 minutes
Paper 4	<b>Listening</b>	40 minutes (approximately)
Paper 5	<b>Speaking</b>	14 minutes

### **Paper 1 Reading**

This paper consists of **four parts**. Each part contains a text and some questions. Part 4 may contain two or more shorter related texts. There are **35 questions** in total, including multiple choice, gapped text and matching questions.

### **Paper 2 Writing**

This paper consists of **two parts**. For both parts you have to write between 120 and 180 words. Part 1 is **compulsory**. It provides texts which are sometimes accompanied by visual material to help you write a letter.

In Part 2, there are four tasks from which you **choose one** to write about. The range of tasks from which questions may be drawn includes an article, a report, a composition, a short story and a letter. The last question is based on the set books. These books remain on the list for about two years and you should contact UCLES or the UCLES local secretary in your area, if you wish to have the up-to-date list of set books. If you decide to do the question on the set books, there will be two options from which you can choose **one** to write about.

### **Paper 3 Use of English**

This paper consists of **five parts** and tests your control of English grammar, vocabulary and spelling. There are **65 questions** in total. The tasks include gapfilling exercises, sentence transformation, word formation and error correction.

### **Paper 4 Listening**

This paper contains **four parts**. Each part contains a recorded text or texts and some questions including multiple choice, note-taking, sentence completion and matching. You hear each text twice. There is a total of **30 questions**.

### **Paper 5 Speaking**

This paper consists of **four parts**. The standard test format is two candidates and two examiners. One examiner takes part in the conversation, the other examiner listens and gives marks. You will be given photographs and other visual material to look at and talk about. Sometimes you will talk with the other candidate, sometimes with the examiner and sometimes with both.

### **Marks and results**

The total of marks in each paper is adjusted to 40 marks, so the five papers total 200 marks. Your overall FCE grade is based on the total score gained in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination. Certificates are given to candidates who pass the examination with grade A, B or C. A is the highest. The minimum successful performance in order to achieve a grade C corresponds to about 60% of the total marks. D and E are failing grades. Your Statement of Results will include a graphical profile of your performance in each paper and show your relative performance in each one.

# *Test 1*



## PAPER 1 READING (1 hour 15 minutes)

### Part 1

You are going to read an extract from an article about a National Trust Warden. Choose from the list **A-I** the most suitable heading for each part (**1-7**) of the extract. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

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

---

- A** A minor annoyance
- B** What makes him good at the job?
- C** Towards agreement
- D** The problems of an outdoor life
- E** There to stay
- F** Getting things done
- G** Changes to the environment
- H** The most suitable candidate
- I** The right qualities for the job

---

## Looking after the countryside THE NATIONAL TRUST

---

The National Trust is an organisation whose aim is to conserve the British countryside. Gill Page visits the Lleyn Peninsula in North Wales and talks to one of the wardens employed by the Trust to look after the beautiful areas it owns.

**0**

Common sense. That's what a National Trust Warden needs, according to Gareth Roberts. 'And you definitely need to be good at handling people, because you're continually dealing with farmers, visitors, conservationists and building firms.'

**1**

Gareth was born and bred on the Lleyn Peninsula and worked on his parents' farm until he married. About 80 people applied for the post as National Trust Warden for the Lleyn Peninsula. In the end, Gareth's local knowledge and farming experience won him the job, despite his lack of formal training.

**2**

'I find it particularly helpful that I still farm with my parents and that I can deal with farmers on the same level and be aware of their problems. Also, they can't take me in about anything!' he says. His farming life also means he is well able to cope with the physical demands of the job – erecting fences, planting trees, building walls.

**3**

Since he has been with the Trust, Gareth says he has come to understand more about nature conservation. 'When I was a youngster,' he recalls, 'I used to pick and press flowers, collect butterfly larvae and old birds' nests. And I thought to myself recently, where would I find all those flowers, the birds' nests, the grasshoppers now? It's really become clear to me that farming has affected the countryside. It's not the farmers' fault – they were just doing what the government told them.'

**4**

Gareth says that, when he started his job, farmers and conservationists were set against each other. Both sides wanted things done their way. Now they are talking and can see each other's point of view. 'We're at the crossroads and there's just a small step needed to join them together,' says Gareth.

**5**

Conservation is one of the main aspects of Gareth's work, along with public entry to the Trust's land, tree planting and maintenance, and meeting the Trust's tenant farmers. 'My role is to make sure jobs get finished, with as little fuss and as economically as possible. What I enjoy most is seeing projects completed, although about half my time is spent on reports, signing bills and so on.'

**6**

Gareth is certainly keen on his job and despite never being off duty, he obviously enjoys every minute of his work, especially talking to the public. Most of them, anyway. 'It's the attitude of some people I dislike,' he admits. 'They just walk into the area, demand everything, then walk out again as if it's their absolute right. Having to be nice to those people gets on my nerves!'

**7**

But as Gareth says, it's all down to common sense really. So if you've got plenty of that, and you like the idea of an outdoor job, you might think of applying to become a warden like Gareth – but don't expect a job to be available on the Lleyn Peninsula for a good many years!



## Part 2

You are going to read a newspaper article about ancient rock art. For questions 8-15 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.

### Careless tourists scar ancient alpine rock art

Tens of thousands of ancient pictures carved into the rocks at one of France's most important tourist sites are being gradually destroyed. Scientists and researchers fear that the 36,000 drawings on rocks in Mont Bego in the French Alps are being damaged so rapidly that they will not survive for future generations.

The mountain, believed to have once been a site for prayer and worship, is scattered with 4,000-year-old drawings cut into bare rock. They include pictures of cows with horns, cultivated fields and various gods and goddesses. But as the popularity of the site increases, the pictures are being ruined by thoughtless graffiti.

Jean Clottes is the chairman of the International Committee on Rock Art. He says, 'People think that because the pictures have been there so long they will always continue to be there. But if the damage continues at this rate there will be nothing left in 50 years.'

He describes seeing tourists stamping on the drawings, wearing away the rock and definition of the artwork as they do so. Some visitors, he says, even chop off parts to take home as souvenirs.

'When people think they can't take a good enough photograph, they rub the drawings to get a clearer picture,' he said. 'The drawings are polished by the weather, and if the sun is shining and the visitors can't see them properly they simply rub and scrape them to make them look fresher.'

Other researchers describe how people arrive carrying long sticks with sharp ends to scratch their own drawings, or even their names, in the rocks.

But experts are divided over the best way to preserve the drawings. Henry de Lumley, director of the Museum of Natural History in Paris, believes that the only way to

save the site is to turn the whole mountain into a 'no-go' area, preventing the public from going there except on guided tours. Otherwise, he says, not only will the site be completely destroyed but important research work will be reduced.

Clottes disagrees. 'The measure proposed by Henry de Lumley is the most severe, and while it is the most effective, it is also certain to bring about protests from people who live there,' he said. 'The site was classified as a historic monument years ago by the Ministry of Culture, and we must do as much as possible to save what is there.'

David Lavergne, the regional architect, also wants to avoid closing the site. 'Henry de Lumley's idea isn't ideal,' he said. 'Our department feels that the best solution is to let people look at the site, but because the area is very big it is difficult to prevent visitors from damaging it. I would prefer that everyone was able to look at it, but the main problem is financial. We do not have the funds to employ the necessary number of guards. We may have to consider charging a fee. There seems to be no prospect of government funding.'

In Nice, Annie Echassoux, who also worked on researching the site, is alarmed that as the mountain becomes easier to reach – tourists can now avoid the three-and-a-half-hour walk by hiring vehicles – the damage will increase rapidly. She thinks that the only solution is to rope off the area and provide guides. 'You can't say the plan can't go ahead because there is no money,' she said. 'That is not good enough. Money must be provided because the Ministry of Culture has classified this area as a historic site. If we don't take steps, we will be responsible for losing the drawings for the next generation.'

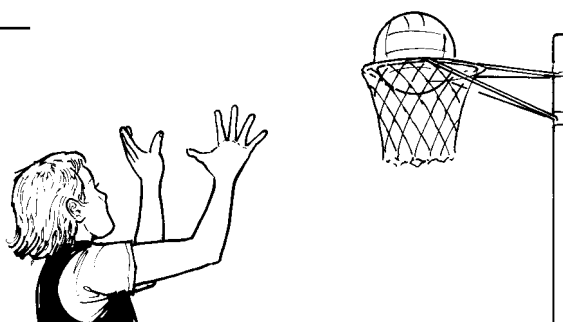
- 8 What does 'they' refer to in line 6?  
A the rocks  
B the French Alps  
C the drawings  
D the tourist sites
- 9 Jean Clottes says that people who visit the mountain  
A do not believe the drawings are old.  
B believe they are allowed to paint there.  
C think the drawings should be left alone.  
D assume the drawings will not change.
- 10 According to Clottes, some of the visitors to the area have  
A helped to clean the drawings.  
B taken bits of the rock home.  
C been unable to take photographs.  
D misunderstood what the pictures mean.
- 11 Henry de Lumley is keen to  
A set up research projects.  
B safeguard public rights.  
C keep out individual visitors.  
D ban traffic in the area.
- 12 Clottes disagrees with Henry de Lumley's suggestion because he thinks  
A it won't work.  
B visitors will protest about it.  
C he has a better idea.  
D it will annoy local people.
- 13 David Lavergne would prefer to  
A limit the number of visitors to the site.  
B arrange security to protect the site.  
C reduce the overall area of the site.  
D use tourist fees to finance repairs on the site.
- 14 Which word best describes Annie Echassoux's attitude?  
A determined  
B despairing  
C unforgiving  
D understanding
- 15 This article has been written about Mont Bego to  
A advertise the closure of the site.  
B warn visitors about the dangers of the site.  
C encourage scientists to visit the site.  
D describe fears about the future of the site.

Part 3

You are going to read a magazine interview with a sportswoman. Eight sentences have been removed from the article. Choose from the sentences **A-I** the one which fits each gap (**16-22**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

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

# The Netball Captain



**In our series on women in sport, Suzie Ellis went to meet England's netball captain.**

Kendra Slawinski is captain of England's netball team. When I met her, she'd had a typical day for the weeks leading up to next month's World Championships: a day's teaching at a local school followed by a training session in the local supermarket car park. 'Don't you get strange looks?' I asked her.

'**0** **I** I might notice cars slow down out of the corner of my eye, but that's all.'

'My whole life now is all about making sure I'm at my absolute best for the Championships,' says Kendra.

'**16**

'These are her fourth World Championships and they are guaranteed to be the biggest ever, with 27 nations taking part.

'We'll have home support behind us, which is so special,' she says. 'And it's important that the reputation of netball in this country should be improved. **17**

A home crowd will have expectations and give more support. People will expect us to start the tournament with a good game.'

Their first game is against Barbados and it comes immediately after the opening ceremony. '**18**

They have lots of ability.'

The England team are currently ranked fourth in the world. But, as Kendra points

out, the World Championships will be tough. 'You have to push yourself to play each day, there's no rest between games as in a series. And you can still win an international series if you lose the first game. **19** \_\_\_\_\_'

In the fifteen years since she has been playing at top level, the sport has become harder, faster. On court, players are more aggressive. 'You don't do all that training not to come out a winner,' says Kendra. '**20** \_\_\_\_\_ We're all friendlier after the game.'

Netball is also taking a far more scientific approach to fitness testing.

'It is essential that we all think and train like world-class players,' says Kendra. '**21** \_\_\_\_\_ I see my role as supporting and encouraging the rest of the team.'

'From the very beginning, my netball career has always been carefully planned,' she says. '**22** \_\_\_\_\_' Doubtless she will coach young players in the future, but at the moment her eyes are firmly set on her last big event. As she leads out her team in the opening candlelight ceremony, she is more than likely to have a tear in her eye.

- |                                                                                                                                      |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b> But the Championships are different because there's only one chance and you have to be ready to make the most of it.</p> | <p><b>F</b> As far as I'm aware, we have always beaten them, but they'll be exciting to play.</p>                      |
| <p><b>B</b> In fact, some of them help me with my speed and ball-skills training.</p>                                                | <p><b>G</b> As captain, I think it's important that I have a strong mental attitude and lead by example.</p>           |
| <p><b>C</b> But once the final whistle blows, you become a different person.</p>                                                     | <p><b>H</b> As a result of playing here, there will be more pressure than we're used to.</p>                           |
| <p><b>D</b> So I took the decision some time ago that this competition would be the end of it as far as playing is concerned.</p>    | <p><b>I</b> I'm too involved in what I'm doing – concentrating on my movements and my feet – to see anything else.</p> |
| <p><b>E</b> I'm on a strict timetable to gain maximum fitness for them.</p>                                                          |                                                                                                                        |

**Part 4**

You are going to read a magazine article about job interviews. For questions **23-35**, decide which of the people hold these opinions. Choose from the list of people (**A-I**). Some of the people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (**0**).

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

People			
<b>A</b>	Mary Pearce	<b>F</b>	Albert Mehrabian
<b>B</b>	Head Teacher	<b>G</b>	Sheila Rice
<b>C</b>	Simon Grant	<b>H</b>	David Artesio
<b>D</b>	Janet Goodwood	<b>I</b>	Marian Woodall
<b>E</b>	Director of Personnel		

**Which person or people hold(s) these opinions?**

You should not talk too much.

0	I
---	---

You should not appear too keen.

23	
----	--

Interviewees should prepare what they want to say.

24		25	
----	--	----	--

The more important the job, the better you should dress.

26	
----	--

Interviewers can tell how candidates feel.

27		28	
----	--	----	--

Punctuality is more important than appearance.

29	
----	--

Faulty communication can affect your chances of success.

30		31	
----	--	----	--

The way you dress reflects your attitude to a job.

32		33	
----	--	----	--

Character is not the interviewer's main interest.

34	
----	--

People should be able to wear what they like.

35	
----	--

## INTERVIEW TIPS

**F**irst impressions are often lasting ones. Studies show that people form impressions about us within the first few minutes of meeting. They observe how we dress, our eye contact, our body movement and how fast or slowly we talk, our volume and tone of voice as well as our actual words.

**Mary Pearce** studied to be a teacher. She says, 'I worked hard to earn my degree. When I finally graduated I was very confident.' She applied for a job at a nearby primary school and got an interview with the Head Teacher. 'I noticed a small hole in my jacket that morning,' she recalls. 'I would have changed, but I knew it would make me late, and I always think it's important to be on time.' Mary didn't get the job. In fact, one of her friends who also teaches at the school told her the **Head Teacher's** only comment was, 'If someone doesn't take the time to present her best image at an interview, what kind of teacher is she going to be?'

As **Simon Grant**, hotel manager, says: 'Interviewees who look as if they care about themselves are more likely to care about their jobs. People think it's what's inside that counts, but in an interview you should aim to come across in the best possible way.'

Yet many people ignore the importance of having a professional image. For example, **Janet Goodwood** worked for ten years as an administrative assistant in a large accounting firm. When the office manager retired, she applied for the position but wasn't even given an interview. 'I thought it was a mistake so I asked the **Director of Personnel** what had happened,' she says. 'He told me I didn't fit the image of an office manager. He suggested I improve my wardrobe before I applied again for promotion. I was shocked. I do a very good job and the way I dress shouldn't make any difference.'

Movement and gestures will also influence an interviewer's first impression of a candidate. Psychologist **Albert Mehrabian** has discovered that 7% of any message about our feelings and attitudes comes from the words we use, 38% from our voice and a surprising 55% from our facial expressions. When our facial expressions and our words send different messages the listener will put more weight on the non-verbal message. So make sure your words agree with your body language. Mixed messages will only confuse the interviewer.

It is also important not to appear too desperate for the job or too eager to please. When **Sheila Rice**, a marketing specialist, applied for a promotion her interview went so well she was offered the job on the spot. 'I was delighted,' she recalls. 'But I reacted to the offer with too much enthusiasm. Once the boss sensed how excited I was, he knew I wasn't going to turn him down. Consequently, he offered me a lower salary than I'd hoped for. I'm sure I could have got more had I managed to control my excitement.'

Finally, a consideration of what we say and how we say it will contribute to the success of an interview. **David Artesio**, the manager of an employment agency, suggests that it's a good idea to inform yourself about the company before you go for an interview. 'The annual report, for example, will tell you about areas of company involvement. Mention an area that interests you during the interview. This will give a positive note and convince others of your interest in the company.'

Business consultant **Marian Woodall** suggests you have a few questions ready and avoid speaking in long, confused sentences. As she puts it, 'Poor communicators talk in paragraphs. Successful communicators talk in short sentences and even in highlighted points.'

## PAPER 2 WRITING (1 hour 30 minutes)

### Part 1

You **must** answer this question.

- 1 You are staying in Britain and have recently been to a local art exhibition. You enjoyed the exhibition but you have some suggestions to make so that the next one will be better organised.

Read the advertisement for the exhibition and the notes you have made beside it. Then write a letter to the organiser, giving your opinion of this year's exhibition and making your suggestions for next year.

**Annual Exhibition**  
*by local artists*

**'Art in our Town'**

**Come and enjoy this year's exhibition.**

There are over 250 excellent works of art, including paintings, photographs, sculptures and pots – all done by local people.

Everything is for sale – at reasonable prices.

The exhibition is open at the Town Hall every day for a month from 10am–6pm.

**Charge £3.00**

Handwritten notes:

- Good idea (circled title)
- Not all! (points to 'Come and enjoy...')
- Some lovely ones (points to 'sculptures and pots')
- Too much Free = more people (points to 'Charge £3.00')
- Brilliant! I bought ..... (points to 'Town Hall')
- Bad choice! (points to 'Town Hall')

Write a **letter** of between **120** and **180** words in an appropriate style on the opposite page. Do not write any addresses.





## Part 2

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style on the next page. Put the question number in the box.

- 2** You work as a local tour guide. An international travel company has asked you to write a report on a new hotel which has just opened in your town. You should comment in the report on the hotel's facilities **and** say whether you think the hotel would be suitable for international tourists.

Write your **report**.

- 3** You have been invited to write a short story for an international young people's magazine. The story must **begin** with the words:

*When they met for the first time, Paul knew immediately that they would be good friends.*

Write your **story**.

- 4** This is part of a letter which you received from a pen friend:

*My neighbours are visiting your country this year for their first ever holiday abroad and they want to know about the food and drink. What typical dishes would you recommend? What do people usually have to drink?*

Write a **letter**, giving your pen friend the relevant information. Do not write any addresses.

- 5** Answer **one** of the following two questions based on your reading of one of these set books. Write **(a)** or **(b)** as well as the number **5** in the question box, and the **title** of the book next to the box.

*Great Expectations* – Charles Dickens

*Crime Never Pays* – Oxford Bookworms Collection

*Rebecca* – Daphne du Maurier

*The Old Man and the Sea* – Ernest Hemingway

*Tales of Mystery and Imagination* – Edgar Allan Poe

**Either (a)** Which character in the book or in one of the short stories do you most dislike? Write a **composition**, giving the reasons for your choice.

**Or (b)** *TALKING BOOKS* – recordings of well-known books on cassettes – are becoming very popular. You have been asked to write an **article** for an English magazine, saying how well the book or one of the short stories you have read would work on cassette, and what some of the problems might be.

