CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

FIRST CERTIFICATE IN ENGLISH
for Schools

Reading and Use of English

SAMPLE TEST 5

Time 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 52 questions in this paper.

Questions **1 – 24** and **43 – 52** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 42** carry two marks.

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Use of English • Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

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

Example:

0 **A** get **B** take **C** pick **D** do

0	A	B	C	D
	▬	▭	▭	▭

Sleep to remember

Do you have trouble remembering things? Then **(0)** ..... an early night! Research **(1)** ..... that a good night's sleep is a great way to **(2)** ..... your memory. Rather than making us forget, it **(3)** ..... sleep actually allows us to **(4)** ..... what we have learnt, **(5)** ..... us to remember things more easily. In the study, primary school pupils were given 20 new words to learn during their first lesson in the morning. Some were tested on these words later the same day and these children had difficulty recalling them. In **(6)** ..... , those who learned the words one evening and were tested on them the **(7)** ..... morning were found to be much more **(8)** ..... to remember what they had learnt. So, does this give you the perfect excuse for falling asleep during class? Of course not, you need to learn the words before you can remember them!

1	**A**	expresses	**B**	suggests	**C**	points	**D**	encourages
2	**A**	boost	**B**	advance	**C**	raise	**D**	promote
3	**A**	looks	**B**	feels	**C**	sounds	**D**	seems
4	**A**	follow	**B**	process	**C**	control	**D**	handle
5	**A**	ensuring	**B**	letting	**C**	enabling	**D**	making
6	**A**	opposition	**B**	difference	**C**	contradiction	**D**	contrast
7	**A**	later	**B**	coming	**C**	other	**D**	following
8	**A**	possible	**B**	supposed	**C**	likely	**D**	expected

Use of English • Part 2

For questions **9 – 16**, read the text below and think of the 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** | O | F | | | | | | | | | | | | | | | | | |

Bouncing at an art exhibition

Young people don't always jump at the chance **(0)** ..... going to an art exhibition. After **(9)** ....., exhibitions can sometimes be a bit boring, can't they? However, visitors had a great time at a two-day Russian art festival, the theme of which was movement. One of the exhibits was actually a trampoline, a piece of sports equipment which is used **(10)** ..... jumping up and down on. However, this was **(11)** ..... ordinary trampoline. Measuring 170 metres, it was the world's longest. **(12)** ..... was also unusual about it was that visitors **(13)** ..... not only encouraged to jump around on it, **(14)** ..... also to use it **(15)** ..... a way of moving through the exhibition itself.

The designers' intention was to provide an interesting and unusual way of getting about. Given **(16)** ..... popular the trampoline was during the festival, they may find their idea being adopted more widely in the future.

Use of English • Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

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

Example: **0** A T T E N T I O N

A healthy life

Nowadays we are paying more **(0)** ..... than we ever did before to our health. People are becoming increasingly aware of the importance of a healthy lifestyle. Taking **(17)** ..... exercise or doing some other form of physical **(18)** ..... is one element of this, and according to health professionals, the current **(19)** ..... is for people to exercise for at least 60 minutes a day. However, a balanced diet is **(20)** ..... important, as it gives us the **(21)** ..... to do all this exercise.

ATTEND
DAY
ACTIVE
RECOMMEND
EQUAL
STRONG

We all know it is necessary to eat plenty of fruit and vegetables, but there is some **(22)** ..... over which other foods are all right to eat from time to time. Should chocolates and crisps be **(23)** ..... avoided for example? The answer is 'no' – foods which are often considered 'unhealthy' can still be eaten as part of your diet providing that it is balanced overall. The key is to **(24)** ..... you are eating enough of the right type of food to keep you feeling good.

CONFUSE
COMPLETE
SURE

Use of English • Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 Prizes are given out when the school year finishes.

PLACE

Prize giving ..... end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example: | **0** | TAKES PLACE AT THE |

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

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25 You know you shouldn't wear muddy boots indoors.

SUPPOSED

You know you're ..... off your muddy boots before coming indoors.

26 Someone is going to paint my aunt's living room for her next week.

HAVE

My aunt is going to ..... next week.

27 I can't stand the mess in this room anymore.

PUT

I can't ..... messy this room is anymore.

28 I wish I had learnt to swim when I was little.

REGRET

I ..... to swim when I was little.

29 Can we play football and not go to the cinema this afternoon?

INSTEAD

Can we play football ..... to the cinema this afternoon?

30 Alison, could you show me how to answer this maths question?

MIND

Alison, ... me how to answer this maths question?

Reading • Part 5

Questions 31 – 36

You are going to read an article about an interview with a teenage pop star called Cody Simpson. 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**.

Teenage Pop Star

Reporter Dana Marie Krook interviews teenage singer Cody Simpson.

I've met Cody Simpson before and have always been impressed by his quiet confidence. The 15-year-old Australian has already released a number of very successful songs. So how did a laid-back surfer guy end up on a stage in front of thousands and thousands of fans? 'I first picked up a guitar when I was six years old and started writing songs when I was seven,' Cody says, recalling how it all began. `But you know I was swimming every day, and I was surfing. Those were the things that meant more to me back then; I had my life set up and so much to occupy my time. I was 13, going to high school, and then I posted a few videos online.' These videos changed everything. He began with a posting of a friend and himself singing at a school concert. Fans sent in online comments saying they wanted more of his videos to appear on their social networking sights. So Cody, who'd recorded some more at home, was happy to oblige. The responses *line 20* to them were overwhelming.

Cody was a very talented swimmer. He was training hard with some of the best coaches and putting his focus into perfecting his sport. But then record labels came calling, and he had a tough choice to make: stay in Australia and continue swimming, or take a huge risk by signing a deal and moving with his entire family to the US. Cody *line 28* resolved to take the plunge. 'It was very difficult for me – especially at such a young age – to have to choose a career for myself. Can you imagine, at 12 or 13 years old trying to figure out what you want to do for the rest of your life?'

He had to break the news to his swimming coach – as well as to his friends – that he was moving to the States. 'It came as a big surprise to most people. I'm kind of the quiet kid,' he says, remembering their shocked expressions after hearing the news. 'I'm very modest, and I think it's important to be that way in this crazy work.' So Cody packed his bags and went with his family halfway around the world, giving up one dream in the hope of making another one come true. And although his family keep out of the spotlight and aren't directly involved in his career, they are there in the background. Cody says it's important to keep that tight circle of great people around you to make sure that your feet are always attached to the ground.

Of course, we all have days of doubt. *line 49* 'Sometimes when I'm left alone for a while I sit and think, "How did my decision affect my little brother and sister?" My little brother's eight years old, and he's travelling the world, doing school on the road; he doesn't have a regular life,' Cody admits. 'I worry about the effect of that on him sometimes, but my family's always reassuring me that they're here to support me and encourage me in everything that I do.'

Success, in whatever career you choose, comes from a willingness to say 'yes' to your big break, even when it's a little scary to do so. 'It all just happened so fast and unexpectedly,' Cody says. 'Now, to be going to countries I never thought I'd visit in my life, and to be playing in front of hundreds of thousands of fans – it's like something that I think lots of people dream of and try to achieve. But I know it won't last forever.'

31 What do we learn about Cody's career in the first paragraph?

A It is hard to explain his early success.
B It is not something he had planned.
C It is difficult for him to cope with.
D It is not as important to him as other things.

32 What does 'them' refer to in *line 20* ?

A fans
B videos
C online comments
D social networking sites

33 What does 'take the plunge' in *line 28* mean?

A make an important decision
B focus on something else
C ask other people for advice
D be responsible for his actions

34 What do we learn about Cody in the third paragraph?

A He likes to amaze other people when he has the chance.
B He wishes his family could spend more time with him.
C He feels his personality has helped him to cope with his lifestyle.
D He hopes he will be able to travel to many different places.

35 When Cody talks about his 'days of doubt' in *line 49*, he reveals

A his general lack of confidence.
B his concern for someone's safety.
C his fear that he may be left alone.
D his sense of responsibility for others.

36 What does Cody say at the end of the article?

A He is more fortunate than other people.
B Many people are less ambitious than him.
C Audience numbers at his concerts are increasing.
D His concerts are becoming harder to get to see.

Reading • Part 6

Questions 37 – 42

You are going to read an article about building a shelter for birdwatching. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

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

Building a Hide

Teenager Ifan Birtwhistle describes building a 'hide', a shelter to observe birds from.

One of the best ways to observe birds is from a concealed hiding place, appropriately called a 'hide'. The advantage of a hide is that it allows you to observe birds from close up without disturbing them. I have always loved making little shelters out of branches in the garden, so I was very excited when my uncle suggested that I help him build a hide on his farm. He had also agreed to allow a wildlife cameraman to film on his land.

We headed up to the chosen site, sensibly dressed in waterproof clothing and carrying an assortment of tools. The purpose of the hide we were about to build was to create a shelter from which the cameraman could film two species of bird: red kites and ravens. **37** My uncle had been putting some out for them over a long period of time to get them used to going there and so that they would behave naturally when the cameraman arrived.

The hill is a desolate place during early March. It seemed particularly so that year, as there had been months of rain, wind and freezing temperatures. We passed abandoned houses on the track, empty roofless shells surrounded by tumbling stone enclosures that had once held sheep. **38**

My uncle had already dug a small hole about 70 cm deep and a metre across. We continued to dig as the rain came down, and our hole started to fill up with dark brown water. **39** Our next task was to construct walls, which we did despite the difficult conditions, making them out of planks of wood nailed together.

The cold sun finally came out to brighten the scenery, highlighting parts of the slopes in yellow. **40** As I paused for breath, I scanned the hillside for any sign of the birds. I spotted a sad-looking kite resting in a tree nearby.

We started to build the roof, using wooden boards held up by a couple of poles and angled to give rainwater a nice run-off. For a seat we lowered a wooden box into the mud at the bottom. **41** We also dug a channel to allow some of the water collecting in our hide to escape.

Next, we put large nets over the structure, so that we could attach vegetation to it to make it look like part of the surrounding hillside. Then we began to cut down tall plants from the area around the hide with knives. **42** That was when I suddenly felt a link with past generations. I could imagine them building such a shelter thousands of years ago, under the same difficult conditions.

All that was left now was to cover the hide with the plants. We also added branches from some trees on the farm. The success of the hours of hard work was evident. It was indeed a proper hide, with which any cameraman would be pleased.

A This swiftly turned the hide into a muddy mess.

B As we did so, I looked back at our creation.

C They would be attracted by meat laid out on the hillside nearby.

D Before I could warn my uncle about them, they had disappeared again.

E It was weak, though, and we still felt the bite of the harsh temperature, which drained our strength.

F These were the only remains of the people before us who had struggled to make a living from the wild hills.

G This would hopefully keep the cameraman out of the wind and relatively dry.

Reading • Part 7

Questions 43 – 52

You are going to read an article in which four people talk about their early cycling experiences. For questions **43 – 52**, choose from the people (**A – D**). The people may be chosen more than once.

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

Which person

describes one skill as being easier to learn than others?	**43**	
preferred one bike to another that replaced it?	**44**	
was helped to change the appearance of their bike?	**45**	
describes causing someone concern?	**46**	
describes the excitement they felt when they were cycling?	**47**	
wonders why something happened?	**48**	
was nervous while waiting for something?	**49**	
appreciated the bike they were given more than might be expected?	**50**	
says their first new bike soon became too small for them?	**51**	
says they did not make use of everything their bike had to offer?	**52**	

Cycling Memories

A Gary

I'll always remember my first bike. I finally got it after nagging my parents, and what felt like years of watching my brother zoom off on his. In the end, I was given my brother's bike. It wasn't new. It most certainly wasn't impressive. But it was mine, and at last I could cycle with all the other kids in my neighbourhood. I remember it being presented to me on what must have been my eighth birthday, and even though I'd seen my brother ride the same one a thousand times, it looked brand new to me. It was a boy's grey mountain bike, with gears that I never quite worked out what to do with. My parents removed my brother's various decorative stickers, which I replaced with ones that I'd been saving since the idea of getting a bike had occurred to me, and my dad put a new saddle on it.

B Anissa

I'd seen my brother ride his bike, and I was really looking forward to riding my own. I can remember how thrilled I was to freewheel down a steep slope for the first time. I also remember the cycling proficiency classes organised at my primary school, designed to teach us to be safe on public roads. The importance of doing this course was drilled into us from a very early age, and I was extremely worried in the weeks leading up to it. I spent many afternoons practising my signalling, imagining traffic cones laid out in front of me. I was really surprised but delighted, when I actually completed the course successfully. But a couple of years ago, when I was thirteen, my friends and I decided that cycling wasn't cool anymore. I left my bike in the garage, and didn't even notice when it was given away. I think I might like to get another one now!

Viktor

My father got frustrated trying to teach me to ride a bicycle and gave up after about twenty minutes. So I didn't learn until I was twelve, when kids were allowed to ride their bikes to school. My mate Chris took me out on a football pitch nearby and lent me his bike, telling me to keep my head over the middle of the handlebars. I'd got the hang of it after spending the afternoon there, though it took me weeks to figure out how to use the brakes without falling off. I then talked my parents into buying me a big old, heavy bike, which I painted red and rode constantly until it was stolen earlier this year, though it's hard to believe anyone else could actually have wanted it. I'm saving up to get another one now, so I don't have to rely on public transport.

D Maya

The first bike that was bought especially for me rather than being handed down by my older brother, or bought second-hand from the toy shop up the road, was a smart red one. It had a white plastic seat and a little bit of decorative detailing on the frame. It had no gears and I grew out of it quite fast – I never loved it as much as the tatty old blue bike with solid rubber tyres that my dad had started me off on. He'd run along holding the back of the saddle and managed to keep calm as I struggled to stay upright. Eventually I got the hang of it, accelerated away from him and did a couple of loops around the neighbourhood. I was gone so long my dad was getting quite worried by the time I got back.

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