

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

# CAMBRIDGE ENGLISH: FIRST READING AND USE OF ENGLISH PRACTICE TEST

## TIME

You have 1 hour, 15 minutes to complete the test.

## INSTRUCTIONS

Read the instructions for each part of the test carefully.

You must complete the test within the time limit.

## INSTRUCTIONS

There are 52 questions in this test.

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

Questions 25–30 carry up to two marks.

Questions 31–42 carry two marks.

## READING AND USE OF ENGLISH – PART 1

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

### CHOOSING A SPORT

Most people recognise that sport is good for them. Not only does it keep you fit, but research also shows that it can (0) \_\_\_\_\_ confidence and reduce stress. However, some people are (1) \_\_\_\_\_ off sport at an early age because they don't enjoy what they are told to do at school.

It's important to find a sport that (2) \_\_\_\_\_ you. If you like being with other people, then team sports can be a great chance to learn about the importance of (3) \_\_\_\_\_ with other people. Your team may not always win, of course. (4) \_\_\_\_\_, sharing positive and negative experiences can be a valuable experience.

However, not everyone likes competitive sports. You may be more interested in (5) \_\_\_\_\_ individual goals. Running, cycling or martial arts are all good sports for people who want to (6) \_\_\_\_\_ their personal best times, or fitness levels.

Everyone is different, and everyone can (7) \_\_\_\_\_ from sport. So, the key is to choose something that (8) \_\_\_\_\_ you.

- |   |                |               |            |               |
|---|----------------|---------------|------------|---------------|
| 0 | A boost        | B expand      | C grow     | D gain        |
| 1 | A called       | B left        | C put      | D taken       |
| 2 | A motivates    | B encourages  | C moves    | D influences  |
| 3 | A assisting    | B joining     | C helping  | D cooperating |
| 4 | A Nevertheless | B In spite of | C Despite  | D Therefore   |
| 5 | A deciding     | B setting     | C making   | D winning     |
| 6 | A improve      | B succeed     | C progress | D update      |
| 7 | A enjoy        | B achieve     | C develop  | D benefit     |
| 8 | A fits         | B agrees      | C suits    | D works       |

## READING AND 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).

### HONEY BEES

For millions (0) *of* years, the honey bee has been vital for the environment. Without insects (9) \_\_\_\_\_ as bees, fewer plants would be able to grow. As a bee flies (10) \_\_\_\_\_ one flower to another, collecting what it needs to make honey, it pollinates the plants. Interestingly, honey is the only food made (11) \_\_\_\_\_ insects which humans eat.

Individual bees create a very small amount of honey in (12) \_\_\_\_\_ lifetimes. However, thousands of worker bees live together in structures known (13) \_\_\_\_\_ hives. Together, these bees create many kilograms of honey which they depend (14) \_\_\_\_\_ in the winter as a source of energy. (15) \_\_\_\_\_ though there are many bees in each hive, there is usually only one 'queen'. This adult female does not collect honey. Her job is to be a mother – laying over a thousand eggs every day. What is more, although a worker bee only lives for a few weeks, a queen bee can live for (16) \_\_\_\_\_ to five years.

## READING AND 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).

### STUDYING MUSIC

Do you play a (0) *musical* instrument? In many schools, music is an (17) \_\_\_\_\_ subject, but I think it's a really useful one. One reason is that it encourages you to be (18) \_\_\_\_\_. Playing any instrument trains you to think (19) \_\_\_\_\_. In fact, some people think that studying music develops your (20) \_\_\_\_\_ in lots of other ways, too, improving your problem-solving skills and self-discipline.

It does take a lot of work and (21) \_\_\_\_\_ to learn an instrument, though. It's essential to practise a lot if you want to be truly (22) \_\_\_\_\_.

One of the most difficult things I've ever done was when I had to give a (23) \_\_\_\_\_ in front of lots of people. I rehearsed every day for weeks. I was really scared before I went on stage, but when I finished and everyone was clapping, the sense of achievement I felt was amazing. It was an absolutely (24) \_\_\_\_\_ experience!

MUSIC

OPTION

ART

CREATE

INTELLIGENT

COMMIT

SUCCESS

PERFORM

FORGET

## READING AND 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. There is an example at the beginning (0).

0 I feel bad that I didn't go to the party last night.

**REGRET**

I \_\_\_\_\_ *regret not going* \_\_\_\_\_ to last night's party.

25 I have a bad stomach because I don't usually eat so much chocolate.

**USED**

I have a bad stomach because I \_\_\_\_\_ so much chocolate.

26 I finished the book before class, but it wasn't necessary.

**HAVE**

I \_\_\_\_\_ the book before class.

27 I went running last night, even though it was windy and raining.

**SPITE**

I went running last night, \_\_\_\_\_ and rain.

28 'Please don't leave your computer on when you go to bed,' said Rob to Paula.

**REMINDED**

Rob \_\_\_\_\_ her computer off before she went to bed.

29 I only know Sara because I was on the same sports team as her.

**MET**

Sara and I \_\_\_\_\_ we hadn't been on the same team together.

30 I have such a lot of exams this month that I'll need a holiday when I finish!

**HAD**

By the end of the month, I \_\_\_\_\_ many exams, I'll need a holiday!

## READING AND USE OF ENGLISH – PART 5

You are going to read an extract from a novel about a teenager called Emma. For questions 31–36, circle the answer (A, B, C or D) which you think fits best according to the text.

### SUSAN'S PARTY

I received an email. 'Susan?' I whispered. We hadn't communicated since her birthday party. I'd sent her several messages, but she hadn't replied to any of them. She'd completely disappeared from my life. I had almost forgotten about her, so I was actually thrilled to finally get an email. Then I started to read it properly. At first, I was surprised that it began with a formal 'Dear Emma, I apologise for not writing earlier ...'. As it continued, I vividly remember not understanding what I was reading. Even now, I don't think I've ever been so upset by something as much as that email.

By the end of the email, Susan's party, six months earlier, was fresh in my mind. She had been planning it for weeks, because she'd wanted it to be a special celebration. About 50 people had been invited, and we'd all been given instructions about what clothes to wear, what presents she'd like, and so on. In one email, she asked me to sing at her party. She knew that I  
*line 9* practised in a choir, and she thought that it might be nice for me to perform something for the guests. I remember I gasped when I read that. Even though I can actually sing, I'm really not used to doing it solo in front of other people, especially not as part of some kind of party entertainment. If only I hadn't said 'yes'.

'Hello Emma,' Susan said to me, flatly, when I arrived at the party. She looked at my clothes and wrinkled her nose. 'I hope you're ready for the performance,' she said without even looking at me. I had hardly had time to produce a mumbled reply before Susan said, 'I wish you'd worn something nicer,' and went over to greet someone else. I felt my face burning.

I was just about to go over to Susan and tell her I was leaving when her brother, Leo, appeared. 'Don't mind my sister!' he laughed. 'She hasn't slept for days, she's a bit stressed!' I checked the dress I was wearing; I felt I'd made much more of an effort than some of the other girls. I tried to calm myself down.

Looking around, I started to feel a huge sense of dread. Would I have to perform in front of all these people? The last thing I wanted to do was eat or drink. My stomach was doing somersaults. Everyone looked like they were enjoying themselves except me. Some people even came up to me and asked what was wrong. My nerves must have been plain to see on my face, and yet I smiled and said I was OK, hiding my feelings just like always, even when perhaps I shouldn't. Suddenly, Susan clapped her hands. 'OK everyone, a special treat now. Emma's going to sing.' Everyone looked at me. I was terrified.

After I'd sung, everyone cheered, and I grinned for the first time since arriving. People came up to me and said I was fantastic. Leo told me I was amazing. Interestingly, Susan didn't say anything to me. She had her back to me, talking to other people. It probably wasn't nice that she was the only person who didn't talk to me after my performance. Maybe my singing wasn't that important for her. I didn't think much of it except to say that I wish I'd gone over to say 'happy birthday' to her properly. The thing was, I had so many people coming up to talk to me that I had no time. I did manage to say goodbye to Susan before leaving. It was very quick, and Susan still wasn't very friendly. I had no idea why, but thought that perhaps she was exhausted by that point. In all, I felt I'd had a good time, and I'd met lots of nice new people so I didn't think too much about her behaviour.

Susan's email six months later was a shock. She said she hadn't written earlier because she'd been angry after I'd ruined her big day. Apparently, it had looked like I didn't really want to be there. With my bad mood, I'd spoiled it for everyone. To make matters worse, I hadn't even wished Susan a happy birthday. My hands were shaking. Everything I thought had happened during the party was turned upside down. Reading Susan's email, I started to put myself in her shoes. Maybe I had seemed that way. I immediately texted Leo to see what he thought.

- 31 How did Emma feel when she was reading Susan's message?
- A She wanted to know who Susan was.
  - B She was disappointed that Susan hadn't written for a long time.
  - C She was hurt and confused.
  - D She was worried about what had happened to Susan.
- 32 When Emma 'gasped' in line 9, it showed that she felt ...
- A sorry because she didn't say 'yes'.
  - B worried about performing.
  - C disappointed because she couldn't sing.
  - D happy, because she had sung a lot in the past.
- 33 How did Emma react to Susan's comment about her clothes?
- A She decided Susan said it because she was tired.
  - B She realised she hadn't chosen the best thing to wear.
  - C Despite feeling bad, she chose to ignore it.
  - D She wanted to tell Susan that other people were wearing worse clothes.
- 34 What do we learn about Emma in the fifth paragraph?
- A She couldn't wait to eat something.
  - B She was starting to have fun.
  - C She secretly hoped she wouldn't have to perform.
  - D This wasn't the first time she hadn't told people what was wrong.
- 35 In the sixth paragraph, what do we learn about how Emma feels?
- A She's sure that Susan was jealous.
  - B She's sad that Susan hadn't said 'thank you'.
  - C She feels guilty about not wishing Susan a happy birthday.
  - D She is sorry she left the party.
- 36 At the end of the passage, how does Emma try to cope with the email?
- A She speaks to Susan's brother.
  - B She tells herself that she'd been a good guest.
  - C She tells herself that Susan was lying.
  - D She tries to imagine how Susan was feeling.

## READING AND USE OF ENGLISH – PART 6

You are going to read an article about a new way to help dogs. 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.

### STORY TIME FOR DOGS

Children are helping dogs by reading to them and encouraging them to feel better around humans.

Every year, many dogs end up in shelters. They might have been rescued after being lost on the streets, or they were perhaps abandoned by previous owners. In these shelters, they wait until somebody wants to adopt them and take them to a new home to be loved. Even though these animals are well looked after in shelters, they are often lonely, shy, or anxious around people, not having had much affection from humans.

However, a brilliant new scheme is taking place in Missouri in the USA. **37**  It might sound like an odd idea, but it's one which seems to have had a great deal of success for all involved.

The children are well-prepared, of course. **38**  This enables them to understand things like how the dog feels by paying attention to its body language – whether it's shy, nervous or stressed. The dogs are in cages, but the children are able to sit comfortably outside on cushions and talk clearly to the animals.

So far, the project seems to be working, especially for the dogs. What's interesting is that the animals really do seem to be paying attention to the stories. **39**  In fact, the dogs often seem to like looking at the picture books that the children read from and willingly get closer to the children in order to be able to do this. This, along with the gentle sound of the children's voices, really helps the less confident dogs to feel more relaxed around people. **40**

The children also get a lot out of this project. **41**  Perhaps more important, however, is the feeling of empathy that the young volunteers gain by helping an animal. It might be the first time that many of these children have read for a purpose. As they do so, they learn to develop the ability to understand things from the dogs' perspective.

It is hoped that the dogs, after having had this extra contact with the children, will be able to be housed more easily. When a potential owner comes to the shelter looking for a dog to adopt, the dogs hopefully won't be hiding at the back of their cages, feeling frightened. Nor will they be aggressive and bark. Instead, the dogs will have learned to trust humans and feel safe around them. **42**

- A They are given several hours of training before being able to start.
- B Even the noisier, wilder ones seem to calm down.
- C Kids up to the age of 15 are being trained to read stories to dogs.
- D Of course, there is the extra reading practice they get.
- E In this way, the children who come to read may be helping each dog find a happy home in the future.
- F It not only helps animals, it helps children too.
- G The dogs tend to become quieter and act as if they're listening to the young volunteers.



## READING AND USE OF ENGLISH – PART 7

You are going to read about four teenagers who learned to do different things during their holiday. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Which teenager ...

- |   |                          |
|---|--------------------------|
| 43 was pleased to do something without anyone's help?         | <input type="checkbox"/> |
| 44 quickly knew how to do something?                          | <input type="checkbox"/> |
| 45 did something because of someone else's advice?            | <input type="checkbox"/> |
| 46 was happier with the location than they expected?          | <input type="checkbox"/> |
| 47 shared what they had learned with someone else?            | <input type="checkbox"/> |
| 48 learned to appreciate something about their everyday life? | <input type="checkbox"/> |
| 49 thought of a new way of doing something?                   | <input type="checkbox"/> |
| 50 regrets not doing something earlier?                       | <input type="checkbox"/> |
| 51 didn't want to hurry?                                      | <input type="checkbox"/> |
| 52 did something that made them popular?                      | <input type="checkbox"/> |

### A Kate

We went camping for two weeks. Before I went, I wasn't looking forward to it, especially with it being in the middle of the mountains without electricity. In the end, it was a really good experience, even though the weather was bad for the first few days and we couldn't see the mountains at all behind the clouds. In the mornings, it was usually damp and miserable, and it was my job to get up early and start a fire to make coffee. Horrible! It took ages, but I was everyone's favourite person by the time they woke up! When the sun finally came out and we could go hiking or cycling, it was amazing. I'd never seen such beautiful scenery. One of the other people had a small solar panel that I borrowed to power my smartphone as well as a little lamp that we used in the evening inside the tent. It took all day to charge them up. That really taught me how we take so many things for granted, like electricity or heating, when we can get what we want at home just by pressing a switch.

### B Martin

I spent the holiday with my grandparents in Italy. My father is Italian, and he suggested that spending time with my relatives would be a great chance for me to practise my Italian language skills. Unfortunately, I'm really shy and I'm not the type of person to just join in conversations in a foreign language. The first few days were the toughest. I didn't say a word, even though I more or less understood what people were saying. I was worried that it would all be a waste of time and my grandparents wouldn't like me, but they were really kind and patient. They got me to do things like help them at the market and cook at home. It made me feel part of the family. My grandfather even took me to a couple of football matches. In the end, I was really enjoying myself and forgot I was in a foreign country. I started having fun speaking to my relatives and other people, despite making lots of mistakes. I think it helped my confidence a lot, and I just wish I'd felt like that at the start.

### C Olivia

We spent our holiday near the beach. It sounds nice, except that the weather was terrible and we spent most of our time indoors, watching TV or playing games. My dad got out an old chess set, which I thought would be really boring. He showed me what all the pieces were and how they moved, and in just a few minutes, I understood how the game works. Dad complimented me on how soon I'd picked up the rules. Then, we started to play against each other. Of course, he won every single game, but I really started to get into it. I was fascinated at the idea of planning my next moves, trying to anticipate what my dad would do next and what might get him into trouble. Actually, one day the sun came out and I didn't want to go out at all. I wanted to stay inside playing chess. So, I had the idea of drawing a big board in the sand on the beach, and using different stones and shells for all the pieces!

### D Paul

I went on a big cycling trip with my parents and my brother. It was 150 kilometres in total, which sounds a lot, but we did it over several days. I was usually the slowest, because I'm the youngest, and I was behind everyone else. Also, I had a new camera and I wanted to teach myself how to use it. There were so many things on the way that I couldn't help taking lots of photos. Once, I saw a beautiful bird just standing in a tree near the road, and I stopped and waited until I could take the shot I wanted. My parents were more interested in going as quickly as possible, so they were annoyed with me for stopping. However, I showed the photo of the bird to my brother and he got really excited. He wanted to take photos, too, so I taught him how the camera worked. After the trip, we had lots of photos of all the places we'd been to. I was really happy with them, and my parents were really surprised to see how good they were!