

# Test 1 Key

## Reading and Use of English (1 hour 15 minutes)

### Part 1

1 D 2 A 3 C 4 B 5 D 6 B 7 C 8 B

### Part 2

9 had / held 10 Although / Though 11 other 12 and 13 what  
14 That / This 15 one / some 16 be / come

### Part 3

17 growth 18 scientists 19 behaviour / behavior 20 equipment  
21 recording(s) 22 discovery 23 unaware 24 valuable / invaluable / valued

### Part 4

25 GET the brakes | checked OR GET a | brake check  
26 lent me | her car UNTIL  
27 would have / would've / 'd have been / arrived | on / in TIME  
28 from Nicky | NOBODY has put / written OR from Nicky | NOBODY (else) put / wrote  
29 WISH I had / 'd / paid (more) OR WISH I had / 'd | been paying  
30 've / have RUN out | of

### Part 5

31 D 32 C 33 B 34 A 35 A 36 C

### Part 6

37 D 38 A 39 E 40 G 41 F 42 C

### Part 7

43 D 44 C 45 A 46 C 47 B 48 A 49 B 50 D 51 C 52 B

## Writing (1 hour 20 minutes)

Candidate responses are marked using the assessment scale on page 108.

## Listening (approximately 40 minutes)

### Part 1

1 C 2 B 3 A 4 A 5 C 6 C 7 B 8 A

### Part 2

9 film / movie 10 (tour) guide 11 mountain / Mountain  
12 jungle(-)life / junglelife 13 peaceful 14 insects  
15 black(-)back(s) / blackback(s) 16 ground  
17 humans / human beings 18 rainforest / Rainforest

### Part 3

19 D 20 B 21 H 22 F 23 E

### Part 4

24 C 25 A 26 B 27 B 28 C 29 A 30 A

## Transcript

*This is the Cambridge English: First for Schools, Test 1.*

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:*

tone

You'll hear each piece twice.

*Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.*

*There will now be a pause. Please ask any questions now, because you must not speak during the test.*

[pause]

*Now open your question paper and look at Part One.*

[pause]

## PART 1

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

## Question 1

*One. You hear part of a news item about a school project.*

[pause]

tone

Man: Students at the Central School in Newtown have won a national competition to find the best eco-invention. Competitors had to find a way to change a familiar place, making it better for the environment. The winners came up with an idea they called the Centi-Pedal to be used by people waiting in a queue for ice cream in a local park. Their invention is a long stationary bike with eight seats. Kids waiting in line take turns to pedal. This makes the wait less boring and also helps to power the ice cream freezers. Anyone pedalling for more than five minutes gets a discount on their ice cream.

[pause]

tone

[The recording is repeated.]

[pause]

## Question 2

*Two. You hear a teacher talking to her students about a writing competition.*

[pause]

tone

Woman: I know you're all very interested in the short story competition so I'm very glad to tell you that you're all registered and your contributions have to be handed in by the end of the month – so there isn't much time to get the revised final versions done. I'm going to give you back your first drafts with some individual comments. Your work shows plenty of imagination, which is a definite plus, but a general point to bear in mind is that stories which have been successful in this competition in previous years have tended to follow a traditional structure with a beginning, middle and end, even though they were only three or four pages long.

[pause]

tone

[The recording is repeated.]

[pause]

## Question 3

*Three. You hear part of a radio item about a bird.*

[pause]

tone

Woman: A rare white kiwi bird has been born in New Zealand as part of a special breeding programme. The bird, named Manukura by members of the local Maori community, was born at the Pukaha Mount Bruce National Wildlife Centre and is believed to be the first all-white kiwi chick ever to have been born in captivity. The arrival of the bird was a big surprise as no white kiwis had been brought to the Wildlife Centre. It is believed that Manukura's parents must have carried the genes for white feathers. Local Maoris have called the bird's birth a 'tohu' which means a sign of new beginnings.

[pause]

tone

[The recording is repeated.]

[pause]

## Question 4

*Four. You hear two friends talking about a TV talent show.*

[pause]

tone

Girl: What did you think of last night's 'Pop Stars' programme?

Boy: Well, some of the competitors were really good this week.

Girl: Do you think so? I did like the guy who sang last. I thought he had a very powerful voice.

Boy: Really? I thought he was a bit boring. I preferred the group of girls who opened the show.

Girl: Well, they looked good but wasn't it a strange song for them to pick?

Boy: You can say that again! But they did it very well.

Girl: Hmm. But I'm really not getting into it. I hope things improve next week.

Boy: I'm sure they will.

[pause]

tone

[The recording is repeated.]

[pause]



Question 5 Five. You hear a girl talking about a sports event she took part in.

[pause]

tone

Girl: I recently won a trophy at a big football club. I raised money for a children's charity by asking friends and family to sponsor me in a running race. It was quite cold on the day but, before we started, we had a dancing warm-up with music, to get us ready. We ran two laps around the outside of the stadium. There were lots of really kind, supportive people cheering us all the way round, which was fun. At the end it got hard but I managed to keep going. Then a man handed me a medal and said I was the first girl to finish. I was surprised as I hadn't expected that.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 Six. You hear a teacher telling her class about something called World Oceans Day.

[pause]

tone

Woman: Now, next week there's going to be a special international day called World Oceans Day. The organisers want everyone all over the world to think about protecting our oceans, which generate the oxygen we breathe, help feed us, regulate our climate, and clean the water we drink, as well as being home to hundreds of species of underwater creatures. So what do you think we could do to make our commitment to protect the oceans on that day? In a moment, I'm going to give you a few ideas about that. Then you can come up with some ideas of your own for homework and we'll make our decision.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 Seven. You hear an announcement about a festival.

[pause]

tone

Man: How do you fancy winning the chance to take your family to a fantastic music festival over the midsummer weekend? Happy Times Music Festival is now in its second year and it looks set to give all those attending a wonderful weekend. The Festival focuses on the best music of the last fifty years with top artists performing hits from the past as well as those of today. To win a family ticket send us a text saying, in no more than fifteen words, why you'd like to be there. Tickets are selling fast so this might be your only chance to get there.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 Eight. You hear a boy leaving a voicemail message for his friend.

[pause]

tone

Boy: Hi, Gary. I got your message. The funny thing is my mum's just like yours. She's always asking me what I think she should get my cousins for their birthdays. I don't know why she thinks I'm such a good person to ask. Anyway, about that computer game you asked me about – *All Stars Racing*. Well, I've heard of it but I've never played it so I've got no idea if it'd be good for your cousin. I don't mind going with you to that games place in the shopping centre to try it out if you think that'd help. All right. Text me if you like. Bye.

[pause]

tone

[The recording is repeated.]

[pause]

*That is the end of Part One.*

*Now turn to Part Two.*

[pause]

*You'll hear a boy called Joe giving a class presentation about a project he's done on the subject of gorillas. For questions 9–18, complete the sentences with a word or short phrase.*

*You now have forty-five seconds to look at Part Two.*

[pause]

tone

Joe: Hi. Today I'm going to tell you about the project I've done all about gorillas, an animal that's interested me ever since I was little. I remember being given an amazing book about them with loads of wonderful pictures in it. That was because I'd watched a film about them when I was about seven and they'd really captured my imagination. Unfortunately, I couldn't find that book when I was doing my project, which was a shame.

My uncle also helped keep my enthusiasm going. He's a teacher now, but for a time he had a job as a tour guide in the south-west of Uganda, which is one of the gorilla's main habitats – they can also be found in Rwanda and the Democratic Republic of Congo. He's a keen photographer in his spare time and he sent me lots of photos he took while he was there.

It's generally agreed that there are several types of gorilla: Lowland gorillas, Cross River gorillas and also Mountain gorillas, which were the ones my uncle saw and took pictures of. These names obviously reflect the environments they're typically found in.

I'll show you some of his pictures later on but the majority of the ones I've got for you – as well as the stuff I'm going to tell you about – come from a website called [jungle-life.com](http://jungle-life.com). I also used another website called [animal-ways.com](http://animal-ways.com). Although it was less useful for this project, it did have some interesting stuff about conservation work being done to help protect gorillas.

People often think of gorillas as large aggressive animals, thumping their chests and making scary noises. But I discovered from my research that they're not actually fierce at all. They're peaceful unless they're threatened in some way.

Gorillas are mainly herbivores, which means that although they are very large creatures, they manage on a diet of plants. They eat all sorts of shoots and leaves, for example. They can occasionally also be seen eating insects, apparently, which I hadn't realised. And despite the fact that they live in a very hot climate, these animals are very rarely observed drinking – they seem to get enough water from their diet, without needing anything extra.

A group of Mountain gorillas usually consists of one or two younger males, a few females and their young. This group is lead by the dominant male, who's known as the silverback. It's a good name because it refers to the way the adult male's coat turns from black to grey as he matures. And you won't be surprised to hear that the blackback is the name given to the less mature male gorillas.

Like other apes, gorillas build nests. Many apes, for example chimpanzees, make their nests in trees, whereas gorillas make theirs on the ground, pulling down branches to do this. The young share a nest with their mothers but once they're about three years old they move into their own.

Gorillas don't have many predators. The main animals that are a threat to them are leopards, wild cats and of course other larger gorillas. However, sadly, humans are their greatest enemy and that's the same story with many endangered animals today.

If you'd like to find out more about these wonderful animals, there are a number of good books about gorillas in the school library. I'd suggest you read this book by Carola Newcombe. It's called *Gorillas in the Rainforest*. There's another book by Thomas Pane called *Gorillas in the Wild*. I don't think that's quite so interesting in fact, but both these books are better than *Gorillas in Danger*, which is a bit depressing.

Anyway, I'd like to show you some of the photos I ...

[pause]

*Now you'll hear Part Two again.*

tone

[The recording is repeated.]

[pause]

*That is the end of Part Two.*

*Now turn to Part Three.*

[pause]



## PART 3

*You'll hear five short extracts in which teenagers are talking about a recent holiday. For questions 19–23, choose from the list (A–H) the opinion each speaker expresses. Use the letters only once. There are three extra letters which you do not need to use.*

*You now have thirty seconds to look at Part Three.*

[pause]

tone

*Speaker 1*

[pause]

I had a brilliant holiday in Greece this summer. My best friend's parents invited me to go with them to visit their cousins. It was great 'cause they speak Greek and know where to go and what to do. We saw fantastic archaeological sites and also went scuba diving several times. I loved that – and felt I'd really improved since my first attempts last year. Probably the best thing was going to an opera in an ancient open-air theatre. I wasn't looking forward to it because I'd never seen an opera before, but I can't wait to go again!

[pause]

*Speaker 2*

[pause]

This year my family went to France. I've been learning French at school but I didn't get to practise it much because everyone there spoke English much better than I spoke French. We stayed in a campsite on the south coast. It was a terribly long drive down there, which was boring, but it was fun once we arrived. There were loads of people my age staying there too and we spent every day together. Some of us had waterskiing lessons. I've always wanted to have a go at that and it turned out I had a real talent for it. I hope I'll persuade my parents to go back there next year.

[pause]

*Speaker 3*

[pause]

We usually go to the same place every year. You might think that's a bit boring but I actually like it. I've got some of my best friends there – we've all known each other since we were six. This year we took some cousins along with us. They're from Australia and they're spending a year travelling round the world. Lucky things! I'd never met them before. It was fun being on holiday with them, showing them round and introducing them to my mates. They particularly enjoyed some evenings we spent at a jazz club. I did too – the musicians were great, and it's made me determined to start learning the saxophone now I'm home.

[pause]

*Speaker 4*

[pause]

This year we went to Spain for the first time. It was exciting because my brother and I did loads of surfing. Neither of us had ever even been on a surf board before. My brother seemed to get the hang of it at once. I never did, but I still enjoyed it. What was great, though, was that I'm the only person in my family who knows any Spanish so I did all the ordering in restaurants. It was kind of fun being in charge of things actually! The journey home was exciting – we missed our flight and ended up coming home by train!

[pause]

*Speaker 5*

[pause]

I went away with my grandma this year. I'd only ever been away with her on my own once before and that was ages ago. So I was a bit apprehensive, you know, thinking she might want to do very different things from me. But it was fine. We both love music so most evenings we ate in a café, where people used to come to play folk music. But the highlight for me was actually getting there. We drove to the cottage she'd rented and it took us four or five days. Not because it was that far, but because we stopped to do lots of things along the way.

[pause]

*Now you'll hear Part Three again.*

tone

[The recording is repeated.]

[pause]

*That is the end of Part Three.*

*Now turn to Part Four.*

[pause]



## PART 4

*You'll hear an interview with a writer called Clare Watson, who writes novels for teenagers. For questions 24–30, choose the best answer (A, B or C).*

*You now have one minute to look at Part Four.*

[pause]

tone

Interviewer: With me in the studio today, I have Clare Watson, author of over twenty extremely successful novels for teenagers. Clare, what first made you want to become a novelist?

Clare: I've always loved books. I can remember as a very small child listening to my mum reading stories to me. At primary school, we'd write stories and the teacher often chose me to read mine aloud to the rest of the class. However, at secondary school, the teacher was more interested in perfect spelling and grammar so I started getting lots of corrections and lost some of my enthusiasm. But I still used to make up stuff to entertain my kid brother. He said my stories were way better than anything in books. That's what started me thinking maybe I could write one for publication one day.

Interviewer: You've published lots of novels. Do you have a personal favourite?

Clare: It's hard to decide, I think it's probably *Swans*. It's one of my funniest stories, but that's not why I like it so much. It's more because it ended up just how I'd imagined it being. Each time I start a novel, I want it to be this and that and it hardly ever becomes what I'd intended. Anyway, it's about Gina Finlay, the girl I've written twelve other novels about, but it's the first one set in a holiday context. The previous ones had all been about Gina at school.

Interviewer: How do you come up with ideas for stories?

Clare: Well, that's a bit like asking where you get your dreams from. You don't exactly know, do you? Dreams are often quite surprising and you've no idea really where they originate. But I came up with my first idea for the Gina Finlay series when I was jogging round the park. In fact, that's where most of my ideas make their first appearance.

Interviewer: The Gina Finlay stories have become a phenomenally successful TV series. How do you feel about the TV adaptations?

Clare: I'm glad Gina's become so popular. For years, I'd been getting letters from fans saying, please get her stories made into TV shows. When that eventually happened, I don't think anyone imagined it'd turn into such a long-running series. I enjoy visiting the set and watching the actors at work, but I don't have to write the scripts, thank goodness! There are so many that it wouldn't be possible. But the team of writers does a great job, I think!

Interviewer: You've set up a project to encourage teenagers to write fiction. What was the inspiration for that?

Clare: Yes, I work with teenagers, setting up writing groups at schools all over the country. It's so rewarding. Most days now I get letters from kids telling me how they're getting on. The idea came to me when a friend told me about a successful writing group which had been set up in an Australian school. I talked about it with some fellow authors and we all felt it could work here too.

Interviewer: How did you feel when you won that big award last year?

Clare: When I knew I'd been short-listed, I couldn't believe it and I was thrilled when I won because there are lots of excellent novels for teenagers around these days. I take it very seriously because I'm following in some remarkable footsteps, like Mary Green, the author I admire above all others; she got it a few years ago. I realised it'd involve new responsibilities, but I'm always excited by new challenges so I don't mind that.

Interviewer: How do you manage to write about teens' emotions so well?

Clare: Well, I taught teenagers for a few years after graduating and that might've helped a little. Especially as not many of my own kids or nephews and nieces have reached their teens yet. I think the main thing, though, is that I still recall very vividly my own feelings as a teenager. It's a long time ago but it doesn't seem that way somehow.

Interviewer: Thanks very much, Clare.

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

*That is the end of Part Four.*

*There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left so that you're sure to finish in time.*

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*