

Test 2 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

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

Part 2

9 to 10 known 11 from 12 what 13 it 14 their 15 which
16 coming

Part 3

17 understanding 18 individually 19 instructions 20 unclear 21 enjoyable
22 educational / educative 23 locations 24 availability

Part 4

25 not INTERESTED in | being / becoming
26 WOULD have / WOULD've gone / been skating | if
27 haven't / have not / 've not SEEN | David for / in
28 this computer | is DIFFERENT
29 in SPITE of | (the) wind
30 time | I GOT to the

Part 5

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

Part 6

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

Part 7

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

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 B 6 B 7 C 8 C

Part 2

9 honey 10 gardens 11 gold 12 tomato 13 saucer 14 steam (power)
15 (chocolate) press 16 bars 17 milk 18 mood(s)

Part 3

19 B 20 C 21 F 22 D 23 G

Part 4

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

Transcript

This is the Cambridge English: First for Schools, Test 2.

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 a teacher talking to some students.

[pause]

tone

Man: Now I took this photo when I was on holiday by the sea. I was walking along a path on the southern coast. To get across the river that runs into this shallow bay here, I had to head away from the seashore. And I was struck by the change in character of the soil and what was growing as I got further away from the shore. There was a real contrast between the thin soil on top of the cliffs there, and the grass and plants that you can see in the picture as I got further inland. Look at the thick woods and green fields here.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two. You hear two friends talking about a bike race they went on.

[pause]

tone

Boy: Are you pleased you did the bike race?

Girl: Well, forty kilometres is a long way to cycle. I was exhausted by the end so I think doing that distance in the time I did it was quite an achievement, even if it was slow compared to some of the others. But, you know, in the last ten kilometres my legs were feeling really sore. I didn't realise just how hard that'd make it, but I kept going, and I can't say I ever really thought about giving up. I guess we were lucky to get so much encouragement from people watching.

Boy: It made quite a difference, didn't it?

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three. You hear a man and his daughter talking in a library.

[pause]

tone

Girl: I don't know what book to take out this week, Dad. Have you got any ideas?

Man: Well, you used to like stories by Jackie Donald. Perhaps they've got one of hers that you haven't read yet?

Girl: Oh, I'm not so keen on her now – I need a change.

Man: Well, whatever you choose, please hurry up because we haven't got all day. What about that biography of the dancer you like. Shall I find it for you? But, look, I did promise Mum we'd be home by six.

Girl: Well, I do like stories about people's lives, I suppose.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four. You hear two friends talking about a television programme about polar bears.

[pause]

tone

Boy: Did you watch the documentary about those polar bears stuck on an iceberg for weeks?

Girl: Yeah, I loved it! I've seen lots of programmes about polar bears but this one seemed quite different.

Boy: The close-ups of the bears were amazing but you get that kind of thing in most wildlife programmes, don't you?

Girl: True. But the scenery was fantastic – I suppose it's not hard to make icebergs look impressive, though. But you'd never believe the stuff about why the bears stayed on that iceberg.

Boy: You mean because they were scared to leave? I'd never heard of anything like that before either. You wouldn't think they'd be afraid of anything.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 Five. You hear a teacher talking to a class.

[pause]

tone

Woman: OK, class. I'm going to ask you to do something rather different today. As you know, the school's holding an open day for families and friends in two weeks' time and we're going to be selling various things to make some money for a children's charity. Our class is going to make some small cakes to sell on the day. Next week, I'll ask you to bring in different ingredients from home and then we'll make the cakes here in school. But tonight I want you to ask all your friends and relations what their favourite kind of cake is. That'll help us decide exactly what cakes we're going to make.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 Six. You hear two friends talking about a story-writing competition.

[pause]

tone

Boy: Are you going to enter that competition our teacher told us about? I think you should. You're great at writing short stories.

Girl: Thanks, but you have to write about a wild animal. I don't know much about animals and haven't a clue what I could write about.

Boy: I could help you. You could make up a great story about an elephant, for example. I did a project on them last year and could give you some background information. I'd want to have part of the prize, of course!

Girl: Well, it's a trip to London Zoo for four so you could come with me and my parents.

Boy: Great! Let's get started!

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 Seven. You hear a radio announcement about an event.

[pause]

tone

Woman: Scientists studying wildlife are keen to find out more about the creatures that you generally find living in city gardens and are asking for your help. If you see or hear any birds or animals in your backyard, please get in touch. Last year over a hundred thousand people took part in our similar survey and it's hoped even more will participate this time. The survey's important because it helps us know which types of creature are doing well and which are in decline. If you're willing to get involved, then log on to the Nature Count website at www.naturecount.com. We'll give the address again later in the programme.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 Eight. You hear a review of a computer game on the radio.

[pause]

tone

Man: A game that's been popular for some time in the US has just had its first release here. *Alien Attack* starts you off protecting a small mountain village from attack by aliens but you soon find you're actually living in a dream world. Your adventures then start to cross over from one world to the other as your actions in one affect what happens in the other. It can be tricky to figure out what on earth's going on at some points but, if you're a fan of adventure games, you'll probably love this one. It's not a good choice for people new to games like this, however.

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a girl called Kate giving a class presentation on the subject of chocolate. 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

Kate: My presentation today is about chocolate. When our teacher said we could do a history project on any food we liked, I knew straight away what I'd choose, because chocolate's my absolute favourite.

So where does the story of chocolate begin? More than fifteen hundred years ago, seed pods from the cocoa tree were being used to make chocolate by people in Central America. I discovered that the Mayan civilization in Mexico were the first people to realise that cocoa beans are absolutely delicious. They made a chocolate drink, which was sweetened with honey, but which, incredibly, also contained chilli peppers – can you imagine that?

To begin with, the cocoa pods were collected from wild trees in the rainforest, but soon chocolate became so popular that people started cultivating them. This was in gardens, however, rather than in fields on farms. This, of course, made it much easier for people to get hold of chocolate and its consumption became widespread.

Another civilization, the Aztecs, learnt from their Mayan neighbours how delicious chocolate was as a drink and they eventually valued it so highly that the beans were accepted as a way of paying taxes, even though gold was widely available.

Cocoa didn't make its way to Europe until the fifteenth century. Spanish explorers in the Americas took it home with them along with the potato, but it is thought that the tomato was taken over to Europe even earlier than this.

Chocolate became fashionable in Europe in the seventeenth century and people used to meet in chocolate houses to chat and drink chocolate – a bit like the way people meet in cafés today. They drank their chocolate from a special dish with two handles and it was because of this that the saucer first made its appearance – it kept the chocolate from dripping onto people's clothes.

In seventeen ninety-five, J. Fry and Sons, an English company, started to use steam power to grind cocoa beans by machine for the first time. This was a great step forward as up until then, cocoa beans had been ground by hand on hard surfaces such as stone.

Then, in eighteen twenty-eight, a Dutchman invented a chocolate press, a machine which made it possible to produce solid chocolate as well as cocoa powder. This had a huge impact on the way chocolate was consumed, as people began to eat chocolate as well as just drinking it.

The significance of his invention was quickly understood and the first ever bars of chocolate were manufactured in a factory in England in eighteen forty-seven. Solid chocolate rapidly gained in popularity and boxes of chocolates became a favourite form of gift on birthdays, for example.

People had already begun to experiment by adding different things to chocolate such as sugar, eggs and spices but with the addition of milk, a Swiss man, Daniel Peter, was able to produce, in eighteen seventy-five, chocolate which was similar to what we would recognise as chocolate today.

The good news for chocolate eaters today is that it's not only delicious but it can also be good for you. Scientific studies have proved that chocolate has a positive effect on your mood. Some researchers also think that eating a little bit of dark chocolate every day can lower your blood pressure, but the results aren't conclusive.

So what I'd like to do now is move on to talk about how chocolate is made today and the most interesting thing ...

[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 family day out at an activity centre. For questions 19–23, choose from the list (A–H) what each speaker says about the place they went to. 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]

Me and my brother have just spent a day at a dry ski slope with our dad. He's really good so sadly he went off on his own after he'd fixed us up with hired boots and skis. Then, we had our first lesson. In a group of six, we learnt all about walking, sliding, controlling speed and safety. It was a bit tough but we'd both like to keep going till we can do it properly. In fact, Mum's promised to get us our own boots and skis if we stick with it – we can go and have a holiday where there's proper snow. That'd be so brilliant.

[pause]

Speaker 2

[pause]

My mum found out about this climbing centre by chance and thought it'd be a fun thing for me to try with a friend. Before you go on the climbing wall, you have to learn some basic techniques and study the safety rules. As long as you're over twelve, though, you can go unaccompanied by a grown-up, which suited me fine actually. There was a shop selling all sorts of climbing gear and equipment for other sports too so my folks had somewhere to hang out. I hope to go again one day 'cause I'm keen to learn all sorts of climbing techniques.

[pause]

Speaker 3

[pause]

My parents took me and two friends to a fantastic outdoor activity park last weekend. It was a huge place with lots of amazing things to do. Like, quad bikes you could hire, boats you could row, a sort of rope path you could walk on through the treetops, an area for observing birds. We only saw and did about half of the things there, which was a bit disappointing so I hope we can

go back soon. Mum and Dad did some of the activities with us – like we all went out in a boat together, but mostly they just sat and drank coffee while we did stuff.

[pause]

Speaker 4

[pause]

Last Saturday I got taken to a pottery studio. First we chose a plain piece of pottery – like a vase or bowl or whatever – and you had to decorate it – you could like paint it any way you liked. I did a mug and painted a heavy metal slogan on it. There were like staff around who could come to the rescue if you really messed up, but I managed on my own. When we'd finished, the stuff had to go in a sort of oven and we're going back next weekend to pick it up. I can't wait to see how it's turned out!

[pause]

Speaker 5

[pause]

Last weekend, my parents took me and two friends to this activity centre based around a strange underground cave. We went down really steep, long winding passages – the walls all decorated with shells, made into pretty patterns like mosaics. Dad told us that the place had been discovered by accident around a hundred and seventy years ago when a local farmer was digging out a pond, but that it's probably over five hundred years old. Nobody really knows who made it or what it was used for. I'd love to solve the mystery myself one day. Mum bought us some postcards in the souvenir shop, but we didn't bother going round the other stuff there.

[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 girl called Poppy Wallace, who sings in a girl band called GirlSong. 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: Today I'm talking to Poppy Wallace, lead singer with GirlSong, the popular girl band. Poppy, GirlSong has been one of this year's most dramatic success stories. It must've been an exciting time for you.

Poppy: Absolutely. It's been amazing. We've been so lucky. We've had to do a lot of work over the past year, of course, and we only got together just before that. Everyone we met in the music business was always really excited about our sound and said we'd make it big, but none of us thought our time would come so soon. It's great that it has!

Interviewer: I'm sure. You've just completed your first international tour. How was that?

Poppy: It was great! We'd done a couple of short tours in this country so we were already reasonably confident in front of large audiences. But it was exciting to make new fans all over the world. It was just a pity we were moving on all the time and couldn't really get to know people. Next time, we'll try to build in more opportunities for contact with our fan base. As a band, we've got even closer to each other than we were before – which is brilliant! I know that sometimes things can become quite tense within groups on tour. I'm glad that didn't happen to us.

Interviewer: You were joined on tour by Leo, a singer who's been around for over ten years now. How did that come about?

Poppy: Well, we were doing some recording at the studios near here and at the end of the first day our agent told us he'd just seen Leo walking down the stairs. We joked about how good it would be to work together, never dreaming it'd actually happen. Next day, there was a message for us. The studio manager had asked Leo to listen to one of the tracks we'd recorded. He loved it and wanted to try doing something together. It really was a dream come true!

Interviewer: And you're going to be working with Leo again. Are you looking forward to it?

Poppy: Well, of course it'll be a great opportunity to record an album with him. I can't deny that. The thought of all those people pointing cameras at us everywhere we go, though, is quite scary really. I mean we're always having to write songs to deadlines and rehearse for long hours so we're used to that sort of stress.

Interviewer: When you're on an international tour, do you have time to enjoy yourselves?

Poppy: Up to a point. We play in some amazing places and I'd love to spend some time sightseeing – we rarely get the opportunity unfortunately. But I always find out how to say the basic things to people without using English and that's great fun. And before going anywhere, we try to find out a bit more about the folk music of the area and even watch other singers perform for a change.

Interviewer: Right. You come from Barbados. Do you often get back there?

Poppy: Well, though my family comes from Barbados, I was actually born in London – but I've always spent all of my holidays there because I've got lots of relatives on the island. The beaches are popular places for hanging out with friends. They're quite crowded though so sitting around strumming guitars with my mates in my uncle's garden – that's what does it for me! And then there's the food, that's pretty good too, of course.

Interviewer: As a young kid who was your special musical hero?

Poppy: I certainly had heroes but it was only when I got a bit older that I became a big fan of a local singer because I could really relate to her songs. When I was a kid, my idol was a girl from my favourite series of cartoon films. She had lots of adventures and I'm afraid I used to admire the way she'd ignore what her teacher told her to do in class. The only lessons I liked were geography and I did have a wonderful teacher – I appreciate that now – though I didn't realise it at the time.

Interviewer: Sure. And how about the ...

[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 students when they have one minute left.]

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