

Test 3 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

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

Part 2

9 Not 10 to 11 across 12 it 13 unless 14 become / be
15 something 16 Give

Part 3

17 frightened 18 knowledge 19 impossible 20 daily / everyday
21 discovery 22 weaknesses 23 friendships 24 decisions

Part 4

25 WISH I'd / I had / I could have / I could've | seen
26 didn't / did not | TURN up
27 ALTHOUGH she / Lisa | did not / didn't feel OR
ALTHOUGH she / Lisa | was not / wasn't (feeling)
28 WHAT time | the bus leaves
29 is | INCLUDED in / with
30 was ALLOWED | to leave

Part 5

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

Part 6

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

Part 7

43 B 44 A 45 D 46 C 47 D 48 C 49 C
50 D 51 A 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 B 2 A 3 C 4 B 5 C 6 B 7 B 8 C

Part 2

9 lecturer / university lecturer / lecturer at (a/the) university
10 wave
11 radio
12 teeth
13 ear(s)
14 tail
15 submarine
16 50 / fifty
17 raincoat / rain(-)coat
18 eagles (flying)

Part 3

19 B 20 F 21 H 22 D 23 E

Part 4

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

Transcript

This is the Cambridge English: First for Schools, Test 3.

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 girl who is going to live in another country talking to a friend.

[pause]

tone

Boy: Are you excited about your family moving to live in the USA for two years?

Girl: In a way. It sounds an interesting place. It'll be weird going to a new school and I'm going to miss my friends.

Boy: But you'll soon meet new ones and feel at home, I'm sure.

Girl: I know that, but we must keep in touch.

Boy: Yes, at least we can do that on our laptops and even see each other as we chat.

Girl: True, but there's going to be a big time difference. I'll be getting up just as you go to bed, I think.

Boy: Oh, I hadn't thought of that. What a pain!

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two. You hear part of a science programme about a planned space mission to the moons of Jupiter.

[pause]

tone

Did you know many planets have their own moons? Well, plans are being made for a space mission to explore four moons of the planet Jupiter. It's hoped that it will launch in twenty twenty-two and the journey there will take eight years. Some interesting features make these moons well worth visiting. Three of the moons are thought to have oceans underneath their surfaces so it's possible there could be some form of life there. One, known as Ganymede, is the only moon in the solar system to have its own magnetic field. Another, called Io, is the most volcanically active body known to us, shooting material an amazing three hundred kilometres above its surface.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three. You hear a girl telling her father about a writer who visited her school.

[pause]

tone

Man: How was school today, Gemma?

Gemma: Great, thanks. A writer came to talk to us about his work.

Man: Oh. What was his name?

Gemma: I can't remember actually, Peter somebody ... But I knew he'd written over a hundred books and I actually want to read some of them now. He said he lives on an island in the middle of nowhere and that's where he gets all his ideas. There are some ancient ruins there and sometimes when he's wandering alone, he really feels the past coming to life. Anyway, he was there at the end signing his books so I was hoping to say hello. The queue was too long though. That was a pity.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four. You hear part of an interview with a girl who is talking about some wolves she saw.

[pause]

tone

Interviewer: Emma, I hear something exciting happened to you.

Emma: Yes, I live near a village in the mountains and last week I saw some wolves near my home. To get to school, it's a fifteen-minute walk through a small wood and I saw this wolf crossing my path about fifty metres away. It stopped and looked directly at me. I wasn't actually all that frightened. I took a photo with my phone just as it was walking away. Then, another day, I saw a much bigger one. I was glad it was on the other side of the river. I didn't have my phone with me then so that was a bit disappointing, but it was amazing to see another one in the same area.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 Five. You hear a young racing driver talking on the radio.

[pause]

tone

Man: I first got into motor sports when I was ten years old. I started karting and loved it but it's taken me years of hard work to get where I am now. It's really exciting to be racing in the World Series. I've already had one podium place, coming second in the first race of the new drivers' championship. You have to be fit to be a racing driver. The G-force that goes through your body is immense. We train three hours a day six days a week. To be among the winners in a race is a fantastic feeling. The only thing I dislike about racing is not winning.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 Six. You overhear a boy talking about a football competition he has been in.

[pause]

tone

Boy: After winning three rounds of the football competition, our team made it to the finals. Although we were quite nervous, we handled the pressure well. We got a lot of support from our teachers, chased every ball down, and we were worn out by the end. We were at a bit of a disadvantage though, as we were some of the youngest ones there, but that didn't put us off! Some people in the team thought we could have done better but we gave it our best effort. We eventually came ninth but even though we didn't come near to winning, we were proud to represent our school.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 Seven. You overhear a girl talking about a club she has recently started going to.

[pause]

tone

Girl: The club runs for two and a half hours on a Saturday morning. I've been going for a couple of months now and I get plenty of help. We create dishes

from scratch and prepare everything from cakes and puddings to two-course meals. I can't do all that yet, of course! But the chef running it makes sure that we're all involved with the whole process from the initial preparation of ingredients right through to clearing away afterwards. That's something I'm not really too keen on! There are also speakers who come to talk to us about things like the importance of eating a healthy, well-balanced diet. So on the whole, it's good!

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 Eight. You hear a teacher talking to her class about some homework they did.

[pause]

tone

Woman: I've marked your geography assignments and will give them back to you in a moment. I wanted to just make some general points about them first. On the whole, they were much better than the last pieces of work you did. You've really taken on board the points I made about labelling maps and tables. Most of you also used headings and sub-headings in an effective and appropriate way. Where you do need to improve now is in ensuring you avoid careless spelling and grammar errors. There were too many of these. If you'd just read your work through before printing it off, you'd have picked most of them up.

[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 student called Emily giving a class presentation about a whale watching trip she went on with her family. 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

Emily: Hello everyone. I want to tell you about an exciting time I had during the school holidays. I went on a whale watching trip with my family. We spent two days on a small boat with a local guide, who was called Luka. The boat we went on belonged to Luka's father who's a fisherman. Luka himself is a lecturer at the local university for nine months of the year and a guide only during the summer months. He was an excellent guide because he knew exactly where to find the whales. I needed him to point them out to me because when we started seeing them I had real trouble distinguishing a whale from a wave. That takes practice, believe me. Like my dad thought he saw one and it was just a bit of wood floating in the water!

There were about ten boats in the harbour near where we were staying and they took tourists on whale watching trips. They were all licensed by the local government and the guides all helped each other. So, for example, when one of them found a group of whales out at sea, they'd get on the radio to tell the others their position. A mobile phone just doesn't work offshore and there's no computer on board.

Over the two days, Luka gave us so much information that it's difficult to remember it all. For instance, I knew that some whales have a kind of voice and sometimes 'sing' but I was amazed to learn that many whales don't have teeth. And I also found out that there are actually over seventy different species of whale. I thought there were only about six.

One unusual fact that I don't think you'll have heard before about whales is that scientists can tell their age quite easily. I thought this would be from their size or from the markings on their skin, whereas actually scientists study the wax in their ears because this has layers that can be counted. I suppose it's a bit like counting the circles in a tree trunk to find out how long the tree's been standing.

When I saw my first whale, I noticed its tail was white and patchy, unlike its back, which was a normal dark blue colour. Luka said that lots of different tiny creatures live on the whale and they can make parts of it look white. These creatures include barnacles and sea lice. When I saw one large whale, its shape and the colour of its body reminded me less of a big fish like a shark, for example, and more of a submarine. It was brilliant!

Luka tried hard to get as close as possible to the whales and most of the time we were about seventy-five metres away from them. We weren't able to go closer than fifty because of regulations that are there for their protection. Anyway, the idea was for our boat to move quickly up behind the whale as it took in oxygen on the surface of the water before diving a hundred metres or so down to the sea bed again. On average, you have about eight to twelve minutes to take your photos before the whale makes its next dive.

If you get a chance to go whale watching, you should because it's a fantastic thing to do. My dad took a pair of binoculars with him and my mum had a camera, but what I think you really need is a raincoat. This is because when a whale breathes out, it sprays water everywhere and you can get completely soaked! When we were on the boat, we were hoping to see some dolphins as well because Luka said that sometimes people do manage to spot them. We were unlucky on the two days we went, but we did get to see some eagles

flying close to land. That made up for it!

So that was what I did in my school holidays. Does anyone have any questions?

[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 new video game. 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]

Usually I play video games based on some kind of sport – the ones based on football or motor racing or skateboarding – that sort of thing. Once me and my friends start playing that kind of game we could keep playing all day. But I've just got a new game I love and it's rather different. It's a kind of adventure game where you have to solve different puzzles and work your way through a range of levels. It's hard to explain without showing it to you, but it's quite simple to play really. And the graphics are amazing. They got me into it actually because I don't usually go for this sort of game.

[pause]

Speaker 2

[pause]

My older brother gave me this game for my birthday. I think he really wanted it for himself 'cause he used to have the earlier version of the same game and loved it. So I guess it's really meant for people a bit older than me – but I'm slowly beginning to enjoy it. You have to pretend you're in charge of a city and make all sorts of decisions about what to do to make it all work

efficiently. There's lots of different levels, but I haven't progressed past the second one yet! My brother keeps borrowing it and, needless to say, he's already on level six!

[pause]

Speaker 3

[pause]

A new version of Pets on Bikes has just come out and it's brilliant, just as great as the earlier versions. The graphics are new. They're more sophisticated and they're going to take a bit of getting used to, but it's introduced a lot of new levels. Before you start playing you can choose which pet you want to be. I play it with a mate of mine. We just stick with the choice we made when we first played it. I've never yet managed to beat him but I'm determined not to stop playing until I have. No matter how long it takes!

[pause]

Speaker 4

[pause]

My parents are always complaining about how much time I spend playing video games. They just can't understand why me and my best friend get so caught up with them. Anyway, I thought this new game might help them see the point 'cause it really is something that people of different ages can get into. You pick a car, then set off on a drive round the world, deciding your route and which mysteries you want to solve along the way. They loved it and spent ages discussing which car to go for and where to head first. I'm just hoping they'll stop all the nagging now.

[pause]

Speaker 5

[pause]

My friend's just lent me the latest version of our favourite football game. It's fun and very exciting to play. But then so are earlier versions. This one's got some interesting new features – once you work out how to operate them – though that's not as straightforward as it should be, in my opinion. The graphics are certainly impressive, but the visual element's not the main thing for me. Anyway, I don't think I'll bother buying this version myself, I'll just keep on playing the older game, which I don't think I'll ever get tired of. Especially since I usually manage to beat my friend when we play it!

[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 Jack Herbert, a talented young pianist. 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: Hi there. On today's programme, I'm talking to teenage concert pianist, Jack Herbert. Jack, tell us when and how you first started playing.

Jack: Well, my Gran played quite well – when I was a little kid, I'd drop off to sleep at night to the sound of her playing in the distance. It wasn't long before I was asking to have a go myself. Gran didn't fancy the idea of teaching me so she arranged for me to have lessons with a proper teacher. And wow – was he strict! But she was always there for me – making sure I kept going whenever things got tough and, you know, she'd find me interesting things to play, stuff like that.

Interviewer: Do you come from a very musical family?

Jack: My older sister's just graduated from music college and she's desperate to find a permanent position in an orchestra. She plays for a local theatre company from time to time, but it doesn't pay the bills so she's taken a job in a music store till she gets sorted out. And my brother's quite a talented guitarist who used to do gigs with a band but he's given it all up. Mum played in a national symphony orchestra before she married Dad. They've always been a great support to me. So I've been lucky really.

Interviewer: Now, at the age of twelve, you got a scholarship to the National Music School. What was it like there?

Jack: Well, obviously it was a huge privilege to play with the greatest young musicians in the country, though I didn't really appreciate it at the time. The thing was I didn't feel at home among all those talented people. I thought I'd never be good enough for my teachers there, though I really wanted to do my best. I had to do what were called 'performance platforms' – I'd play on a small stage in the hallway of the college. And the music they'd given me to play always seemed much too challenging. But I can see now that I needed to be pushed so I'm grateful to them.

Interviewer: Practising must take up a lot of your time.

Jack: It does – practice will always be part of my life, even if there's other stuff I'd rather be doing sometimes because you can't get to the top without putting the hours in. But of course, there's more to being a good concert pianist than

just hours of endless practice.

Interviewer: What's important for you when you're actually performing?

Jack: Well, at school they encourage you to put your stamp on a performance, you know, make it into something personal. But when I'm actually on stage, I forget about all that. And I don't try for perfection either. I just try to get the audience to appreciate the music as much as I do. For me, that's what it's all about.

Interviewer: And what makes you different from other young pianists?

Jack: I'm not sure. There's loads of very talented young pianists out there and what's exciting is that because we're young, other teenagers are starting to take an interest in what we do. We're definitely seeing more of them coming to concerts. Some young musicians get popular by sort of jazzing up traditional pieces, giving them a modern trendy feel, which I don't actually do. And many of them stick to classical stuff whereas I'm prepared to branch out – there's no type of music I'm not willing to try.

Interviewer: So Jack, what are your plans for the future?

Jack: Well, for the time being, I'm happy doing what I'm doing. I'm headed for Germany later this month, though, 'cause I'm taking part in an international competition there. I need to go in for more of these if I want to get better known. My teachers have encouraged me to try writing pieces of my own, and I've done a bit of that, but it's pretty obvious that's not where my strengths lie.

Interviewer: Well, Jack – thanks very much for talking to us today.

[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.