

# Cambridge English: First

## Test A key and recording script

### Reading and Use of English

#### Part 1

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

#### Part 2

**Note:** *In the example the answer 'one' is also possible; however, students cannot write two answers in the exam.*

9 with 10 On 11 So/Therefore 12 such 13 apart  
14 not 15 that 16 Another

#### Part 3

17 reservations 18 departure 19 length  
20 uncomfortable 21 variety 22 impressive  
23 additional 24 especially

#### Part 4

25 soon as | he arrived 26 make an official | announcement  
27 wish I hadn't/had not | spent 28 is/has been a week |  
since 29 if/whether | she could/was able to 30 appears to  
| have been

#### Part 5

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

#### Part 6

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

#### Part 7

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

### Writing

#### Part 1 Answer guidelines

##### Style

The essay needs to be reasonably formal as it is always written for the teacher. You will need to show that you can give your opinion, with reasons, and use a range of structures. For this task you will need to agree or disagree with the statement, compare and contrast today's generation with previous ones, and explain your viewpoint with reasons.

##### Content

You need to respond to the essay statement by covering both of the content points given on the question paper, and by providing one of your own. You can either agree or disagree with the essay question but it is important that you argue from your own point of view.

##### Organisation

You will need to plan your essay and present your ideas in a logical way. Accurately using linking words and phrases, pronouns for referencing, and paragraphs are all ways you can make sure that your writing is well organised.

#### Part 2 Answer guidelines

##### 2

##### Style

The review should be neutral but use lively language to keep the reader interested. It would be good to use lively expressions to praise or criticise the website. Remember, you want the reader to choose your review to publish next month.

##### Content

Think of a music website that you know well and decide what you like or do not like about it and what other people might like about it. Think of a title that will make it clear to the reader what your review is about. When you describe the actual website you could add details like how easy the site is to navigate, if it contains downloads or video clips, the kind of music it features, whether it allows users to post their comments, etc.

##### Organisation

Plan what each paragraph of your review is going to be about. You will need to start with a brief description of the site, then have a paragraph about what you like about it, and follow that with a paragraph about things that are not so good, or need to be improved. In your final paragraph you could either enthusiastically recommend the site or specify what kind of person might like/dislike the site. For example, 'This site is great for young teenagers who like pop music but maybe not so good for older listeners.'

##### 3

##### Style

The email should be informal as it is to a friend; however, you will need to use a range of structures to give suggestions and recommendations. You may also need to use a range of tenses to tell some of the storyline of the book.

##### Content

The content of the email needs to be relevant to Karen's request for a suggestion of a book to read on holiday. Do not be tempted to change the topic of the letter and start writing about your recent holiday or family news! You will also have to remember the fact that Karen does not want a book that is too long or too serious. You will need to give Karen the title of the book and its author and perhaps information about where to get it.

##### Organisation

Plan what you want to say in each paragraph of your email. You might want to start with a reference to Karen's holiday 'Lucky you! I wish I was going on holiday!' It would be a good idea to give Karen the title/author of the book in the first paragraph and say when and where you read it. One paragraph could be a short summary of the plot and the final paragraph could be an explanation of why it's such a suitable book for taking on holiday.

## 4

### Style

The article should be neutral or semi-formal, but the writing should be lively to interest the reader and encourage them to publish your article. You will need to use a range of past tenses to explain what happened on the day and present perfect tenses to explain the effect on your life since then.

### Content

Think of a good title for your article and make sure that you cover all four questions asked in the input text. You are free to add other information too, if it is relevant to explaining why this was the happiest day of your life. But remember you are writing about something that happened to you, not someone else. It would be a good idea to not repeat the word 'happy' too many times in the article. Try to use synonyms of 'happy' to show a range of vocabulary.

### Organisation

The questions asked in the task could be the focus of each paragraph of your article; therefore you should write a minimum of four paragraphs. You will need to use linking words to organise your article and show the sequence of events as well as cause and effect.

## Listening

### Part 1

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

### Part 2

9 two/2 years 10 the coast 11 uncle 12 fear  
13 passion 14 encouragement 15 (lots of) patience  
16 bad weather 17 feed 18 mountains

### Part 3

19 H 20 D 21 E 22 B 23 G

### Part 4

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

## Recording script

*This is the Cambridge First Certificate in English Listening test. Test A.*

*I am 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]

*You will hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*

One.

*You hear a woman talking about joining a tennis club.*

[pause]

[tone]

Woman:

I play a game or two with my friend Carla most weekends, but that's not really enough if you want to make any real progress as a player. I would have stayed at my old club because it had pretty good facilities, but quite honestly the other members just weren't very friendly, which in the end put me off going. And to tell the truth I was expecting much the same when I joined this club. But in the event, I was pleasantly surprised at just how welcoming people were, and I now have several good friends here.

[pause]

[tone]

[The recording is repeated.]

[pause]

Two.

*You hear an advertisement on the radio.*

[pause]

[tone]

Man:

Do you enjoy climbing rope ladders, swinging from tree to tree and sliding down cables above white-water rivers? Are you over one metre fifty tall, physically fit and ready for some real excitement? If so, book now for a fabulous day out at Jungle Fun by visiting our website at [junglefunk.com](http://junglefunk.com), where you can take a virtual tour of one of our centres. Reduced admission fee for students and unemployed young people, plus free half-hour safety briefing for all participants by our fully trained staff, who are specially chosen for their skill in outdoor activities. Get here early and beat the queues!

[pause]

[tone]

[The recording is repeated.]

[pause]

Three.

*You hear a woman talking on the phone to a friend.*

[pause]

[tone]

Woman:

Well, it sounds like you have some serious problems with the kids and I really wish I could help you sort them out, but I'm not a parent myself and I don't think anything I could suggest would be much help really. I'd certainly like to meet up for a chat, though, so perhaps you could call round here after work. I had intended to go down to the supermarket at about five-thirty, but my next-door neighbour has very kindly offered to pick up some things for me, so I should be in all evening.

[pause]

[tone]

[The recording is repeated.]

[pause]

*Four.*

*You overhear someone talking as he is leaving a football ground.*

[pause]

[tone]

Man: Well, we've had some bad games here but they don't come much worse than that. Where on earth was everyone's fighting spirit? We were two goals down by half time and half the team gave up. Back in my playing days, I simply wouldn't have stood for it. I mean, people pay good money to come and watch their team and it's just not fair on supporters who expect them to at least make some kind of effort. So, from Monday I'm giving the lot of them double training sessions, and dropping quite a few for the next match.

[pause]

[tone]

[The recording is repeated.]

[pause]

*Five.*

*You overhear two young people talking about going out.*

[pause]

[tone]

Male teen: Shall we go to the cinema, then?

Female teen: I don't think there's much on this week. How about going bowling?

Male teen: I've never really taken to it. And it's not so cheap, either.

Female teen: OK then, how about getting the bus into town, each of us doing whatever we want there, then meeting up again at the bus station?

Male teen: That makes sense. Though I'll have to be back here by ten-thirty because I'm going out on a field trip first thing in the morning.

Female teen: So am I. But I'd rather stay out a bit later than that.

[pause]

[tone]

[The recording is repeated.]

[pause]

*Six.*

*You overhear a woman talking about moving house to a different area.*

[pause]

[tone]

Woman: I've been here three years now and things certainly aren't getting any better. Sometimes, even in summer, I have to close all the windows. Otherwise you never get a moment's peace, what with all the honking horns. This ought to be a fairly quiet street, but whenever the main road is busy the police divert the traffic down here. Then, when the nightclubs open, everyone's

looking for somewhere to park and you get car doors being slammed. It's not that it's a high-crime area or anything like that, but it's no longer my kind of place so I've decided it's time to move on.

[pause]

[tone]

[The recording is repeated.]

[pause]

*Seven.*

*You hear part of a radio programme about walking in the mountains.*

[pause]

[tone]

Woman: So, the first thing to remember, if you're just going for the day, is to take a map, something to drink and waterproof clothing. You have to be prepared for sudden rainstorms up there, even in summer, and it can get pretty chilly, too. I'd also recommend, before you set off, having a good solid meal, such as the 'climber's breakfast' they serve in one of the village cafés. And don't forget to let a person you can trust know your intended route and likely time back. That can really help the rescue services if you happen to get lost in fog, or if there's a heavy snowfall.

[pause]

[tone]

[The recording is repeated.]

[pause]

*Eight.*

*You overhear a woman talking to a man about a TV remote control.*

[pause]

[tone]

Man: Have you seen the remote?

Woman: Sorry?

Man: Have you seen the remote control for the TV? That programme I want to see is on in five minutes.

Woman: I thought you had it last.

Man: No, I haven't watched anything since Monday. Are you sure you didn't use it last night?

Woman: I'd certainly remember if I had. I think I saw it on the couch yesterday afternoon, though. Maybe it's under one of the cushions, or down the side. That was where it turned up last time it disappeared.

Man: You're right – it always seems to end up there, doesn't it? I'll have a look now.

[pause]

[tone]

[The recording is repeated.]

[pause]

*That's the end of Part One.*

*Now turn to Part Two.*

[pause]

You will hear a woman called Marta Kowalski giving a talk about her work as a horse-riding instructor in the UK. For questions 9 to 18, complete the sentences with a word or short phrase.

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

[pause]

[tone]

Woman: Hello, everyone. My name's Marta Kowalski, and I'd like to tell you about my work as a horse-riding instructor – teaching people to ride horses.

So ... when did I start? Well, I began training to become an instructor when I left school six years ago, but there was lots to learn and difficult exams to pass, so I've only actually been one for two years. You have to be 22 to get your instructor's certificate in the UK.

I'm very lucky as I live and work in a beautiful place. I used to live in a big city, but when I started this job, I moved to a small town. It's lovely, but a bit too far from the forest for me – that's my favourite place to be! But it's not far from the coast, and it's a perfect place for riding.

I've been interested in horses since I was a child. When I was very young, I'd be around horses every day because my uncle owned two that he used on his farm – and one day he said my brother and I could have a go on the smaller one. My parents were really surprised when we told them! And ever since then I've felt completely relaxed about riding.

But that wasn't how some of my childhood friends felt about horse riding. And for someone who's always felt such enthusiasm for anything to do with horses, it was hard for me to understand why even the sight of a horse was enough to fill some of them with fear – which I thought was a terrible shame. So of course they never learned to ride, sadly.

But I think it was because of children like that that I eventually became an instructor. I wanted a job involving horse riding, so that I could pass on to people what I can only describe as the passion I have for it. It's wonderful to watch children on horseback for the first time, and see their happiness.

Of course, not all children who come for lessons are keen to get straight on a horse, and I never put any pressure on them. Instead I give them lots of encouragement, which I find is far more effective at persuading them to have a go. I even tell them to have a little conversation with the horse beforehand, so that they really get to know the animal. They only get on when they feel completely ready to.

So ... what qualities are needed to be a good instructor? Well, you need to be good at explaining things clearly, of course, and to have good riding skills. Those are both necessary, but above all you really can't do this job unless you have patience, and lots of it! Some people are slower to learn than others, which can be tricky if you're teaching a group.

Like all jobs, being an instructor has its difficulties. Some people assume it's the long hours. But most trainees expect to work evenings and weekends, spending hours out of doors. It's a bit of a shock at first, though, when you realise you'll still have to be out there despite the bad weather we often get. But after a while you accept it as just part of the job.

I don't spend all my working hours out with learners. In addition to instructing, I have a number of duties with the horses. One of my responsibilities, for instance, is to feed them in the mornings, which I quite enjoy. It's also essential to wash them quite often, and clean out where they live, but that's done by the assistant instructors.

There are other things I'd like to do apart from being an instructor. One day I'd love to take part in a riding competition, but I'm too busy at the moment. I'm planning, though, to spend my next holiday in the south of Spain. There are some great mountains there, ideal for horse riding. And it'll give me a wonderful break from working!

[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]

You will hear five short extracts in which people are talking about going on a long walk. For questions 19–23, choose from the list (A–H) what each speaker says about their walk. 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]

Woman:

My friend Chloe and I spent Sunday walking from one end of the forest to the other, a distance of over 20 kilometres. It was early spring and quite cold but we didn't feel it at all, even though we were under pine trees which blocked out the sunshine and at times made it almost as dark as night. I suppose when you're that far into a natural environment you expect to see all kinds of animals and birds, but there were hardly any at all. I probably see more creatures in my garden at home. But we both enjoyed our walk, although after about 15 kilometres Chloe was saying it was a bit too long.

[pause]

Speaker 2

[pause]

Man: I reached the mountain later than I'd hoped, so by the time I was coming down I needed to hurry to avoid having to walk in the dark. Even in daylight you have to take care on the part of the track where there's a sheer drop on either side, and I had a heart-stopping moment when my foot slipped and I nearly went over the edge. Apart from that all went well, especially the fabulous view from the top. I wished I'd taken my camera with me, but I was travelling light, with just essentials such as water and a sweater in case the temperature dropped, though in the end that turned out to be unnecessary.

[pause]

Speaker 3

[pause]

Woman: The four of us decided to follow the river all the way up into the hills, which meant setting off on foot well before dawn. It was early summer and the river was full, so at times we were walking along a narrow ledge high above the cold white water. The others thought this was scary, though I found it quite exciting. We didn't see any fish, but there were some beautiful birds and butterflies, as well as squirrels running around and lizards sunbathing on the rocks. By the time we reached the spring at the top I was tired and my feet were sore, but I thoroughly enjoyed every moment of our hike, both there and back.

[pause]

Speaker 4

[pause]

Man: It was good fun following the narrow footpath that runs along the top of the cliffs to Western Point, although I wish I'd turned back sooner as the round trip was a lot further than I'd imagined. It was also very misty, which meant there was no point in taking photos and, more seriously, sometimes made it difficult to see where the edge of the 50-metre-high cliffs was. I didn't think about that at the time, but now I realise I was taking quite a risk. I got back just before it got dark, put my sore feet straight into hot water, had a good meal and then slept solidly for 12 hours.

[pause]

Speaker 5

[pause]

Woman: We took the cable car from the city into the huge parkland on the outskirts. It was stormy and the tiny cabin we were sitting in rocked violently in the wind, but it was good fun. I have some photos to prove it! From the cable-car station we headed on foot back towards town, seeing a variety of creatures that had been invisible from above. It was a long way but I didn't mind that, though we were keen to get back before nightfall. You could easily get lost there in the dark. Suddenly there was a heavy downpour and soon I was shivering, wishing I'd taken a waterproof with me. But then we reached the Metro station and once inside, I was able to feel my fingers and toes again.

[pause]

Now you'll hear Part Three again.

[tone]

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

You will hear an interview with a woman called Eva Kanchelskis, who is talking about her work as a writer. 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: I have with me this evening Eva Kanchelskis, who writes scripts for a long-running television drama series. Tell me, Eva, how did you become a writer?

Eva: Well, as a child I always enjoyed writing, and in fact I first wrote a play while I was still at school, when I was 17. It was my English teacher's idea. He said I had talent and he was looking for something new to perform at the school's spring festival. Though when I'd actually written *Raby Mere* he said it wasn't really suitable, and suggested the local radio station, which was broadcasting works by young local playwrights at the time. I might have done that, but the town's theatre company got in touch with me, and they put it on instead. It was quite well received and following that I decided to take up writing.

Interviewer: So, after the success of *Raby Mere*, what did you write next?

Eva: Actually there was gap before I moved on to TV because I thought I'd try my hand at fiction first, so I spent the next couple of years working on a tale about a young woman overcoming all sorts of dangers in the jungle. It was fun to write but it never sold many copies, so I went back to scripting plays for a while.

Interviewer: And since then you've written episodes for some of the most famous TV series in the country. Can you tell us what your main aim is when you write a script?

Eva: Well, it mustn't be too complicated because we want to attract new viewers every episode, and it's great if there are surprising things happening that can really grab and hold the audience's attention. But what really matters is that everything comes across as authentic speech, not the words of actors reciting lines they've learnt. Many viewers will know these characters really well, perhaps even better than members of their own family!

Interviewer: So, apart from writing particular episodes, what's your most important duty?

Eva: The main one is reading through my colleagues' first drafts for other episodes, and then giving feedback. They do the same for my scripts, of course. Then all of them go to the chief scriptwriter, who's written the overall storyline and has to make sure everything we write fits into it. She also brings in new characters from time to time and we have to work them into our scripts.

Interviewer: I suppose sometimes the others can be quite critical of what you've written. How do you react to that?

Eva: Well, it wasn't easy at first, having people pulling my text to bits and saying they don't like this and that, or this won't work. I must admit that it used to get me down and I had some quite heated arguments. In the end, though, I stopped taking it personally and nowadays I've come to see it as part of the creative process. You need to have a pretty thick skin to do this job, and I have that now. Of course, in many ways it's a fantastic job. There's so much I really like about it.

Interviewer: What in particular do you like? Reading good reviews in the newspapers?

Eva: Some of my colleagues can't wait to see the papers the day after an episode, but I never look at them. Yes, it's true! And you're never sure how the audience will react to what you've written, either. But what I find exciting is thinking up something really good, and then – months later – it pops up on prime-time TV and you think 'that was me'!

Interviewer: I imagine there are people listening to you now and thinking 'I'd like that to be me, too'. What would you advise them to do?

Eva: Well, to write a series properly you have to know everything about it, so get the DVDs and go back through every one since it first appeared. Give up the day job if you have one because writing part-time simply isn't an option. And if you see it just as a stepping-stone on your way towards writing the scripts for huge Hollywood movies, forget it. The series has to be all that matters to you.

Interviewer: Thank you, Eva.

[pause]

*Now you'll hear Part Four again.*

[tone]

[The recording is repeated.]

[pause]

*That is the end of Part Four.*

*There'll 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 questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

**You have one more minute left.**

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

# Acknowledgements

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## Text

Part 5 p. 9 Adapted from 'Is this the finest place on earth to hear the call of the wild?' by Jonathan Lorie, *The Independent*, 11.09.2011. Copyright © The Independent 2011;

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## Photos

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