

Cambridge English



Cambridge English: First Practice Test A

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Reading and Use of English

Part 1

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

Mark your answers **on the separate answer sheet**.

Example:

0 A became B developed C grew D turned

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Amelia Earhart

Amelia Earhart was born in Kansas in 1897, and it quickly (0) clear that she was an adventurous child. She loved (1) activities such as climbing trees and racing down hills on her home-made sledge. Amelia's first (2) of flying came when she was 23, when she paid \$10 for a 10-minute flight. She said afterwards, 'by the (3) I'd got 75 metres off the ground, I knew I had to fly.'

She was (4) to become a pilot, but flying lessons were expensive. So she did a variety of jobs and eventually (5) to save enough money to buy her own plane. She soon (6) a new world record in it by flying at over 4,000 metres. In 1928 she became the first woman to fly across the Atlantic Ocean. Many other records (7) , and she helped to form an organisation for female pilots called the Ninety Nines, with the aim of promoting (8) for women.

- | | | | | |
|---|---------------|--------------|--------------|-----------------|
| 1 | A outer | B outside | C outward | D outdoor |
| 2 | A exploration | B experiment | C experience | D expedition |
| 3 | A moment | B time | C point | D minute |
| 4 | A decided | B convinced | C positive | D determined |
| 5 | A managed | B succeeded | C achieved | D reached |
| 6 | A fixed | B put | C set | D made |
| 7 | A arrived | B followed | C developed | D happened |
| 8 | A equality | B uniformity | C similarity | D comparability |

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**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example:

0	S	O	M	E														
----------	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The common cold

Almost everyone in the world has at **(0)** time suffered from the common cold. Most people are familiar **(9)** the coughing, sore throat and runny nose symptomatic of this most common of human diseases. **(10)** average, adults have a cold two to four times a year. **(11)** , thousands of people are off work with colds every day.

With **(12)** a huge number of working hours lost to the economy, quite **(13)** from the human suffering that colds cause, it is perhaps surprising that there is still no cure. The medicines used to treat it only manage to make us feel less awful, **(14)** to reduce the length of the illness.

One possible explanation is that colds eventually cure themselves; **(15)** is to say, the body's natural defences can deal with the disease. **(16)** reason is the fact that colds can be caused by any one of 200 types of virus, tiny living things responsible for infectious diseases.

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)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0

P	O	S	S	I	B	L	Y									
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

The USA by bus

Travelling by coast-to-coast bus is **(0)** the most interesting way to see the USA. In most cases no **(17)** are necessary. You just turn up at the bus station an hour before **(18)** , buy your ticket, and half an hour or so later you get on board. Then you're off.

**POSSIBLE
RESERVE
DEPART**

Depending on the **(19)** of your journey, you may want to take snacks, a blanket, and a good book to read. Also think about what you'll wear. Tight clothes can become **(20)** when you've been sitting for many hours, so put on something a little looser for travelling in.

**LONG
COMFORT**

Your journey may take you through a **(21)** of types of countryside, from vast farmlands and amazing desert scenery to **(22)** mountain ranges covered in snow. Don't forget to take your camera!

**VARIOUS
IMPRESS**

On most routes, the bus will stop at various points to pick up **(23)** passengers. It may also make rest stops every few hours, **(24)** at normal meal times.

**ADDITION
SPECIAL**

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. Here is an example (**0**).

Example:

0 If the weather doesn't improve, we can't ski here

GO

We can't the weather improves.

The gap can be filled by the words 'go skiing here unless', so you write:

Example:

0	GO SKIING HERE UNLESS
----------	-----------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 On his arrival at the railway station, the escaped prisoner was arrested.

SOON

The escaped prisoner was arrested as at the railway station.

26 The Government will officially announce its decision later today.

MAKE

The Government will about its decision later today.

27 It's a pity I didn't save some of that money.

WISH

I all that money.

28 I last spoke to Joel seven days ago.

WEEK

It I last spoke to Joel.

29 'Can you see the tree on the hill, Marta?' asked Mikel.

SHE

Mikel asked Marta see the tree on the hill.

30 Apparently, somebody stole the painting during the night.

APPEARS

The painting stolen during the night.

Part 5

You are going to read an extract from a newspaper article about wildlife in New Zealand. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Swimming with dolphins

Jonathan Lorie reports

As darkness fell on the olive trees, I had nothing particular to do, so I sat on my own in my tree house and listened to the Pacific waves roll in, without a care in the world. My muscles ached slightly from swimming with 400 dolphins beyond that surf, but I was looking forward to dinner in a nearby restaurant, then an evening in my room. My iPod was playing jazz but I was listening to the sounds of deer calling to one another outside. Was this, I wondered, the world's finest place to get close to the wild?

I was in the small town of Kaikoura, in New Zealand. 'It's the best place in the world for swimming with dolphins,' explained Kate Baxter, the receptionist who welcomed me to Hapuku Lodge. She showed me up the slightly loose stairs to my tree house. 'And seeing whales,' she added. 'But mind you read the weather forecast at breakfast.' She smiled. 'If the sea's rough, you might need a Kaikoura Cracker. It's the only seasickness pill that works.'

line 25

Kaikoura has two great claims to fame. One is Hapuku Lodge – the luxury tree houses between the mountains and the sea. Its restaurant serves superb food and its management is keen to be green in every respect. It has been called the world's most romantic location for a honeymoon. The other lies just off the coast. Below those huge waves is the Kaikoura Trench – a Grand Canyon of the ocean, 60 kilometres long and 1,200 metres deep, whose rich food chain attracts 14 species of dolphin and whale. Nowhere else in the world has such deep water a kilometre from shore.

Next morning, I'm ready for the sea. Following instructions, I search the breakfast room for that weather forecast. It's a handwritten note that says: 'Rough seas warning.' Should I be worried by this, and go easy on the early-morning eating? But I don't need much persuading by Stefan, the smartly dressed waiter, to try the Lodge's full breakfast dish of the day: fried duck and potatoes with egg. It is wonderful.

Unlike my stomach when I hit the water an hour later, determined to catch the best experience this coastline has to offer: a swim among dolphins. They're everywhere. Our speedboat is surrounded by hundreds – jumping, diving and splashing in circles around us in a display of playfulness and trust. I sit there dressed in rubber, madly adjusting my mask. 'You have too many smile lines,' warns the instructor from Dolphin Encounter. 'They'll let the water in.' Then I jump into the white water behind the boat.

There's a shock of cold water and the sensation of being in the middle of the ocean, even though we're within sight of the mountains, not half a mile from shore. But out here the open water stretches all the way to Antarctica, and wide-winged, ocean-going birds fly just above the waves. It rises and falls like a vast creature breathing, the boat appearing and disappearing with each wave. Luckily, I have taken a Cracker.

Then I look down. Below me, far into the depths, are the shadow-like figures of dark dolphins. They move quickly through soft green light. I float face down, looking into their world. We make three dives like this – the maximum the instructor allows. 'We don't want to disturb them,' he says. But it is enough. On the third, a single dolphin of my own length appears beside me. It stays close. I see its head turning towards me, looking into my face, and then I hear its voice. Nothing had prepared me for this.

- 31** How did the writer feel when the sun went down?
- A** He was only interested in the music on his iPod.
 - B** He was very relaxed though physically tired.
 - C** He was becoming bored and a little lonely.
 - D** He didn't want to have to leave his room.
- 32** Kate mentioned the forecast because the weather might make it
- A** advisable to take some medicine.
 - B** dangerous to go up the stairs.
 - C** impossible to go out to sea.
 - D** unlikely he would see any whales.
- 33** What does 'The other' in line 25 refer to?
- A** a source of excellent food for visitors
 - B** an example of its unspoilt environment
 - C** a reason why the town is well known
 - D** a place for newly married couples
- 34** How does the writer react to seeing the weather forecast?
- A** He takes no notice of Stefan's warning not to eat a lot.
 - B** He is so worried that he does not enjoy his breakfast.
 - C** He feels grateful to Kate for advising him to read it.
 - D** He thinks about it and then decides to ignore it.
- 35** What happens when the writer is first in the boat?
- A** He has some difficulty with part of his diving equipment.
 - B** He is warned that he must take diving more seriously.
 - C** He is feeling unwell and he regrets going out to sea.
 - D** He finds the behaviour of the dolphins a little frightening.
- 36** What does the writer say about his swim with dolphins?
- A** He was disappointed that the water was not very clear.
 - B** He was amazed to see and hear a dolphin so near to him.
 - C** He was surprised how big the dolphin was when it came close.
 - D** He was annoyed the instructor only let him dive three times.

Part 6

You are going to read an article about newspapers and the Internet. 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.

Mark your answers **on the separate answer sheet**.

Do newspapers have a future?

by Stephen Glover

Experts have been predicting the death of newspapers for over 50 years. Television was supposed to kill them off, and it did have some small effect. The sales of some papers began to decline from the middle 1950s, when commercial television started, and a few went out of business. But other papers prospered and new ones were launched, some thriving so much that they sold several million copies a day.

So, those who thought television would finish off the press were wrong. **37** Almost every daily and Sunday national newspaper in this country is selling fewer copies than it was five years ago. In some cases, the decline has been dramatic.

The Internet, of course, is not the only factor. The natural markets for some papers, those aimed at industrial workers for instance, was already shrinking in the late 20th century. **38** The consequence has been a general attempt to make big savings by cutting costs wherever possible.

A disaster, then? Some people argue that the decline in readership of newspapers does not matter because many of us, and perhaps a majority of those under 30, are reading them online. **39** So if one adds all the readers of newspapers on the Internet to those who prefer a newsprint version, there may be as many, if not more, people looking at the national press as there were ten or 15 years ago.

There will, they say, still be lots of publications offering a wide variety of views and articles, as well as plenty of opportunities for writers. Indeed, one of the world's most successful media bosses recently predicted that newspapers would reach new heights in the 21st century. **40**

This sounds sensible, and I hope it is right, but I find it difficult to be quite so optimistic. The problem is that no one has yet figured out a way to make much money out of the Internet. A regular reader of an online version of a newspaper is worth 10p a month to the publisher. **41** Also, the hard copy that he or she reads attracts much more advertising than the Internet version.

Most newspapers obtain over half their income from copies sold. In other words, online papers are living off their newsprint parents. Newsprint is where the money is. It follows that, as increasing numbers of readers swap their daily paper for a few minutes online, the breadth and quality of what they read will gradually go down. **42** When I buy a newspaper I support expensive and ambitious journalism; if I read it online I do not.

- A** All national newspapers are reporting greatly increased web traffic, and some claim to have between 25 and 30 million 'unique users' a month, many of this age group.
- B** I doubt, given the competitive and global nature of the Internet, that these will include charging people to read articles online.
- C** It is difficult, though, to be so sure the same will be true of the Internet.
- D** He added that the form of delivery may change, but the potential audience would multiply many times over.
- E** For example, newspapers are having to cut back on foreign correspondents and reporters.
- F** What has been happening since then is that the Internet has further reduced the circulation of those papers that were already struggling, and it has hurt even the healthy ones.
- G** Someone who buys a paper at the newsagent's every day, however, generates 30 or 40 times as much income as that.

Part 7

You are going to read a magazine article about unusual festivals in North America. For questions **43–52**, choose from the festivals (**A–D**). The festivals may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which festival

lasts nearly a fortnight?	43	<input type="checkbox"/>
includes races by animals?	44	<input type="checkbox"/>
awards prizes for artistic creativity?	45	<input type="checkbox"/>
lets people apply to take part in an event the day before it begins?	46	<input type="checkbox"/>
serves food that people may not be accustomed to eating?	47	<input type="checkbox"/>
raises funds for local charities?	48	<input type="checkbox"/>
offers camping facilities for visitors?	49	<input type="checkbox"/>
gives advice on how to avoid accidents?	50	<input type="checkbox"/>
promises not to frighten people?	51	<input type="checkbox"/>
asks people to do unpaid work there?	52	<input type="checkbox"/>

North America's oddest festivals

A Nanaimo Marine Festival

Since 1967, the Nanaimo Marine Festival in Canada has hosted the International World Championship Bathtub Race. Every year, on a (usually) sunny Sunday in July, 200 brave contestants take the bathtub from their bathroom and attempt to sail it 58 kilometres across the sea to Nanaimo on Vancouver Island. Apart from 'the World's Cleanest Sport', there's plenty more to do during the four days of the festival, with a street fair, activities for kids, water sports, informative displays on boat safety, a marine food fair, and also the World Championship Waiters Race. Later on, there's a spectacular firework display in the harbour plus musical entertainment. Admission to the festival is free, though it costs \$50 to enter the Bathtub Race. Registration for that begins on the Thursday and ends on the Saturday night prior to the event. With so many activities to run we always need volunteers, so if you'd like to help out please contact us at mail@bathtubbing.com.

B The Raleigh BugFest

Every September, the North Carolina Museum of Natural Sciences holds its insect festival in downtown Raleigh. For kids there are arts and crafts projects, they can have their faces painted in various insect-like ways, and they can sing along to family music band, The Sandbox Band. Watch the 150-centimetre sprint by your least favourite insects, cockroaches, or take in a film at the Insect Horror Cinema ('nothing too scary', according to the organisers), where some rather unusual popcorn is available. And if that's to your taste, try the Café Insecta, where the museum staff point out the biological similarities between the items on the menu and creatures that we already enjoy eating, such as crabs and shrimps. There is no entry charge for the BugFest, and free parking is available.

C Barnesville Potato Days Festival

This annual two-day festival of all things potato-related in Barnesville, Minnesota dates back to the 1930s. Anything you can possibly do to a potato happens over the two days: you can fry it, throw it, race it, roast it, eat it, decorate it or sing about it – and lots more. First up is the Potato Peeling Contest, using an old-fashioned potato peeler or simply a sharp knife. Each contestant has three minutes to peel as many as possible, with the winner determined by the weight of the peeled potatoes. They are then boiled and mashed ready either for the Mashed Potato Eating Contest, or for the Mash Sculpture Contest, in which you are invited to turn a pile of mashed potato into an interesting shape, such as a dog or cat! If you're staying for the whole festival, which usually takes place in the second half of August, there's space for up to 78 trailers or tents. Reservations should be made 24 hours in advance.

D Contraband Days: Louisiana's Pirate Festival

According to an 18th-century legend, the notorious pirate Jean Lafitte buried silver and gold treasure in Louisiana, and this led to the area becoming known as Contraband Bayou. Nowadays Contraband Days is a themed pirate festival that has grown from a one-day party to a twelve-day series of events, winning awards as one of the top annual festivals in North America. A terrific variety of recreational and cultural activities includes full-costume re-enactments of battles with pirates, boat races, and concerts that range from Gospel and Country to R&B and Classic Rock. With over 200,000 people attending each year, there's a carnival atmosphere with evening parades and delicious meals prepared by prize-winning chefs. As well as providing entertainment and promoting tourism, Contraband Days also has a big economic impact on the community by supporting 20 organisations that help people in need.

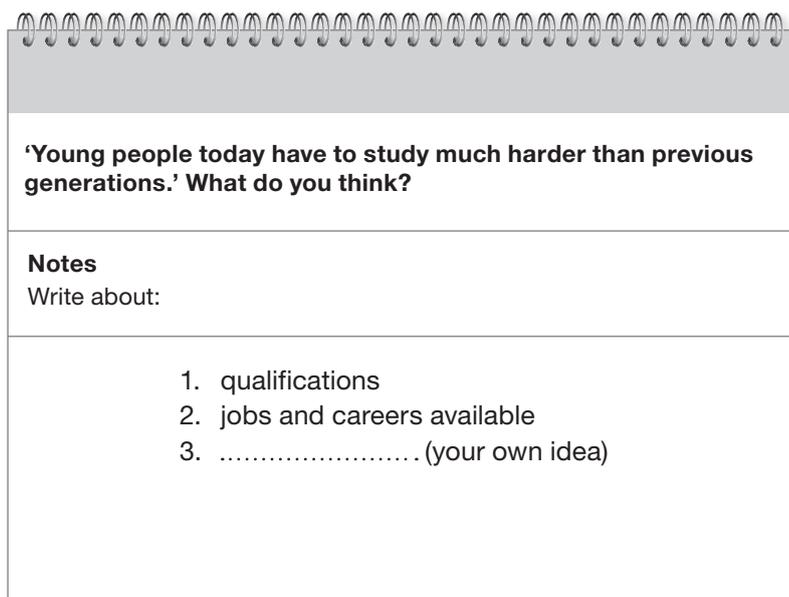
Writing

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1** In your English class you have been talking about work and study. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



'Young people today have to study much harder than previous generations.' What do you think?

Notes
Write about:

1. qualifications
2. jobs and careers available
3. (your own idea)

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You recently saw this notice in an English-language magazine.

Reviews wanted

Our magazine is going to include a new section called 'Music Site Reviews'. If there is an Internet music site that you visit often, why not write a review of it? In your review, describe the site, say what you like or don't like about it and whether you would recommend it to other people.

The three best reviews will be published in our new section next month.

Write your **review**.

- 3 You have received an email from your English-speaking friend, Karen.

From: Karen

Subject: Holiday reading

I can't wait to go on holiday – a whole week of relaxing by the pool! The only problem is, I haven't got a good book to read. Could you suggest a book for me to read? Remember, I don't want anything too long or too serious!

Thanks,

Karen

Write your **email**.

- 4 You see this notice in an English-language travel magazine.

Articles wanted

The happiest day of my life

What happened on that day? Why did it make you so happy? Who were you with? What effect has that day had on your life since then?

Write an article answering these questions.

Write your **article**.

Listening

Part 1

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

- 1** You hear a woman talking about joining a tennis club.
Why did she decide to join?

 - A** She had enjoyed being a member of another club.
 - B** She knew she would quickly make friends there.
 - C** She felt it was the only way to improve her tennis.

- 2** You hear an advertisement on the radio.
What is being advertised?

 - A** a computer game
 - B** an adventure park
 - C** an outdoor job

- 3** You hear a woman talking on the phone to a friend.
What is she doing?

 - A** accepting an offer
 - B** making an invitation
 - C** giving advice

- 4** You overhear someone talking as he is leaving a football ground.
Who is the man?

 - A** a player in one of the teams
 - B** a spectator at the game
 - C** the coach of one of the teams

- 5** You overhear two young people talking about going out.
What do they agree about?
- A** how to spend the evening together in the city centre
 - B** when to come back from the city centre
 - C** how to travel into the city centre
- 6** You overhear a woman talking about moving house to a different area.
Why does she want to leave the area she is in?
- A** Her street is often very noisy.
 - B** There is a lot of crime there.
 - C** It's difficult to park her car.
- 7** You hear part of a radio programme about walking in the mountains.
What advice does the woman give?
- A** Don't go if the weather is very bad.
 - B** Tell someone where you are going.
 - C** Make sure you take plenty of food.
- 8** You overhear a woman talking to a man about a TV remote control.
What is she doing?
- A** denying she did something
 - B** complaining about something
 - C** apologising for doing something

Part 2

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

Marta Kowalski – horse-riding instructor

Marta became a qualified riding instructor **(9)** ago.

Marta works in a small town near **(10)**

When Marta was a child, her **(11)** let her ride a horse.

As a child, Marta had friends who experienced feelings of **(12)**
..... around horses.

Marta became an instructor to share what she calls her **(13)**
..... for horse riding.

Marta thinks it is her **(14)** that helps some children finally get on a horse.

Marta believes the most important quality for a riding instructor is **(15)**

New instructors have to get used to working in **(16)**

Apart from instructing, Marta has to **(17)** the horses each day.

Marta intends to go to the **(18)** in southern Spain to ride during her break.

Part 3

▶03 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 once only. There are three extra letters which you do not need to use.

A I took some photographs while walking.

B I regretted walking so far.

C I avoided taking any risks during the walk.

Speaker 1 **19**

D I felt afraid at one point on the walk.

Speaker 2 **20**

E I did part of the walk at night.

Speaker 3 **21**

F I took too much equipment on the walk.

Speaker 4 **22**

G I felt very cold during my walk.

Speaker 5 **23**

H I saw very little wildlife as I walked.

Part 4

►04 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).

- 24** Where was Eva's first play performed?
- A** on the radio
 - B** in a local theatre
 - C** at her school
- 25** What was the next thing Eva wrote after *Raby Mere*?
- A** a television programme
 - B** another play
 - C** an adventure story
- 26** Eva says the most important thing she must do in a script is
- A** make the characters sound real.
 - B** ensure the story is easy to understand.
 - C** include some exciting events.
- 27** As part of her job, Eva has to
- A** help design the storyline for the series.
 - B** create new characters for future episodes.
 - C** comment on the other writers' work.
- 28** How does Eva feel about criticism of her work by her colleagues?
- A** She still finds it quite depressing.
 - B** She regards it as something positive.
 - C** She often gets angry about it.
- 29** What does Eva most enjoy about her work?
- A** seeing her own ideas in a popular television programme
 - B** reading the reviews after the programme is shown on television
 - C** knowing that viewers will enjoy watching the programme
- 30** What advice does Eva give to anyone wanting to do the same job as her?
- A** begin as a part-time writer of a TV series
 - B** aim to become a scriptwriter for a big film studio
 - C** watch lots of previous episodes of the series

Speaking

About the Speaking test

The Speaking test lasts for about 14 minutes. You take the test with another candidate (called your 'partner'). There are two examiners – one will speak to you and your partner, the other will only listen. Both examiners will award marks. The listening examiner gives five different marks: grammar and vocabulary, discourse management, pronunciation and interactive communication. The speaking examiner awards one mark for overall performance.

Part 1 (2 minutes)

The examiner will ask you and your partner questions about yourselves. You may be asked questions about everyday topics such as your family, how you spend your free time and your career plans.

Part 2 (4 minutes: 1-minute 'long turn' for each candidate and 30 seconds for a response from the second candidate)

In this part of the Speaking test, the examiner will show you two photographs and will ask you to talk about them for one minute. Your partner will then be asked a question about your photographs.

Then the examiner will show your partner two different photographs. Your partner will talk about these photographs for one minute. This time the examiner will ask you a question about your partner's photographs.

Part 3 (4 minutes)

Now the examiner will ask you and your partner to talk together. The examiner will give you a piece of paper with a question written on it and some ideas to help you. You and your partner talk together about the question, listening and responding to each other's ideas, agreeing and disagreeing. You should both take turns so that you speak for the same amount of time. The examiner will then ask a further question to encourage you to summarise your discussion.

Part 4 (4 minutes)

The examiner will ask some further questions related to the Part 3 topic. The idea is to have a discussion in a little more depth about the topic. The examiner may ask you to answer questions on your own, or may encourage you to discuss questions with your partner.

Speaking test

Examiner's script

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from, (Candidate A)?
- And you, (Candidate B)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Free time

- What kind of TV programmes do you like watching? (Why?)
- Do you prefer to spend your free time inside or outside your home? (Why?)

Everyday life

- What do you enjoy most about your studies or work? (Why?)
- What is your favourite time of the day? (Why?)

Future plans

- What do you hope to do in a few years from now? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs (*indicate the photographs on page 24*). They show **people writing letters**.

I'd like you to compare the photographs, and say **why you think the people have decided to write in these different ways**.

All right?

Candidate A: *[One minute]*

Interlocutor: Thank you.

(Candidate B), **do you often write emails to people? (Why? / Why not?)**

Candidate B: *[Approximately 30 seconds]*

Interlocutor: Thank you.

Now, *(Candidate B)*, here are your photographs (*indicate the photographs on p.25*). **They show people doing different sports**.

I'd like you to compare the photographs, and say **what you think the people are enjoying about doing these sports**.

All right?

Candidate B: *[One minute]*

Interlocutor: Thank you.

(Candidate A), **which of these sports would you prefer to do? (Why?)**

Candidate A: *[Approximately 30 seconds]*

Interlocutor: Thank you.

Part 3 4 minutes (5 minutes for groups of three)

Interlocutor: Now, I'd like you to talk about something together for about two minutes. (3 minutes for groups of three)

Many people do their shopping online these days instead of going shopping in town. Here are some advantages and reasons for shopping in different places and a question for you to discuss. First you have some time to look at the task (*indicate the prompts on page 26*).

Allow 15 seconds.

Now, talk to each other about **whether it's better to shop online or to go shopping in town**.

Candidates: [Two minutes (3 minutes for groups of three)]

Interlocutor: Thank you. Now you have about a minute to decide whether it's better to shop online or to go shopping in town.

Candidates: [One minute] (After 30 seconds the interlocutor will move on if the candidates have finished their summary.)

Interlocutor: Thank you.

Part 4 4 minutes (6 minutes for groups of three)

Interlocutor: Use the following questions, in order, as appropriate:

- Why do you think some people enjoy shopping so much?
- Where do most people do their shopping in your area? (Why do they like to go there?)
- Do you think it's true that some people buy things just to be like their friends? (Why? / Why not?)
- Do you think people really need all the things they buy? (Why? / Why not?)
- Some people say that it's better to repair things than buy new things. What do you think?
- Do you think it's true that people spend too much money these days, and they don't save enough? (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.

Visual materials for the Speaking test

Why have the people decided to write in these different ways?

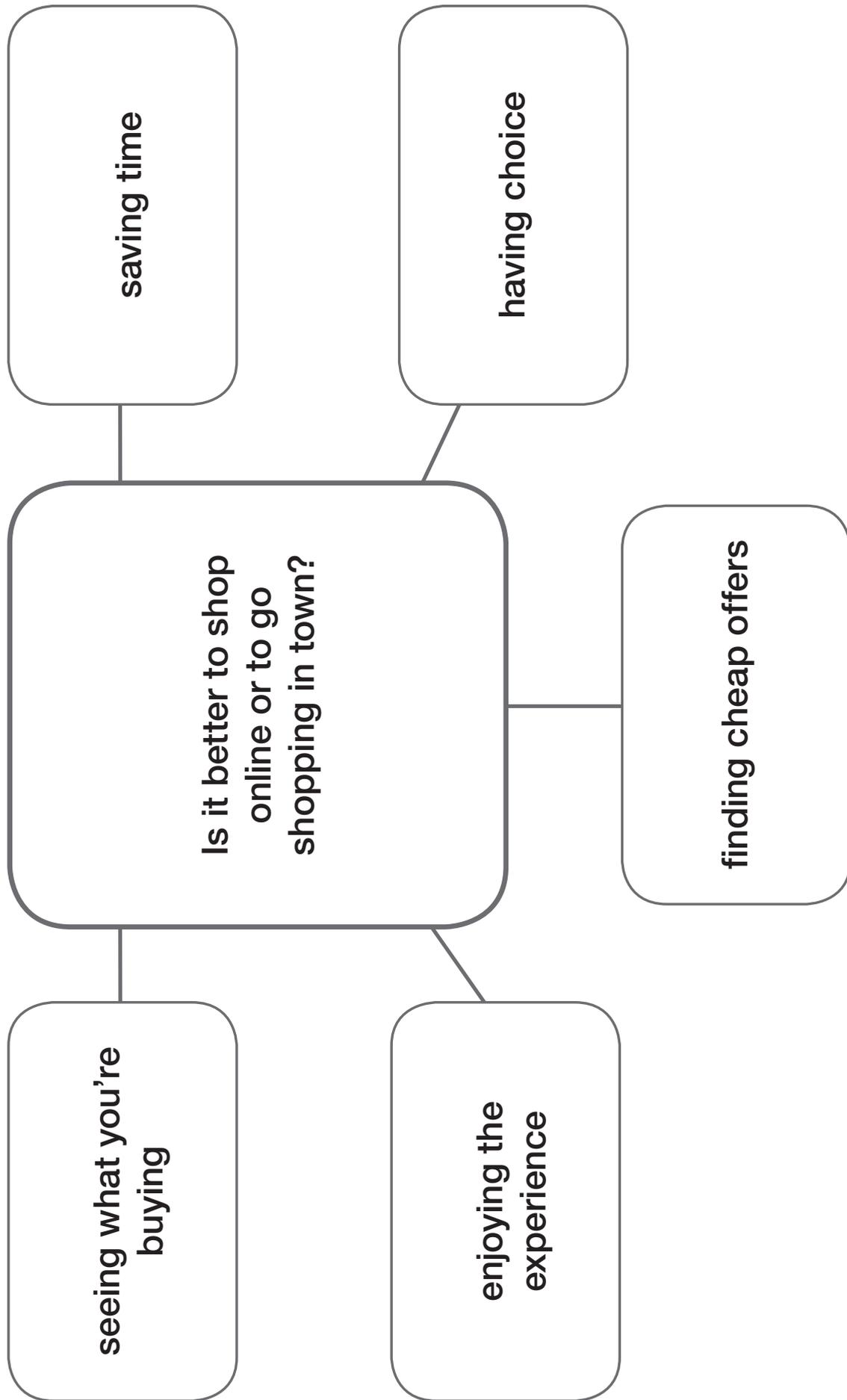
1



What are the people enjoying about doing these different sports?

2





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 junglerefun.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]
	<i>Now you'll hear Part Four again.</i>
	[tone]
	[The recording is repeated.]
	[pause]
	<i>That is the end of Part Four.</i>
	<i>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.</i>
	You have one more minute left.
	<i>That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and the answer sheets.</i>

Acknowledgements

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Text

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