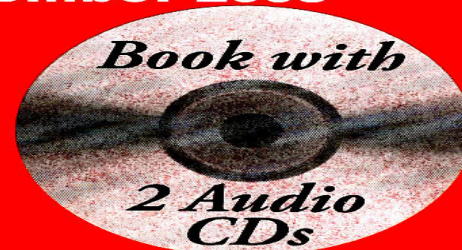


••• For updated exam from December 2008

CAMBRIDGE



OFFICIAL EXAMINATION PAPERS FROM



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

# FIRST CERTIFICATE IN ENGLISH

FOR UPDATED EXAM  
**WITH ANSWERS**

# 2



Cambridge Books for Cambridge Exams •••

## Test 1 Key

### Paper 1 Reading (1 hour)

#### Part 1

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

#### Part 2

9 E 10 H 11 F 12 A 13 C 14 G 15 D

#### Part 3

16 A 17 B 18 A 19/20 A/B (in either order) 21 E 22 B  
23/24 D/E (in either order) 25/26 B/E (in either order) 27/28 A/E (in either order)  
29/30 C/E (in either order)

### Paper 2 Writing (1 hour 20 minutes)

#### Task-specific Mark Schemes

#### Part 1

##### Question 1

##### Content

The letter must include all the points in the notes:

- 1) say why learning English is important
- 2) say where group would prefer to stay and why
- 3) give information about the group's interests
- 4) ask about weather and/or clothing.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking, and opening/closing formulae as appropriate to the task.

##### Appropriacy of register and format

Consistent register appropriate to the situation and target reader.

##### Range

Language relating to the functions above. Vocabulary relating to the visit.

##### Target reader

Would be informed.

#### Test 1 Key

##### Target reader

Would be informed.

##### Question 5(a)

##### Content

Essay should answer the question and show understanding of the story.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of describing, explaining and expressing opinion.

Vocabulary relating to crime.

##### Target reader

Would be informed.

##### Question 5(b)

##### Content

Letter should answer the question and show understanding of the story.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of describing, explaining and expressing opinion.

Vocabulary relating to character.

##### Target reader

Would be informed.

### Paper 3 Use of English (45 minutes)

#### Part 1

1 A 2 D 3 B 4 C 5 B 6 C 7 A 8 C 9 D  
10 B 11 B 12 C

#### Part 2

13 which 14 so 15 the 16 would/might 17 something 18 for  
19 with 20 without 21 up 22 to 23 had 24 as

Test 1 Key

Part 3

25 variety 26 director 27 inhabitants 28 choice/choices 29 growth  
30 unemployment 31 agreement 32 loss 33 unable 34 decision

Part 4

35 until | we had finished/done 36 was better | than Tim 37 if | she does not do OR  
unless | she does 38 if/whether he realised | what time 39 put an advertisement | for  
40 finished his speech | before thanking 41 has been / is | a month since 42 following  
their | appearance

**Paper 4 Listening** (approximately 40 minutes)

Part 1

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

Part 2

9 graves 10 twelfth century 11 their/the owners 12 make(-)up  
13 ten thousand pounds 14 original clothes 15 soft bodies  
16 maker(s) name(s) 17 (little) adults 18 plastic

Part 3

19 E 20 F 21 D 22 B 23 C

Part 4

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

**Transcript**

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

*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.*

Test 1 Key

[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 to 8, choose the best answer, A, B or C.*

Question 1

One.

*You hear part of a radio play.*

*Where is the scene taking place?*

A in the street

B in a bank

C in a police station

[pause]

tone

Policeman: So what happened, madam?

Woman: Well, I saw this old man, he was kind of holding this briefcase under his arm, like this. He'd just left the bank and I was still queuing up to collect my pension, but I was near that door. Now, this young man came running past him and grabbed him by the arm.

Policeman: And they both fell down?

Woman: Yeah, and the young man ran away and the poor old man sat on the pavement, still clutching his briefcase, and we managed to help him up. Now, can I go back in to collect my money?

Policeman: Would you mind coming with us, madam? We need a few more details.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.

*You overhear the beginning of a lecture.*

*What subject are the students taking?*

A medicine

B sport

C music

[pause]

tone

It's important that you really listen to what people are telling you. For example, I had a trumpet player who came to see me with back pain and breathing difficulties. He couldn't take his final exams because of the muscular tension in his jaw, but when I quizzed him about it, it turned out



Test 1 Key

that the actual problem was in his teeth – far away from where the pain actually was. The same applies to sports people who often have injuries as a result of their job ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.

*You overhear a conversation in a college.*

*Who is the young man?*

A a new student

B a student in the middle of a course

C a former student

[pause]

tone

Man: It all looks so different. Where's the canteen?

Woman: It's in the basement. You get there by going down the main staircase from the entrance hall.

Man: Right. I'll get there in the end. Everything seems to have moved around.

Woman: Yes, there was a rebuilding programme last year, which wasn't much fun for those of us trying to study. The main building was altered a lot. And they're building a new sports centre. It should be open for the new students in September.

Man: Well, I'm envious. Everything looks a lot better.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.

*You hear a woman on the radio talking about a cookbook.*

*What does she regret?*

A not looking after it

B not having kept it

C not using it properly

[pause]

tone

I used to watch Granny cooking, and right from when I was five years old I was allowed to season the soups, test the potatoes, and so on. One year for

Test 1 Key

my birthday, she bought me a cookbook. It was just like Granny talking; all the recipes were simple, economical and linked with little stories, useful advice and amusing sketches. I treasured it, but gradually it fell to bits from overuse, my tastes changed and, finally, I threw it out. Now, of course, I wish I'd hung on to it despite its sad state and despite the fact that all the advice would be out of date.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.

*You hear someone talking about the day he met someone famous.*

*How did he feel after meeting Chris Turner?*

A unimpressed with the footballer

B angry with his friend

C disappointed with himself

[pause]

tone

I went to a party with a friend and she knows that I'm a big fan of Chris Turner, the footballer. I just think he's a genius and, anyway, he was going to be there. Now, I knew that I would be really shy, which is stupid because he's exactly the same age as me and, you know, he's just a regular bloke, I'm sure. But when my friend introduced us and he shook my hand, my mouth just went, you know, really dry and I didn't know what to say, honestly, which was awful. I felt so bad about it afterwards, my friend just couldn't understand it.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.

*You hear a woman talking on the phone.*

*Why has she called?*

A to request a meeting

B to offer assistance

C to apologise for her absence

[pause]

tone



Test 1 Key

Test 1 Key

Hi, can I just talk to you about our plans for the summer conference? I think I said that I was going to be away for the opening meeting and couldn't give you a hand, but it seems I got my diary muddled up and I will actually be around, so what would you like me to do?

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.

You overhear an extract from a radio play.

What is the young woman's relationship with the man?

A She's a pupil of his.

B She's a relative of his.

C She's a patient of his.

[pause]

tone

Man: So, Sophie, tell me all about it.

Woman: I'm sorry, but I've just been feeling terrible for the last week or so and last night I just couldn't do my homework, I felt so bad. I was aching all over. So my dad said I had better make an appointment and come and see you. Perhaps you can tell me what's wrong.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.

You hear someone telling a story about a strange thing that happened in the mountains.

What point does the story prove?

A how strange things can be explained simply

B how easy it is to imagine things

C how you can be tricked by the silence

[pause]

tone

My wife Margaret and I were sitting behind a rock on the top of a mountain in the Highlands one day, nobody else around, perfectly silent, and Margaret said, 'I just heard a telephone bell ringing.' 'Oh,' I said, 'Margaret, there are no telephone kiosks up here.' But in the silence of the hills, you can imagine

anything. I said, 'I often imagine things. I've heard babies crying in this silence. I've thought I heard a symphony orchestra,' and Margaret said, 'I'm sure I heard a telephone ringing.' She got up and went round the back of the rock and there was a cow with a bell around its neck.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear part of a talk about dolls. For questions 9 to 18, complete the sentences.

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

[pause]

tone

Dolls have always fascinated me, and that's why, five years ago, I was delighted to be offered the job of running a doll museum.

Dolls have existed for thousands of years, and the earliest dolls we know about were found in graves in ancient Egypt. I only wish we could get one or two for our museum, but we haven't unfortunately got anything as old as that in the museum. All the same, we have got examples from Europe from the twelfth century, but my favourite early dolls are actually from the seventeenth century. They interest me not just because they are early, or fairly early, but also because of the clothes they're wearing. They have their original clothes, and from them we know what the owners wore, since dolls in those days were always dressed like their owners. They were made of the only material readily available for things like this at the time: solid wood, and they were painted in great detail. In fact, on the best examples, like the ones in the museum, the detail includes the seventeenth-century make-up.

Dolls like these were very expensive then, and only the very rich could afford them. These days, they're popular with collectors and if you want one today, you have to pay anything up to ten thousand pounds for a doll in perfect condition from this time! By the way, what makes them so valuable is that, as far as a collector is concerned, a doll is only worth collecting if it is in perfect condition, and that means having the original clothes.

Doll collecting has become very fashionable since the museum opened, with people interested in dolls from every period, including later dolls. There's great interest in nineteenth-century examples, when dolls were no longer made of wood, but began to have soft bodies and real hair. They were very delicate and

*Test 1 Key*

few have survived, meaning such a doll would be worth about two thousand pounds, perhaps a bit more. Later, in the nineteenth century, you could often take off the doll's hair. If you can, you can often see the maker's name underneath, and of course the right one increases a doll's value.

There was a really big change in dolls at the beginning of the twentieth century. In the museum we have one of the earliest examples, from about 1909, of a doll that's a model of a baby. Previously all dolls, the earlier ones, were little adults. That's just one of the changes that have occurred in the last hundred years. Another, again, is to do with what dolls are made of. Although dolls with soft bodies continued, after about 1930, plastic began to be used. In fact, dolls from the 1930s and 40s are now very popular with collectors, some of them selling for very, very high prices.

[pause]

*Now you'll hear Part Two again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

[pause]

**PART 3**

*You'll hear five different people talking about why they decided to become nurses. For questions 19 to 23, choose which of the reasons, A to F, each speaker is giving. Use the letters only once. There is one extra letter which you do not need to use.*

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

[pause]

tone

**Speaker One**

[pause]

Well I have to say, I never really thought about a career until I got to my last year at school. Lots of people here say that they knew exactly what they wanted to do right from a very young age, but I never really had any burning ambitions. In the end I just sort of drifted into it because that's what our lot have always done. If I'd chosen something else – like going into business, say – I would have been the first for four generations to have gone outside the medical field. I don't think that that would have mattered but it means there are lots of things we can talk about at home.

[pause]

*Test 1 Key*

**Speaker Two**

[pause]

Most of my friends went into teaching actually – I think they felt it was more 'academic' and of course the pay is quite a bit better. But I've never really been bothered about things like that – I think the enjoyment of the job comes first and I certainly get a lot of good feelings doing this work. We have some difficult cases sometimes but there's still a lot of laughter here and the patients can be amazing – especially the kids. I'd recommend it to anyone who likes helping people.

[pause]

**Speaker Three**

[pause]

I think I'm lucky really because I didn't try very hard at school – I guess you'd call me lazy! And then it ended and I thought, 'Wow, I'd better think about a job,' and I got really worried and emotional about it because, well, I suddenly realised that I didn't want to go from job to job, you know. I wanted a career and regular money and an opportunity to climb up the ladder if possible. So, one day I saw a TV programme about nursing and it looked like it had the kind of benefits that I wanted – so here I am.

[pause]

**Speaker Four**

[pause]

At first I thought I'd made the wrong choice ... you know, I was never really sure that it was the thing for me and I used to go back to my flat at night and think, 'Well maybe I should have listened to my parents after all'. They thought I'd get too upset and that I should have stuck with something office-based like the rest of my family but it was my best subject at school – well Biology was – and all the staff there thought medicine would be a good choice, so ... Anyway, one day I woke up and felt fine about it and it's been great ever since.

[pause]

**Speaker Five**

[pause]

I remember we all had to go to this Careers Advisor in our last year at school and I think she got really confused when she saw me because I just had no idea. I liked the sound of a lot of jobs and I couldn't make up my mind. When the time came to tell our teachers what we were going to apply for, I thought, 'Well what does matter to me is being separate from my friends' and so I went round to see one of them – the most important I suppose, and anyway she had chosen nursing, so that was it really – a difficult decision made easy, although I must say, I've never regretted it.

Test 1 Key

Test 1 Key

[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]

PART 4 *You'll hear an interview with someone who works in the film industry. For questions 24 to 30, choose the best answer, A, B or C.*

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

[pause]

tone

Interviewer: I suppose the first question I have to ask you, Alan, is one you get fed up answering, but here goes: what is a Best Boy?

Alan: Well, I'm not sure why I'm called a Best Boy exactly, but I like to think it's because I'm the best at what I do. But the title is an American term used to describe the assistant to the man who works with the cameramen and the electricians on a film to make sure that the film is properly lit.

Interviewer: So how do you spend your time?

Alan: Basically what I do is work between the electrical department and production. I deal with the companies where the lights come from. And I'm also there on the film set, making sure that everything runs smoothly, that the lighting is set up when the camera crew arrives to shoot the film, and then I also help with the budget – we have to do timesheets, things like that. It's mostly paperwork really.

Interviewer: When did you start working in the industry?

Alan: About fifteen years ago. I'd been an electrician and my first few film jobs were basic electrical ones, then I moved over to this.

Interviewer: It sounds a rather complicated job to me.

Alan: No, not really. I've never had to do anything out of the ordinary. But filming on location does make things more intense – there's less control than in the studio and you can have problems with the weather. On my latest film, we were working in the hills and it would take us ages to get the equipment up there. But I enjoyed it. It was a challenge.

Interviewer: Is working on location a plus for you?

Alan: Well, you see some great places, but long working days and problems with production are far more common. There's a lot of responsibility with the job, because there's so much money involved. If all the lighting goes wrong on one day, then obviously there'll be trouble. The long hours are very unsociable, which is OK if you're single, but there's quite a lot of work abroad, which puts a

lot of pressure on the family. I went away for five months once. When I left, my son wasn't talking, and when I came back, he was. It varies though. Some years you don't go away at all.

Interviewer: What advice would you give to someone wanting to give it a try?

Alan: You need a good head for mathematics, plus knowing how to mend a fuse. So training as an electrician is the first step, then you need some experience on the production floor.

Interviewer: Where do you see yourself in the future? What would promotion be for you?

Alan: I like it where I am. I like working behind the scenes and seeing how the production works. There are enough challenges in the present job for me. The more experience you get, the more you worry whether you've got things to the right stage at the right time or not. You can't just go home and switch off. But getting things right is a big satisfaction.

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

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

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

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



## Test 2 Key

### Paper 1 Reading (1 hour)

#### Part 1

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

#### Part 2

9 H 10 F 11 A 12 C 13 G 14 D 15 E

#### Part 3

16 E 17 D 18 A 19 D 20/21 C/E (in either order) 22 B 23 E  
24/25. A/B (in either order) 26 C 27/28 B/D (in either order) 29 C 30 D

### Paper 2 Writing (1 hour 20 minutes)

#### Task-specific Mark Schemes

##### Part 1

##### Question 1

##### Content

The email must include all the points in the notes:

- 1) comment on the hotel / having the party in the hotel
- 2) suggest a present for Anna
- 3) apologise for not being able to help the day before the party
- 4) suggest something else for the party.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking, and opening/closing formulae as appropriate to the task.

##### Appropriacy of register and format

Standard English appropriate to the situation and target reader, observing grammar and spelling conventions.

##### Range

Language relating to the functions above.

Vocabulary relating to parties and arrangements.

##### Target reader

Would be informed.

#### Question 5(a)

##### Content

Article should give the writer's opinion about the importance of truth and lies in the story.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of describing, explaining and giving opinion.

Vocabulary relating to topic and storyline.

##### Target reader

Would be informed.

#### Question 5(b)

##### Content

Essay should explain how Lizzy's feelings for Darcy change.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of describing, explaining and giving opinion.

Vocabulary relating to character and relationships.

##### Target reader

Would be informed.

### Paper 3 Use of English (45 minutes)

#### Part 1

1 C 2 B 3 C 4 B 5 D 6 B 7 A 8 B 9 A 10 A  
11 D 12 C

#### Part 2

13 because 14 more 15 of 16 too 17 be/sound 18 when/while/as  
19 which 20 what 21 again 22 if/provided 23 first 24 by

#### Part 3

25 frequently 26 impressive 27 comfortable 28 flight  
29 connections 30 increasingly 31 improvement(s)  
32 noisy 33 crowded/overcrowded 34 unfortunately

Test 2 Key

Part 4

- 35 would like | to know    36 let us | park (our car)    37 if | I had seen  
38 there is | a hole in    39 pays (any/much) attention | to  
40 if she | would lend him OR to | lend him    41 might have | forgotten  
42 (single) child | has (great) fun

**Paper 4 Listening** (approximately 40 minutes)

Part 1

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

Part 2

- 9 camping    10 fit (your back)    11 (a) day(-)trip / one-day trips / one day / day(-)trips  
12 climb (up)    13 solid/firm bottom / leather base    14 (two) compartment(s)  
15 sharp    16 easy to adjust / easily adjusted / (easily) adjustable    17 falling (off)  
18 (air)(-)hole(s) / airholes / ventilation

Part 3

- 19 F    20 B    21 A    22 E    23 C

Part 4

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

**Transcript**

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

*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.*

Test 2 Key

[pause]

PART 1

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

Question 1

One.

*You overhear two people talking in a restaurant.*

*Where has the woman just come from?*

A a supermarket

B a hospital

C a football match

[pause]

tone

Woman: I felt so sorry for her, she just couldn't cope. She had the baby under one arm and a list in the other. And he was screaming, all red in the face. She must have only just come out of hospital, he was so tiny.

Man: So you offered to help.

Woman: Well, I wanted to get through the check-out and pay for my things quickly, otherwise I knew I'd be late getting here, but ...

Man: Well, I've only been here half an hour.

Woman: Oh, I'm sorry, there was such a queue. And then I forgot, it's the big football game today and the roads were just packed ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.

*You hear a man talking about a mobile phone he has bought.*

*What most attracted him to this phone?*

A its size

B its reliability

C its price

[pause]

tone

I've never wanted to walk around with an enormous mobile, you know, fixed to my belt or whatever, because that's socially embarrassing, isn't it? So I was really taken with the Edmundsen GP 876 model which you can just slip in your inside pocket and no one's the wiser, if you know what I mean. And it says in the blurb 'satisfaction guaranteed – should your mobile develop a fault in the first year, we will replace it the next day'. Well, to be honest, it wasn't exactly what you call cheap, so I'm rather hoping that I don't need to find out just how good that particular promise is.

Test 2 Key

Test 2 Key

Question 3

[pause]

tone

[The recording is repeated.]

[pause]

Three.

You hear a man talking on the phone about buying a house.

What is the purpose of his call?

A to apologise

B to complain

C to obtain information

[pause]

tone

Hello, it's Mr Brown here. I got your message. Yes, I was really sorry to hear the house I wanted had just been sold ... Yes ... I missed the chance to buy the house of my dreams. Yes, I know it wasn't your fault. I should have contacted you earlier ... Yes ... That's why I'm now eager to hear of any houses that come on the market. As you know, what I want is a house which combines a kitchen and breakfast room with lots of space for living, eating and cooking ... Yes, I'm tired of small places where you can hardly move.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.

You hear a teenage girl talking about her hobby.

What is she talking about?

A a computer game

B a musical instrument

C a piece of sports equipment

[pause]

tone

I got it as a present from my father when I was fourteen. My family thought it would be a phase, that I'd go off the idea. Mum doesn't believe there'll be any money in it, but Dad is quite interested because, apart from football, it's the only thing I can talk to him about at the moment. If you're not going to make the effort to practise on it, no way is anyone going to be interested in you. I think one of the reasons you see so few girls playing in bands is that they tend not to be willing to do all that work.

[pause]

Question 5

tone

[The recording is repeated.]

[pause]

Five.

On the news, you hear a story about a cat.

Where was the cat found?

A in a train carriage

B on the railway lines

C on a station platform

[pause]

tone

A cat with a mind of its own joined the eleven fifty-five train from King's Lynn yesterday. A passenger spotted the cat, thought to have boarded at Littleport, and handed it to a member of the platform staff once the train got to Ely station. The friendly cat was put in a box and returned to Littleport. Eventually, its owner, Jack Prince, from Littleport, was reunited with his cat. It is thought that the cat must have crossed the lines at Littleport and waited on the platform, together with a dozen passengers who didn't notice it at all.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.

You hear a woman talking about how she gets ideas for her work.

Who is the woman?

A a novelist

B an artist

C a film-maker

[pause]

tone

I work with my husband, Bob, and every time we have a holiday somewhere, we seem to come up with an idea. And touring round the USA last year, he'd written the words for this children's ghost story. But I had no idea how to ... to get the atmosphere in the pictures, which is my role in the partnership. And then we went to Las Vegas and all that amazing architecture, lit up at night under the desert sky, was er ... was dreamlike. I mean, despite all the films, nothing prepares you for what it actually feels like to be there. I just sat down and started sketching out ideas on the spot.

[pause]



Test 2 Key

Test 2 Key

tone  
[The recording is repeated.]  
[pause]

Question 7 *Seven.*  
*You hear two people talking.*  
*How does the woman feel?*  
A *surprised*  
B *satisfied*  
C *relieved*  
[pause]

tone  
Woman: There they are! At last. I've been looking for them everywhere.  
Man: What? Your keys? You're always losing them.  
Woman: I know, and I really thought I'd lost them for good this time. Thank goodness!  
Man: Why don't you make sure you put them down in the same place, then you'd have the satisfaction of finding them whenever you wanted them.  
Woman: Maybe. That's not a bad idea. I'll think about it.  
[pause]

tone  
[The recording is repeated.]  
[pause]

Question 8 *Eight.*  
*You turn on the radio and hear a man speaking.*  
*What are you listening to?*  
A *a history programme*  
B *a science-fiction story*  
C *an advertisement*  
[pause]

tone  
Discover the amazing secrets of the planet Earth in three major recently launched exhibitions: 'From the Beginning', 'Earth's Treasury' and 'Earth Today and Tomorrow', which form the finest series of exhibitions of their kind in the world. Together they tell Earth's dramatic story, starting with the birth of the universe, exploring the forces that shape it and the riches within it, concluding with a glimpse into the future and what it might hold for our planet.  
[pause]

tone  
[The recording is repeated.]

[pause]  
*That's the end of Part One.*  
*Now turn to Part Two.*  
[pause]

PART 2  
*You'll hear part of a radio programme about bags for walkers. For questions 9 to 18 complete the sentences.*  
*You now have forty-five seconds in which to look at Part Two.*  
[pause]

tone  
Announcer: And now for a few tips for those of you who are going to go walking this summer. Let's look first of all at the type of bag that you should take with you. Rod Smith works in a shop that sells camping equipment and he feels he has a bag for every type of walking holiday. Rod, does it really make a difference what type of bag you use?  
Rod: Yes, Jill, it certainly does. Bags come in every shape, colour and size now so it makes sense to pick one that is right for your needs. A backpack, for example, could quite rapidly ruin an otherwise good walking holiday if it doesn't fit your back. In fact the fit is critical but the choice is so large now that it's difficult to know *how* to make the right one. So – here are a few things to look for.  
First of all size. A bag that holds thirty-five litres and has three outside pockets should be plenty big enough for a day-trip. For a four to five-day walking tour I would recommend a bag that holds seventy litres for a man and fifty to sixty litres for a woman. That's along with a tent and a sleeping bag. An upright bag – that's one that closes at the top – is better if you intend to climb a lot of hills.  
What about the contents? Well, in order to really avoid the inconvenience of broken containers or crushed clothes, I suggest you go for a bag with a solid bottom. The best ones – but these are probably the most expensive – have a leather base that is particularly resistant to wear and tear. A bag that has two compartments inside will allow you to find things more easily and separate out items such as creams that could leak in hot weather. Extra pockets on the outside of the bag are also useful if you want to carry any tools for climbing that are sharp or get dirty when you use them.  
Then you have to think about carrying your bag. If it's a backpack, a wide, cushioned belt will ease the strain on your back and hips and leave you with more energy for your walking activities. Shoulder straps also help lighten the load and these should be easy to adjust. There are many different types of strap on the market that can be adjusted in various different ways. Try several and compare them. It's also a good idea to make sure there's a horizontal bar that goes across your shoulders and stops the straps from falling off.

Test 2 Key

Well, if you choose your bag carefully and think about some of the things I've mentioned, you shouldn't waste your money. Finally, make sure there are plenty of air holes in the padded part of your bag that touches your body. These are essential to allow sweat to escape and to make your walking or climbing holiday a comfortable one.

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You will hear five different students who are studying away from home. They are talking about their accommodation. For questions 19 to 23, choose from the list, A to F, what each speaker says about their accommodation. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker One

[pause]

I'd requested college accommodation, so when I was offered it I was really pleased. I didn't fancy having to look after myself ... too many other things to do ... lessons and homework and going out with friends. I knew what the rules were – in by ten, no noise after nine – and I didn't mind them at first, but they've started to annoy me more and more – and now I can't wait to get out and be able to do my own thing. I don't think I'll be recommending this place to anyone else!

[pause]

Speaker Two

[pause]

It's exciting leaving home and becoming independent. I've been staying with some relatives for the past year. I'd stayed with them before so when I knew I was coming here to study they said, why don't you come and live with us –

great. And they've been fine – let me do whatever I want and haven't stuck to rigid meal times and all that sort of thing. So I've been able to meet plenty of people and get to know the area and the course and so on. I feel a part of it all now, but I'm always ready to try something different.

[pause]

Speaker Three

[pause]

I was pretty calm about coming here, but I couldn't decide whether to stay with a family or get my own flat. I'd talked to other people, you know, friends who've studied away from home before and they all recommended that I should get a flat because you have so much more freedom, so I did that. I'd only been here two weeks and I went out one day and left the front door unlocked. When I got back, I found that my camera had been stolen. I suppose I was lucky it was just that. I'm a bit more careful now.

[pause]

Speaker Four

[pause]

My friend Benny and I started the course at the same time. There was never any doubt that we'd share a place. It was the obvious choice for us to make and I think it's definitely the best option. Of course, you have to think about what you're going to eat, have some kind of system for cleaning, a few ground rules. We get annoyed with each other at times. Benny smokes and I had to ask him to go outside, which he does now. It hasn't all been straightforward but overall I prefer the independence this place gives me.

[pause]

Speaker Five

[pause]

My sister came here before me and studied at the same college. She told my parents that it would be much better if I stayed with her and then she could look after me, help me settle down here, that kind of thing. So, that's what happened – nobody asked me what I wanted to do. Well, the truth is we don't get on badly but I never seem to see the other students that I study with, which is a big disadvantage. I think it's better to force yourself to find your own way in a new environment.

[pause]

Now you'll hear Part Three again.

Test 2 Key

Test 2 Key

tone

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

[pause]

PART 4 *You will hear part of a radio interview in which Tina White, a magazine editor, talks about her life and work. For questions 24 to 30, choose the best answer A, B or C.*

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

[pause]

tone

Interviewer: Tina White, some people describe you as the best magazine editor in the world, and you are only in your thirties. Can you tell us how you started your amazing career?

Tina: Well, when I was twenty, still at college, I was asked to write a weekly column for a local paper. The paper had wanted me to write about famous people, you know, their wonderful lifestyles, the sort of thing people like to read about. Instead, what I did was to concentrate on people who the general public didn't know, but who had something original to say.

Interviewer: And you got away with it! Now at that early stage, your family was important. How far did they influence your career choice?

Tina: My father was a film producer, and my childhood was spent around international actors and directors, so with such influences, I should have become an actress – something my father would have loved. But no, I chose to be a journalist in spite of the wishes of my family. I think the biggest influence was my school, not so much the people but the materials it gave me access to ... the hours and hours spent in the library.

Interviewer: From being a journalist, you then went on to become an editor. I understand the first magazine you edited, *Female Focus*, wasn't much of a success?

Tina: Well, I was the editor for a year, and then I resigned, mainly because of disagreements with the owners. They were reluctant to change things, because they had faith it would eventually make a profit. But when you think of it, the magazine had been losing millions of pounds a year before I became its editor. When I left, it was still losing money but nothing like as much as previously. Also, when I took over, it was selling around six hundred and fifty thousand copies. That soon increased to eight hundred thousand, so it was certainly an improvement.

Interviewer: And now you are editing *Woman's World*, and you've made it the best-selling women's magazine ever. How do you make people want to read it?

Tina: For some of my competitors, the most important point is what you put on the cover of your magazine. But they forget faithful readers look beyond that. The

real challenge is, how do you encourage a reader to read a serious piece? How are we going to make it an article that people want to read? You have to get their attention. And nothing does that better than a very lively, even shocking, opening line.

Interviewer: It is said that you work very hard because you don't trust your employees.

Tina: That was the case five years ago, when I was appointed. It almost drove me mad. I knew I had the right idea, for example, but I wasn't able to get it done because I didn't have the brilliant writers I have now, or the right staff to read all the material when it came in. I had to read everything about six times, and that was awful! It took me four years to put together the team I wanted, and it would be very unfair to say I don't trust them.

Interviewer: Do you sometimes worry that you might lose your fame and wealth?

Tina: Yes, when you work as an editor, you are praised today and criticised tomorrow. Of course it would be difficult to live without all the ... well ... material comforts I'm used to, but a smaller income is something I think I could cope with. It wouldn't be the end of the world. Much more serious would be if the people I work with no longer admired my work, and most of all I want it to stay that way.

Interviewer: And what about the future?

Tina: Well, people often think I have planned my career very carefully, but in fact lots of things have happened by chance. Lots of opportunities have come my way, and I was once asked to edit a book series. As a youngster, one of my dreams was to be a writer, to write a novel that would become a best-seller and then an award-winning film. Well, it may seem silly, but I still hope that will happen one day.

Interviewer: Tina, thank you very much for joining us today.

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

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

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

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



## Test 3 Key

### Paper 1 Reading (1 hour)

#### Part 1

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

#### Part 2

9 F 10 H 11 E 12 A 13 C 14 G 15 B

#### Part 3

16 A 17 C 18 D 19 F 20 B 21/22 C/D (in either order) 23 C  
24 B 25 E 26 A 27 E 28/29 D/F (in either order) 30 A

### Paper 2 Writing (1 hour 20 minutes)

#### Task-specific Mark Schemes

#### Part 1

##### Question 1

##### Content

The letter must include all the points in the notes:

- 1) recommend the earlier trip, as it is less crowded
- 2) suggest taking a picnic and explain why
- 3) suggest trying water sport(s)
- 4) give information about numbers for group booking.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking, and opening/closing formulae as appropriate to the task.

##### Appropriacy of register and format

Consistent register appropriate to the situation and target reader.

##### Range

Language relating to the functions above.  
Vocabulary relating to arrangements for boat trip.

##### Target reader

Would be informed.

#### Test 3 Key

##### Target reader

Would be informed.

##### Question 5(a)

##### Content

Essay should explain the ways in which Mark helps Julie.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of description and explanation.

Vocabulary relating to story and plot.

##### Target reader

Would be informed.

##### Question 5(b)

##### Content

Article should describe two unpleasant characters.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of description and information.

Vocabulary relating to the storyline and characters.

##### Target reader

Would be informed.

### Paper 3 Use of English (45 minutes)

#### Part 1

1 D 2 A 3 A 4 D 5 A 6 B 7 B 8 C 9 D 10 A  
11 D 12 B

#### Part 2

13 did/tryed 14 with/over 15 such 16 to 17 those  
18 only/just 19 could/would 20 it 21 nothing 22 but/although  
23 which 24 for

Test 3 Key

Part 3

25 attractive 26 tourists 27 achievement 28 employee  
29 unclear 30 traditional 31 success 32 appearance  
33 originality 34 communication(s)

Part 4

35 my holiday | I had 36 ought to | have locked 37 any chance | of Pete  
38 from Paul | nobody has 39 got | used to 40 felt like | doing 41 being  
unable | to sing 42 as soon as | we arrive

**Paper 4 Listening** (approximately 40 minutes)

Part 1

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

Part 2

9 south of France 10 1970 11 famous people 12 (young) children  
13 (about) 50% 14 under (the) water 15 breathe (out) 16 (try to) float  
17 (feeling) confident 18 3 hours/lessons

Part 3

19 C 20 B 21 D 22 F 23 E

Part 4

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

**Transcript**

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

*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]

Test 3 Key

*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 to 8, choose the best answer, A, B or C.*

Question 1

*One.*

*You overhear a man talking about an experience he had at an airport.*

*What did he lose?*

A his passport

B his wallet

C a piece of luggage

[pause]

tone

The airport staff looked everywhere for it. It was terrible. I thought the plane was going to go without me. At first I thought someone must have taken it. Although my money wasn't inside, I'd bought some nice presents for the family. Then I remembered that I'd been to the washroom and I must have put it down in there. Luckily, I had my documents and boarding card in my jacket pocket and, to cut a long story short, I had to get on the plane without it. The airport staff sent it on to me three days later.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

*Two.*

*You hear an advertisement on the radio.*

*What is special about the Fretlight guitar?*

A It plays recorded music.

B It teaches you how to play.

C It plugs into a computer.

[pause]

tone

The Fretlight is a fully functional guitar that comes in acoustic and electric models. Built into its body is an on-board computer and a hundred and thirty-two lights that show you where to put your fingers. Simply flip a switch and choose the chord or note that you would like to play, and the finger positions for making the appropriate notes will be promptly displayed on the neck of the guitar. Beginners can get a real feel for the fingerboard, while the more experienced players will be able to discover lots of new musical possibilities ...

Test 3 Key

- [pause]  
tone  
[The recording is repeated.]  
[pause]
- Question 3** *Three.*  
*You hear part of a radio programme.*  
*What is the presenter talking about?*  
*A food safety*  
*B meal times*  
*C healthy recipes*
- [pause]  
tone  
Whether you have just one large meal a day, or a number of small meals, there are some basic steps to keep you in good health. Ideally, eat food as soon as it is cooked or prepared. If you are preparing food for later use, keep cold foods in the fridge and hot foods hot until they are ready to be eaten. Piping hot, that's how cooked food should be, especially when it's reheated. And remember, prepared foods left at room temperature will not keep long, however fresh the ingredients you have used.
- [pause]  
tone  
[The recording is repeated.]  
[pause]
- Question 4** *Four.*  
*You hear two people discussing a type of pollution.*  
*What do the speakers agree about?*  
*A the best way to solve the problem*  
*B how they feel about this type of pollution*  
*C how they reacted to the solution they saw*
- [pause]  
tone  
Woman: Do you know what they were doing in town the other day? I had to rush away because it set my teeth on edge, but they were chipping the chewing gum off the paths with sharp tools.  
Man: You know, I only realised recently that all those black spots on the ground are actually old chewing gum.  
Woman: I mean, it's disgusting, isn't it?  
Man: Deeply.  
Woman: And what a nasty job!

Test 3 Key

- Man: Well, I was actually there when the city once tested out a machine for this and, I had to laugh, it needed such a powerful suck to get it off, it lifted the stones themselves.
- [pause]  
tone  
[The recording is repeated.]  
[pause]
- Question 5** *Five.*  
*You hear a conversation between a shop assistant and a customer about a compact disc.*  
*What was the cause of the problem?*  
*A The customer gave the wrong number.*  
*B A mistake was made on the order form.*  
*C The disc was incorrectly labelled.*
- [pause]  
tone  
Shop assistant: And you ordered it two weeks ago? Well, I can't find anything in the order book ... Oh, yes, here it is. Well, it seems we chased it up after you phoned and they said they couldn't find the order, so we gave them the details again. It hasn't turned up though. Oh, perhaps ... here's a note on the order form. They then told us there's nothing under the number you gave us, I'm afraid.  
Customer: Well, I noted it down very carefully. Look.  
Shop assistant: Uh-huh. Oh, I see. Two figures are the wrong way round on our form, that's why they couldn't find the disc.
- [pause]  
tone  
[The recording is repeated.]  
[pause]
- Question 6** *Six.*  
*You overhear a conversation at a football game.*  
*What does the speaker say about his team?*  
*A They're better than usual.*  
*B They're as good as he expected.*  
*C They tend to be unlucky.*
- [pause]  
tone



Test 3 Key

Man 1: Not many here today, are there?  
 Man 2: I guess it isn't as popular as it used to be. A few years ago it was so crowded here, you were lucky if you could see over all the heads. This is the first time I've been this season. I was expecting to see them lose – as ever – but I can't wait for the second half if they carry on playing like this.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 *Seven.*  
*You overhear a schoolgirl talking to her friend.*  
*What does she think about her new teacher?*  
 A He is clever.  
 B He is funny.  
 C He is interesting.

[pause]

tone

It's funny, I've had loads of maths teachers and they all seemed to be the same – really clever with figures but useless at dealing with children. That's why I used to play about in lessons and do anything for a laugh. But Mr Jones is something else. He's quite serious and he makes us work really hard and gives us loads of problems to solve, but what I like is he relates everything to real life.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 *Eight.*  
*In a hotel you overhear a conversation.*  
*Who is the woman?*  
 A a tour guide  
 B a tourist  
 C a hotel receptionist

[pause]

tone

Man: Oh, by the way, what's this all-island trip like then?  
 Woman: It lasts all day and you get picked up from the hotel at about seven thirty and they take you around the island to look at the sights.

Test 3 Key

Man: Do you think it's worth going on then?  
 Woman: I'd say so. You see all the sights and have lunch in a restaurant by the sea. The price includes everything, you know, like the museum and everything. The whole family enjoyed it when we went.

[pause]

tone

[The recording is repeated.]

[pause]

*That's the end of Part One.*

*Now turn to Part Two.*

[pause]

PART 2 *You'll hear part of a radio interview with a swimming instructor. For questions 9 to 18, complete the sentences.*

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

[pause]

tone

Interviewer: And now for our sports section, and I have with me today Paul Collison who is a swimming instructor with a rather unusual approach. Thanks for taking the time during your holiday to come and talk to us, Paul.

Paul: It's very kind of you to invite me.

Interviewer: Paul – you're the swimming instructor at the Palace Hotel in the south of France. How long have you been there?

Paul: Oh, well I started working there in 1970 when I was eighteen years old.

Interviewer: And you've never moved?

Paul: Nope – I get to meet a lot of famous people there and ... I guess I enjoy that.  
 Interviewer: And of course a lot of them go there because they want you to teach them to swim!

Paul: That's true, but I teach plenty of other people too – and not all my students are beginners.

Interviewer: But we're not talking about young children, are we?

Paul: Not usually – there isn't the same challenge teaching children. They have an almost natural ability to swim. Adults are afraid, and helping them overcome that is hard but much more fun somehow.

Interviewer: But don't a lot of people just give up trying to learn once they reach a certain age?

Paul: Not at all. I get hundreds of calls from people looking for 'sympathetic' instructors. I would estimate that about fifty per cent of the adult population can't swim – but they're still keen to learn.

Interviewer: So it's just fear that holds them back?

Paul: Basically, yes. I come across it all the time and it isn't just beginners. I have students who can swim a bit, but don't make any progress because – like all of them – they hate going under water.

Test 3 Key

Test 3 Key

- Interviewer: Mmm ... So what's the secret, Paul?  
 Paul: Well, you've got to relax in the water and that means that you *must* control your breathing.  
 Interviewer: And I understand you have a special technique to help people do that.  
 Paul: Yes, before my students even go into the pool I teach them how to breathe and to do that I give everyone a salad bowl.  
 Interviewer: A salad bowl? Right ...  
 Paul: Everyone in the group gets one of these ... each full of water. First, I get them to breathe ... slowly through the nose and mouth ... just normal controlled breathing.  
 Interviewer: To calm them.  
 Paul: Uh-huh ... and then – they all have to put their faces in the bowl and breathe out under water.  
 Interviewer: How does it go?  
 Paul: Well, they're all terrified at first. So we repeat the exercise many times and in the end they become quite competitive about who can keep their face down the longest!  
 Interviewer: And that means they've started to forget about their fear.  
 Paul: Exactly. When I'm sure they're more confident about breathing, I move the group into the pool and I tell them that they are going to begin by trying to float with their faces in the water. Once I'm sure they're OK, I start them off and I teach different swimming strokes to different pupils depending on which one I think they'll find easiest. The swimming technique itself is far less important than feeling confident in the water.  
 Interviewer: Great. So how many lessons would I need to learn to swim?  
 Paul: Well, all my lessons are an hour long and generally it just takes three to overcome the fear and get people swimming. A few never make it but I'd say ninety per cent end up swimmers.  
 Interviewer: So there's hope for us all yet ... and now on to ...

[pause]

*Now you'll hear Part Two again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

[pause]

PART 3

*You'll hear part of a radio programme called 'Morning Market'. Five listeners have telephoned the programme because they have something to sell. For questions 19 to 23, choose which of the statements, A to E, matches the reason each of the people gives for selling their possession. Use the letters only once. There is one extra letter which you do not need to use.*

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

[pause]

tone

*Speaker One*

[pause]

I've got a brand-new rowing machine. I won it actually, about two months ago, and it's still in its box. It's got an electric timer on it which tells you how much rowing you've done and all that. So anyone who's into exercise can do lots of rowing and keep fit and healthy. It folds up really small, so, you know, it won't take up too much space in, like, a bedroom or anything. I mean, I'll never use it because I was after the holiday which was won by whoever came first in the competition. So I'm looking for around forty-five pounds and my number is ...

[pause]

*Speaker Two*

[pause]

I've got a kidney-shaped bath, colour soft cream, for sale. It's still in its original packing case because I ordered the wrong colour, you know, it didn't go with the rest of the bathroom suite I'd got. So, I contacted, you know, the suppliers who said they'll send me a replacement, at a price, of course! But I've now got to get rid of this one. It cost originally a hundred and seventy-five pounds and I'm letting it go for fifty if anyone's interested. OK? My number's ...

[pause]

*Speaker Three*

[pause]

I've got a real bargain. It's a Lieberstein electric organ and it's got two keyboards and a rhythm section. It's in good condition, plays quite well, and it's not difficult to use or anything. But, what with us having a baby on the way, it's got to make way for more essential items, as we've only got a tiny flat at the moment. So, as I say, if anyone wants it, they can make me an offer. The only problem is, anyone interested would have to come and collect it. The number to ring is ...

[pause]

Test 3 Key

Speaker Four

[pause]

Hello. I've got a lady's cycle for sale. I've got back trouble and I've been advised not to ride it, so rather than be tempted, I'll get rid of it. I hate the idea, because we're not well served with public transport out here and I used it quite a lot, but as I daren't ride it any more, I think it would be a mistake to hang on to it, you know, in case I had second thoughts. So, it's a Raleigh Chopper, pink, and I'd like thirty-five pounds for it, please. I can be contacted on ...

[pause]

Speaker Five

[pause]

I've got two frying pans, you know, the sort for cooking stir-fry in, and a seven-piece tool set to go with them. All boxed and everything. Anyway, they've hardly been used because at one time I was intending to do a lot of this type of cooking because I've only got a small kitchenette, like, no oven. But I've been given a microwave instead now, so much easier to use. So, that's ten pounds for both pans and the tools and my number is ...

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Three.

Now turn to Part Four.

[pause]

PART 4 You'll hear an interview with a man who makes models for films and television. For questions 24 to 30, choose the best answer, A, B or C.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: Matt Ryan makes models. He's worked for television and various other companies for many years. I went to his studio in London to talk to him. Matt, could I ask you to tell listeners a bit about your background and your early career?

Test 3 Key

Matt: Sure. Well it's strange really, 'cos at first I never thought about model-making as a career. Fairly early on in my life I worked for a television channel ... I really wanted a full-time job there, but the best I could get was holiday relief work, filling in for people while they were away. I started off in the photograph library and we had to collect pictures for the news, and it was a good way of getting into the business.

Interviewer: So how did the career come about?

Matt: I think it was an interesting time altogether really. It was the sixties and everyone was talking about going to the moon. There were comic books about space and models of astronauts. Where I was working we had photographs which were used in television reports on the subject. The scenes fascinated me and I thought why not build some three-dimensional kits or models of the views instead of these flat photos that were mostly black and white.

Interviewer: And what happened to them?

Matt: Something quite incredible really. I still think back on it with a lot of pride. During one of the space trips to the moon, the camera on the spacecraft burnt out and we had no pictures back in the television studio to put on the news. So they used a total of fifteen of my models as a substitute and they were broadcast to everyone at home.

Interviewer: Do you think that marked the beginning of a career with television?

Matt: Yes, because shortly after that, I was asked to go to a meeting with one of the TV heads. It was a time when they were looking for more people and I think nowadays that type of thing wouldn't happen – you'd need two degrees and about six years' experience! But they put me straight onto one of the biggest TV series at the time.

Interviewer: What was that?

Matt: It was called *Bright Star* and it was a children's programme they produced about a time traveller. You know the kind of thing ... each week he had a different adventure in the twenty-first century and each time there would be monsters or strange creatures that he'd have to deal with, and I made most of the models for these. And I was just one of a whole load of people ... you'd need make-up artists and scene-makers and costume designers ... it was incredible.

Interviewer: Can we move on to some other programmes that you've worked on because they haven't all been science fiction, have they?

Matt: No. In fact the afternoon children's programmes were very demanding too. I made a regular appearance on these where I might talk about how to make your own toys or create your own set for a story, or run a competition based on space research.

Interviewer: And you were also involved in documentaries at the time, weren't you?

Matt: Yes ... to be honest I did so many of them that I've lost count but my favourite was *Heart of Darkness* for which I won television prizes. That was quite funny because at the time it wasn't possible to get an award for what I did ... you know, you could be best actor or best director but there was no category for special effects – well, only in films, not television – so they put my name forward for a lot of other things and I actually won seven of them!

Interviewer: Matt, thank you for a fascinating interview.



## Test 4 Key

### Paper 1 Reading (1 hour)

#### Part 1

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

#### Part 2

9 B 10 C 11 E 12 H 13 D 14 F 15 A

#### Part 3

16 B 17 C 18 D 19 B 20 A 21 E 22 A 23 C 24 A  
25 D 26 C 27 B 28 E 29 D 30 E

### Paper 2 Writing (1 hour 20 minutes)

#### Task-specific Mark Schemes

#### Part 1

##### Question 1

##### Content

The letter must include all the points in the notes:

- 1) respond enthusiastically to idea of holiday
- 2) state preference for month and explain why
- 3) state preference for event
- 4) suggest alternative topic.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking, and opening/closing formulae as appropriate to the task.

##### Appropriacy of register and format

Consistent register appropriate to the situation and target reader.

##### Range

Language relating to the functions above.

Vocabulary relating to travel and visit.

##### Target reader

Would be informed.

#### Test 4 Key

##### Target reader

Would be able to follow the storyline.

##### Question 5(a)

##### Content

Essay should explain how Julie's life changes after her husband's death.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of description and explanation.

Vocabulary relating to story and plot.

##### Target reader

Would be informed.

##### Question 5(b)

##### Content

Letter should give writer's opinion of why *Pride and Prejudice* is still popular with people today.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Appropriacy of register and format

Consistent register suitable to the situation and target reader.

##### Range

Language of description, explanation and opinion.

Vocabulary relating to story.

##### Target reader

Would be informed.

### Paper 3 Use of English (45 minutes)

#### Part 1

1 D 2 C 3 D 4 B 5 C 6 C 7 D 8 A 9 B 10 C  
11 D 12 A

Test 4 Key

Part 2

13 long 14 with 15 of 16 later/on 17 in 18 had/needed/used  
19 to/for/before 20 takes 21 These 22 much 23 which 24 one

Part 3

25 extraordinary 26 freezing/frozen 27 assistance 28 equipment  
29 loneliness 30 hopeful 31 friendships 32 heat 33 poisonous  
34 reasonable

Part 4

35 never seen | such a strange 36 were driven | into town by 37 insisted on | paying  
38 didn't succeed | in persuading 39 you mind | not using 40 made a good |  
impression on 41 wishes (that) he had | told 42 had trouble | (in) following

**Paper 4 Listening** (approximately 40 minutes)

Part 1

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

Part 2

9 circle (around them) 10 (a) brain(s) 11 stress 12 feelings 13 read  
14 reward 15 52 teeth 16 two days 17 sound wave(s)/sound(s) / high-pitched  
noises 18 (fishing) nets

Part 3

19 E 20 F 21 C 22 D 23 B

Part 4

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

**Transcript**

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

*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.*

Test 4 Key

*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 to 8, choose the best answer, A, B or C.*

**Question 1**

*One.*

*You overhear some people talking at a party in a hotel.*

*Where did the people first meet each other?*

*A at school*

*B at work*

*C at a wedding*

[pause]

tone

Man: Is Mark Hobson here?

Woman: He's got a crisis at work and couldn't come. But Julie's here somewhere. Did you know he married Julie? You know, the girl who could never spell anything!

Man: Oh, right.

Woman: It's their wedding anniversary today, actually. She says she'd rather be here with her childhood friends than waiting at home for Mark to finish work!

Man: Has he changed much?

Woman: Well, he looks much the same as he did all those years ago.

[pause]

tone

[The recording is repeated.]

[pause]

**Question 2**

*Two.*

*You overhear a conversation in a restaurant.*

*Why haven't they seen each other lately?*

*A He has been too busy.*

*B He has been ill.*

*C He has been away.*

[pause]

tone

Man: Hello, Jean!

Woman: Mike Carstairs! My favourite customer. You haven't been in for ages.

Test 4 Key

Test 4 Key

Man: No, I haven't, that's right.  
 Woman: How are you?  
 Man: I'm fine. I heard you weren't well.  
 Woman: Well, I was away for a couple of weeks. But I'm fine now. Ah! You were going to the States, weren't you?  
 Man: That fell through.  
 Woman: Oh, did it?  
 Man: What I've been doing is reorganising the whole department non-stop since I saw you. Just haven't had a moment to myself. This is the first time I've been in here since Christmas.  
 Woman: Well, it's good to see you. Are you ready to order?

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.  
 You overhear someone talking about a concert.  
 How did she feel at the time?  
 A angry  
 B frightened  
 C disappointed

[pause]

tone

It was really awful and I'd been so looking forward to it. Don't get me wrong, the music was brilliant and the show itself was really well done, but I'm sure they let too many people in – it was ever so crowded. I was right at the front and everyone was pushing me against the stage. I couldn't breathe and I was so scared I thought I was going to faint.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.  
 You hear a writer of children's stories talking about books and compact discs.  
 What advantage does he think books have over compact discs?  
 A They may last for a longer time.  
 B They are easier to look after.  
 C They contain better quality material.

[pause]

tone

I was brought up with a respect for books, you know, always having clean hands, not bending the pages down, etc. and I certainly try to make sure mine are as well made as possible. I like to pick them up by the wrong bit and throw them around and so on, you know, to make sure they are strong. I think it's the permanence of books that sets them apart from the other media, don't you? Of course, what's more important is that you have good literature and good images and, I suppose, whether that's actually on a compact disc or in a book doesn't matter.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.  
 You hear a husband and wife talking about their summer holidays.  
 What problem do they have?  
 A They really hate flying anywhere.  
 B They can never think of anywhere to go.  
 C They never agree about what to do.

[pause]

tone

Husband: You see, right from the time we first met it was obvious that Natalie and I wanted a particular kind of holiday – the trouble was, it wasn't the same! I like going off and doing my own thing. You know, history and museums – that's what interests me.

Wife: Well, I love markets and looking for bargains – so we end up sort of hating each other for two weeks or so, instead of having a really nice time together. The odd thing is that we see eye to eye all the rest of the time. It's just when we step on that plane – then the trouble starts!

[pause]

tone

[The recording is repeated.]

[pause]



Test 4 Key

- Question 6** *Six.*  
*You hear a researcher being asked about her work.*  
*What is she doing when she speaks?*  
*A denying an accusation*  
*B disproving a theory*  
*C accepting a criticism*
- [pause]
- tone
- Interviewer: Now it's a bit suspicious that this research about glasses has been paid for by a contact lens company, isn't it? Is it genuine or are you having us on?
- Researcher: Not at all. We asked about a thousand people, most of whom wore glasses, some of whom didn't, and really asked them what they thought of glasses. Their responses were interesting, but didn't come from us; it's what they told us answering open-ended questions. And most of them said, while they thought that glasses could be, you know, pretty trendy and that some of them looked quite cool, that they didn't much like them.
- [pause]
- tone
- [The recording is repeated.]
- [pause]
- Question 7** *Seven.*  
*You overhear a woman talking to a friend on a train.*  
*What does the woman think of the course she has attended?*  
*A It has made her feel more confident.*  
*B It has made her feel less confident.*  
*C It hasn't made much difference to how she feels.*
- [pause]
- tone
- Well, the whole point was to build confidence and I'm sure most feel it succeeded, even if only partly. I must say I found it all very enjoyable, although I can't say I've benefited greatly. There was plenty of opportunity to get to know other people in the business, though, if you wanted to – you know the sort of thing, trips to restaurants and the theatre in the evenings.
- [pause]
- tone
- [The recording is repeated.]
- [pause]

Test 4 Key

- Question 8** *Eight.*  
*You overhear a woman speaking on the radio.*  
*What is she doing?*  
*A complaining about something*  
*B apologising for something*  
*C explaining something*
- [pause]
- tone
- Man: So, shall we move on to the next subject?
- Woman: I'm sorry, but I do think it's necessary to go through this again for the benefit of your listeners. Look, this is a crucial point and I don't think it can be stressed enough. As I was saying, the first thing that anyone with a complaint about their pension should do is put it in writing.
- [pause]
- tone
- [The recording is repeated.]
- [pause]
- That's the end of Part One.*
- Now turn to Part Two.*
- [pause]
- PART 2** *You'll hear a radio report about dolphins. For questions 9 to 18, complete the sentences.*
- You now have forty-five seconds in which to look at Part Two.*
- [pause]
- tone
- Newsreader: And for our last news item today, a special report from Diane Hassan on an animal that is rapidly becoming known as 'man's best friend', the dolphin.
- Diane: Last week, a twenty-eight-year-old diver who went swimming in the Red Sea with a group of dolphins learnt the hard way just how caring these creatures can be. When the diver was suddenly attacked by a shark, they saved him by forming a circle around him and frightening the shark away.
- It's not the first time such a rescue has happened and it's been known for some time that dolphins will do for humans what they do for their own kind. They are, in fact, the only animals in the world whose brains match ours in terms of size, and their intelligence and ability to feel emotion continue to fascinate scientists and doctors alike. For some time now, their healing powers have been well known. A swim with a group of dolphins, for example, is a recognised 'medical' activity for everyday problems such as stress. But some dolphins are playing a far more serious medical role for us than that.

Test 4 Key

Amanda Morton, who suffered from a life-threatening illness, argued that being with dolphins *saved* her life because they were able to read her feelings. 'They knew how I was feeling,' she was quoted as saying. And it's the idea that they actually 'care', that they are gentle, happy creatures that want to befriend us, which has led to projects with children as well. In one such project, dolphins are being used to help children who are slow learners learn to read. The dolphins do things like carrying small boards on their noses. These boards show words or pictures which the children are asked to identify. When the children get it right, they spend more time swimming with the dolphins and touching them and they see this as a reward. So what is it that makes contact with dolphins so powerful? They certainly have an engaging smile ... in each jaw they have up to fifty-two teeth, but rather than frightening us to death, it's one of the warmest greetings in the world! They're also fantastic swimmers to watch ... the spotted dolphin has been observed reaching twenty miles an hour and keeping this up for two days at a time. And they *know* they're good at it so they show off in front of humans by diving in and out of the water and showing us just how much fun they're having. They're great communicators too. They make all kinds of fascinating high-pitched noises. They catch fish, for example, by sending out sound waves which tell them everything they need to know – where it is, what it is and how big it is.

The only creatures that concern dolphins, in fact, are sharks and *man*. We don't necessarily harm them on purpose, but we trap them in fishing nets and we pollute the water they swim in. Pollution, in fact, is one of the dolphin's greatest problems. So with all the good they do for us, isn't it time we started caring about them?

[pause]

*Now you'll hear Part Two again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

[pause]

PART 3

*You'll hear five different people talking about the head teacher or principal of their former secondary school. For questions 19 to 23, choose from the list, A to F, what each speaker is saying. Use the letters only once. There's one extra letter which you do not need to use.*

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

[pause]

tone

Test 4 Key

Speaker One

[pause]

It's strange looking back because at the time you don't always appreciate people and certainly I think that's true of your teachers and particularly a head teacher. I mean she was always encouraging us not to drop litter and to think about things like preserving the countryside and so on, and she'd say, 'Don't you want your children to live in a better world?' But when you're fifteen, you can't imagine having a family – all you care about is getting your homework done and going out with your friends!

[pause]

Speaker Two

[pause]

I don't know if it's the same in all countries, but where I live your head teacher usually teaches classes too and we had our head for athletics. In one way it was exciting 'cos she was very good at it herself, like she could out-run any of the boys in our class, but whatever we were doing she was always pushing us to do it faster than anyone else or jump higher than our friends regardless of the talent or ability we had – and with some it was pointless.

[pause]

Speaker Three

[pause]

I think if it hadn't been for our head teacher, I'd be doing something quite different now. She used to assess our Art exams and although there were people in my class who were really talented artists ... you know, they could paint anything from real life and it looked brilliant ... she always preferred the more unusual stuff – she said it showed we had ideas of our own, and she really liked that, so, I did well. I mean, now I make a living putting designs on greeting cards.

[pause]

Speaker Four

[pause]

I always felt that our head teacher was under-valued and that she might have done better in a different environment ... her own staff held her up a bit. They all seemed ... oh, I don't know ... maybe they just didn't like the idea of change ... but I remember she wanted to introduce a new teaching method for French classes and the department head just dismissed the idea ... and so many ideas she had which were never taken up are being used in schools today. I sometimes wonder how she feels.

Test 4 Key

[pause]

*Speaker Five*

[pause]

I've got some friends who say they left school and they suddenly felt lost. They'd spent a long time 'getting an education' but didn't know what to do once they'd got it. I think we were lucky because our head teacher built up a good network of contacts with local people and so they didn't mind giving us an insight into what it might be like, say, working in a hospital or office. I know it wasn't a new idea or anything but I think she gave us a good sense of direction which I've valued all my life.

[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]

PART 4

*You will hear an interview with a tour leader who works for an adventure company in Africa. For questions 24 to 30, choose the best answer, A, B or C.*

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

[pause]

tone

Announcer: And now for The Holiday Programme with Mandy Rice.

Mandy: Today I'm talking to Don Nicholson, a tour leader who spends ten months of the year looking after groups of up to eighteen tourists in southern Africa. They travel together in the back of a truck, put up their own tents and cook their own food. Welcome to the programme, Don.

Don: Thanks.

Mandy: This is a holiday with a difference, isn't it? Tell us, first of all, what sort of people go on a camping trip in Africa ... and a long one at that ... it is a month each trip?

Don: Yes. Well it sounds a sort of studenty thing to do, but in fact the majority of our passengers are people like doctors and lawyers. We do get some students but they tend to be the ones that are studying something like conservation or wildlife.

Test 4 Key

Mandy: And when do they all first meet?

Don: The evening before we set off. They fly in and I pick them up from the airport and immediately before we start sorting out places in the truck we go through what they've brought with them. Amazingly, every now and then we get somebody who genuinely doesn't realise it's a camping tour, so I have to rush out and get them blankets and a sleeping bag.

Mandy: It must be difficult – a whole group of strangers coming together and then having to live together like that.

Don: Mmm. It goes surprisingly well, but I always think the first day is critical because it sets the tone for the whole trip. We've had the odd nightmare start where we've got a flat tyre twenty minutes after we set off or it's dark and pouring with rain and people just can't get their tents up. Yeah, once we were making pasta late at night and the cook put in a tin of strawberry jam instead of tomato paste – those are the bad starts!

Mandy: Basically everyone has to take part in the domestic chores, do they?

Don: Yes. The brochure makes it clear that people have to work on a rota system and they usually do about an hour's work a day. We get a few who don't want to muck in but more often they are just untidy and I've got a bit of an eye for that because ... well, they might leave a fork lying on the ground, for example, and okay, it's just a fork, but in a lot of places in Africa you can't get forks, so I'm quite possessive about the equipment.

Mandy: And do people really get on?

Don: A lot of people have never lived in a tight community situation like this before and you do get conflicts and personality clashes. The best approach is to observe it from afar. If it gets out of hand, I might point out in front of the whole group that there's a problem between certain people.

Mandy: Shame them a bit ...

Don: Mmm. Sometimes it works. To be fair, conflicts are rare but small problems can mount up in that kind of environment. Evening noise, for example. Some people want to go to sleep early and others don't. On occasions I've had to be the sort of go-between and impose a 'lights out' time if things start getting out of hand.

Mandy: What about getting up, because that's something we're really not keen on on holiday?

Don: If we're going into a wildlife park we might have to be on the road by six a.m. but people still ask why they have to get up so early. I've learnt how to do it now. If they're a quick group I'll get them up at five, but if they're slow I won't shout and scream at them – I just get them up at four thirty.

Mandy: Well, perhaps now we should go on to talk about what there is to see in some of those game parks that you have to get up so early for.

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]