

# Cambridge English



## Cambridge English: First Practice Test B

# Contents

Paper 1 Reading and Use of English	3
Paper 2 Writing	13
Paper 3 Listening	15
Paper 4 Speaking	20
Answer key and recording script	27
Acknowledgements	33

# 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 believe      B imagine      C dream      D suppose

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

### The shopping cart

It is difficult to (0) ..... going round a supermarket without a cart, or trolley. Since the 1930s, big stores have (1) ..... customers with some kind of basket on wheels. The shopping cart was in fact (2) ..... by American grocery-store owner Sylvan Goldman in 1936. This first type of cart (3) ..... of a metal frame on wheels which could carry two wire baskets. Customers would place their hand-held baskets on the cart, put their (4) ..... inside them while shopping, and put the baskets on the counter at the check-out.

The shopping cart quickly began to (5) ..... in stores across the USA. Before (6) ..... , supermarket design changed because of them, with goods arranged in rows and narrow checkouts. The cart itself changed, becoming a single unit that could (7) ..... easily inside another cart for storage, and it also became larger. The reason for this was simple: the bigger the cart, it was thought, the (8) ..... things people would buy.

- |   |               |               |               |                |
|---|---------------|---------------|---------------|----------------|
| 1 | A stocked     | B distributed | C contributed | D provided     |
| 2 | A invented    | B composed    | C established | D discovered   |
| 3 | A formed      | B consisted   | C constructed | D manufactured |
| 4 | A preferences | B purchases   | C stocks      | D belongings   |
| 5 | A appear      | B emerge      | C enter       | D invade       |
| 6 | A soon        | B long        | C late        | D far          |
| 7 | A suit        | B match       | C join        | D fit          |
| 8 | A more        | B higher      | C greater     | D further      |

## 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:**

<b>0</b>	W	A	S																
----------	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### Joseph Conrad

The author Józef Teodor Conrad Korzeniowski (**0**) ..... born in 1857. The young Józef read works by Shakespeare, Hugo and Dickens, among (**9**) ....., in his own language: Polish.

Sadly, though, both his parents (**10**) ..... died by the time he was twelve. From then on he was brought up by his uncle, who (**11**) ..... sure he continued to receive a good education.

But Józef's dream was to go to sea. At sixteen he travelled to France in (**12**) ..... to join a ship there. He then sailed the world, meeting many people (**13**) ..... would later appear as characters in his novels. He began working (**14**) ..... British ships, eventually becoming a British citizen and changing his name to Joseph Conrad.

His experiences, particularly in Africa, inspired him to start writing, and remarkably he chose to do so in English, (**15**) ..... the fact that this was his third language. Conrad is now regarded (**16**) ..... one of the greatest novelists of the twentieth century.

### 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
---

U	N	L	I	K	E	L	Y										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

---

### Extreme living

Life exists in the most **(0)** ..... places. From freezing mountain tops to deserts where it hardly ever rains, living creatures have made their homes. Perhaps the most **(17)** ..... place on Earth to find life is at the bottom of the ocean. Most **(18)** ..... used to believe the lack of light and extremely high water pressure meant that life was impossible down there, but **(19)** ..... have recently been made of plants and fish near hot water springs at a **(20)** ..... of over 2,500 metres.

Minerals from the springs **(21)** ..... tiny life forms to exist there, and these in turn provide food for larger creatures such as crabs and shrimps, as well as for giant worms that grow to over a metre in **(22)** ..... Other ocean-floor creatures with a different **(23)** ..... include fish which have no eyes – for the very simple reason that in total **(24)** ..... they have no need for them.

- LIKELY**
- SURPRISE**
- BIOLOGY**
- DISCOVER**
- DEEP**
- ABLE**
- LONG**
- APPEAR**
- DARK**

## 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** Perhaps that man didn't tell us the truth.

**MIGHT**

That man ..... the truth.

The gap can be filled by the words 'might not have told us', so you write:

Example: 

<b>0</b>	MIGHT NOT HAVE TOLD US
----------	------------------------

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

---

**25** After searching for 12 hours, the rescue team managed to find the missing climbers.

**SUCCEEDED**

After searching for 12 hours, the rescue team ..... the missing climbers.

**26** I've always had a good relationship with my cousins.

**ON**

My cousins and I have ..... each other.

**27** If your knee's still sore, ask the doctor to examine it.

**HAVE**

Ask the doctor to ..... your knee if it's still sore.

**28** Carlos wasn't quick enough to win the 100-metres final against the champion.

**SLOW**

In the 100-metres final, Carlos ..... the champion.

**29** I didn't know we had to pay to get into the club, so I didn't bring any money.

**SOME**

If I had known we had to pay to get into the club, I ..... money.

**30** Changing class probably did not affect Clara's examination results.

**EFFECT**

Changing class probably ..... Clara's examination results.

## Part 5

You are going to read an article in which a trade-union learning representative talks about her work. 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**.

### The award-winning learning representative

by Liz Lightfoot

It is now almost 20 years since Nicola Njie was told to go and see the head teacher in the hope that he could persuade her to stay on for the final two years of her secondary education. At a school not known for its academic excellence, her exam grades stood out and her form tutor thought she had considerable academic potential. They told her that she would stand a better chance of a good, well-paid job with further qualifications, but Nicola was unmoved. She wanted to earn money straightaway and to be more independent.

Three years later, she had plenty of time to think of what might have been while she was making pairs of tights at a local factory. But now she has a job she enjoys, a passion for her role as a learning representative for the trade union Unison and an award for the learning rep of the year. In fact, there is not much that Nicola, 35, is not passionate about – her two children, her supportive family, the union and the work she does as a learning representative to encourage people back into education and training. Though the role of a union learning rep is a fairly new position, it has quickly become important as people seek to develop their capacity to do new things and boost their job prospects. The reps seek to raise awareness of the opportunities for learning inside and beyond the workplace, assess the demand for different courses and liaise with employers.

line 36 'Learning has an important role to play in improving people's lives, but many can be put off by bad experiences at school, or because they are not confident of their abilities,' she says. Looking back over her life to date, she regrets, in certain respects, leaving school at 16, but in others she is happy with the way her career is now going. 'I did actually enjoy it – I didn't have a bad experience. The job I really wanted to do was to be a crime-scene officer, so when I left school I contacted the police and said that was what I wanted to do. The person in charge at that time said: "Well, you are a girl and you are 16, so I'm not sure that working in that environment would be appropriate for you".'

His sexist remark, which would nowadays almost certainly lead to a formal complaint, made her even keener to get in. 'I worked on a youth training scheme for two months, then rang them again and told them

what I had done. After that I managed to get on a council training course and worked in the crime-scene department, learning how to dust and match fingerprints. I really loved it, but it wasn't well paid so I decided to go and work in a factory to earn better money, and that was when my education ended,' she says.

Years later, she started work at a power and gas company, and six months after joining a union for the first time she became a learning rep. There was no stopping her. When the regional learning co-ordinator left, Nicola immediately offered her services and was appointed in her place. Last year she was 'amazed' to be voted learning rep of the year.

Her important position within the union has opened doors and given her the confidence to speak to senior managers and address public meetings. 'But for the help from Unison,' she says, 'I would never have stood up in front of the company's chief executive and done a presentation, or spoken in front of 3,000 people at my union conference.'

So far she has been too busy training as a trade unionist to think about herself, but she now has a new challenge in mind. 'What I'd really love to do is a degree,' she says. And the subject? Trade-union studies!

- 31** What do we learn about Nicola's schooldays in the first paragraph?
- A** She eventually agreed to take the advice of the teaching staff.
  - B** She was at a school where most students obtained good qualifications.
  - C** She was once sent out of class because her work was so poor.
  - D** She achieved better results than many other pupils at her school.
- 32** In her role as a learning representative, who does Nicola help?
- A** young people who are thinking of leaving school at 16
  - B** adult employees who wish to improve their skills
  - C** workers who want a position within the trade union
  - D** unemployed people who are looking for a job
- 33** How does Nicola feel about leaving school when she was 16?
- A** Nowadays she realises it was a mistake to leave when she was so young.
  - B** She is glad it enabled her to go straight into the job she had always wanted.
  - C** In some ways she wishes she had continued her education there.
  - D** She thinks she should not have left until she had decided on a career.
- 34** What does 'it' refer to in line line 36?
- A** her career
  - B** being a 16-year-old
  - C** her life so far
  - D** being at school
- 35** What was Nicola's immediate reaction to her rejection by the police?
- A** She became more determined than ever to be accepted.
  - B** She told the police she was going on a youth training scheme.
  - C** She made a complaint to the authorities about discrimination.
  - D** She made up her mind to get a job in a factory instead.
- 36** What has changed for Nicola as a result of becoming a learning rep?
- A** It has prevented her from addressing the union conference.
  - B** It has created a number of opportunities for her.
  - C** It has enabled her to become part of the firm's management.
  - D** It has reduced her need for help from the union.

## Part 6

You are going to read an article about using energy from the sun. 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**.

### Solar energy – the sun’s gift to humanity

*by Andy Groves*

The sun is a huge ball of atomic activity, which emits solar energy in the form of light and heat. This energy travels through space to the planets, providing us with daylight and warmth. It is an incredible free gift. Many thousands of years ago, humans were already using solar energy in a variety of ways. Early civilisations learned, for instance, how to use the sun’s heat for drying meat, fruit or fish to keep them for later eating; the sun baked clay into bricks for building; animal skins were dried for clothing.

Later, when people started living in purpose-built houses, the value of solar energy for heat was understood and eventually became incorporated into the design. In many medieval castles there was at least one room called the ‘solar’ which faced south and had as big a window as could practically be made in those days. **37**

In more recent times, the term ‘solar energy’ has taken on a somewhat different significance. Modern man uses energy in many forms and ever-increasing quantities. Generally, this energy has been obtained from fossil fuels, such as coal, oil or gas, extracted from under the ground or beneath the sea. **38**  Burning them is also having a terrible effect on the environment of our planet.

Because we in industrialised societies have become used to such a high level of energy usage in our everyday lives, the thought of doing without is no longer considered a realistic option. **39**  Fortunately, the good old sun can provide one, and solar energy is becoming crucial to our future requirements.

Solar energy is renewable, non-polluting, available everywhere, is not (yet) owned by anyone or any country and is free. It can be used directly to heat air and so provide heat for buildings in a way that is similar to how greenhouses work. Alternatively, the heat can be collected by solar panels and passed on to heat water for washing or central heating. Light-sensitive devices can convert the light from the sun into electricity. **40**  Initially, it was mainly used for pocket calculators, but now it powers radios, pumps, lights, and even cars.

Electricity generated from solar energy can bring power to remote areas and, together with some form of storage, such as a battery, can provide lighting for individual houses or run machinery on farms. **41**  To cover more extensive areas, some companies and local authorities are now using large numbers of cells to collect and convert solar energy. Some installations are large enough to provide power for a whole town.

The sun sends its solar energy to Earth at a huge rate, every day of the year. Much of this is absorbed by our dense atmosphere, the oceans and the land, or reflected back into space by the polar ice caps. **42**  So much, in fact, that it is estimated the sun provides as much energy in one hour as the world’s population uses in a year. This is one great gift and we should make sure we use it well.

- A** It is very much cheaper to install than laying the miles of electric cables that would be needed to ensure a mains supply.
- B** These natural resources, we now realise, are not going to last forever.
- C** Lots of it, however, still gets through to us.
- D** Clearly, alternative sources of energy are needed.
- E** The water was then heated by solar power and used as a form of central heating.
- F** It was one place where our ancestors could be warm, thanks to the sun.
- G** This process enables solar power to drive an increasingly wide range of appliances.

## Part 7

You are going to read a magazine article in which four people talk about long-distance bus journeys in different parts of the world. For questions **43–52**, choose from the sections (**A–D**). The people may be chosen more than once.

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

---

### Which person

had to begin their journey outside the city centre?

43	
----	--

was uncomfortable because of a lack of space?

44	
----	--

was given a free drink?

45	
----	--

briefly felt unwell during the journey?

46	
----	--

had nobody sitting next to them during the whole journey?

47	
----	--

found the temperature on the bus slightly uncomfortable?

48	
----	--

paid a cheap student fare?

49	
----	--

did not have to buy a new ticket every time they travelled?

50	
----	--

was surprised that the view from the bus was interesting?

51	
----	--

paid less for their ticket because of when they travelled?

52	
----	--

## Travelling by bus

### A Amir Omesh

I'd bought my ticket from downtown Mexico City to Oaxaca several days in advance, with my return scheduled 48 hours later on a domestic flight as I only had a few days of my holidays left. As I boarded the bus they gave me a complimentary sandwich, which I thought was a nice touch, and we set off right on time. And although it seemed to take ages to get through the rush-hour traffic, once we were clear of the city we really got moving. It was quite a luxurious vehicle, though the air-conditioning was, if anything, a little too efficient and I had to put a cardigan on. But I enjoyed the fast, smooth ride along the highways that took us through some unexpectedly fascinating countryside in the scorching summer heat, and I was able to practise my Spanish with some friendly fellow passengers.

### B Susana Montero

I caught the bus to Istanbul from the outskirts of one of Turkey's larger provincial cities, as inter-city services are not allowed downtown for environmental reasons. Once I had shown my ticket, my backpack was scanned airport-style and then stowed away to be collected at my destination. My seat was comfortable, and although I had booked too late to get a cheap student fare, I had a woman's ticket, which meant the seat alongside mine would either have to be taken by another woman or left unoccupied. In the event, it remained empty. During the journey, the attendant served everyone a delicious Turkish tea, and there was no charge for that. It was pleasantly warm on board, but whenever I stepped off for one of the four-hourly breaks I was reminded just how freezing cold it can get in Anatolia in winter.

### C Luke Morgan

Before I flew to Australia, I was able to get bus tickets at a reduced rate because I'm in full-time education, and the first one was for the journey right across the country from Darwin to Adelaide and back. I could stop off where and when I liked and pick up a later bus along the same route, which was just as well as it was a 6,000-kilometre round trip. The buses were very smart, with nice soft reclining seats, although I've got long legs and there wasn't enough room for me to stretch out in front. So I was glad to walk around a bit each time we stopped. On one of those breaks, I was having a good chat with some guys who worked on a nearby farm, when suddenly I saw the bus was about to leave and I had to run for it. That was a pity, because they'd just offered to buy me a coffee!

### D Hao Yeung

Although it was more expensive than a student ticket, there was a reduction as I was going midweek, so I paid just \$15 at the terminal in Denver. Within 15 minutes I was boarding. It was a modern vehicle, with huge windows that enabled travellers to take in the scenery. And this was a particularly spectacular route: climbing up through the Rocky Mountain National Park to a height of 3,700 metres, with deep snow on either side of the road. Some passengers complained of dizziness when we reached that altitude, and I must admit that at one point it affected me, too. But that soon passed, and I was quite pleased when another passenger came and sat next to me to chat for a while. Later on I had a good sleep, although the rows of seats were rather close together and somebody taller than me might have found there was not enough legroom.

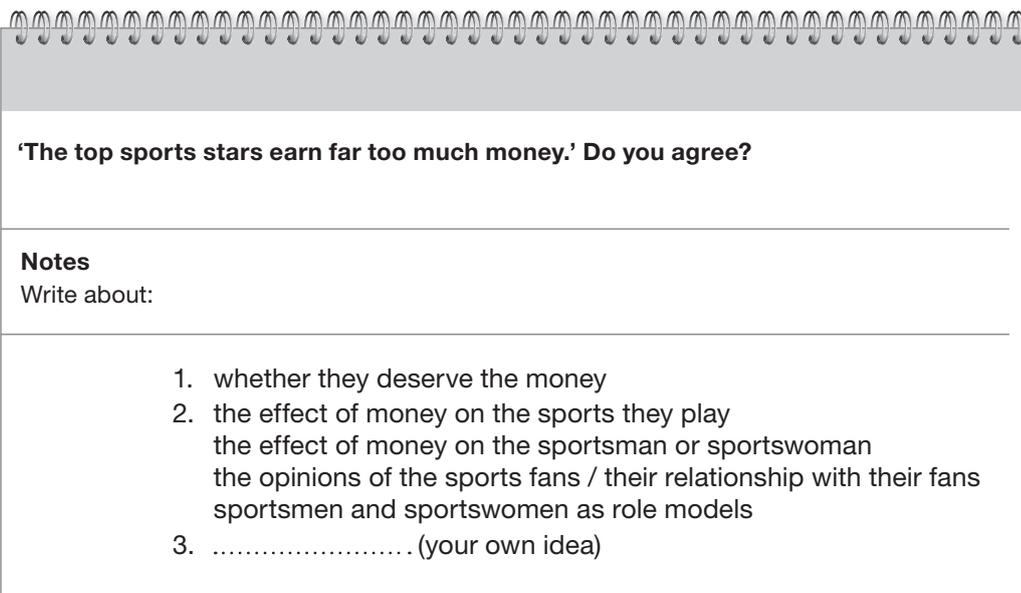
# Writing

## 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 professional sportsmen and sportswomen. 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.



**'The top sports stars earn far too much money.' Do you agree?**

---

**Notes**  
Write about:

1. whether they deserve the money
2. the effect of money on the sports they play  
the effect of money on the sportsman or sportswoman  
the opinions of the sports fans / their relationship with their fans  
sportsmen and sportswomen as role models
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** This is part of a letter from your English friend, Mark.

*I know we always write to each other in English, but I'd like to learn your language too! Please give me some advice about the best way to learn your language. What do you think I will find easy about it, and what might be more difficult for me?*

Write your **letter**.

- 3** Some college students from an English-speaking country would like to visit the main town in the area where you live. You have been asked to give them some information. Write a report for them, giving the following information:

- the best time of year to visit the town, and why
- what they can do and see while they are in the town
- what they should bring with them on their visit.

Write your **report**.

- 4** You see this notice on a fashion website.

### **Reviews wanted**

#### **Fashion shops**

We are looking for reviews of shops in your area that sell great fashion items. Tell us what they sell, and why you enjoy shopping there. Is there anything about the shop you would like to change? Who would you recommend this shop to?

The best reviews will be published online next month.

Write your **review**.

# 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 teenager talking about a party.  
What disappointed her about it?

  - A** She didn't know many people there.
  - B** It finished too early in the evening.
  - C** There wasn't much to eat or drink.
  
- 2** You hear a news report on the radio.  
Where is the reporter speaking from?

  - A** a helicopter
  - B** the top of a hill
  - C** a tall building
  
- 3** You hear a man talking about taking his driving test.  
At the end of the test, he felt

  - A** relieved that the test had finished.
  - B** angry with himself for making a mistake.
  - C** anxious to know whether he had passed.
  
- 4** You hear a man talking on the radio.  
Who is he?

  - A** a police officer
  - B** an ambulance driver
  - C** a firefighter

**5** You overhear two people talking about a school trip to the seaside.

What did the man think of it?

- A** It was badly organised.
- B** The children did not enjoy it.
- C** The parents had to pay too much.

**6** You hear a radio weather forecast.

Tomorrow, the weather will be

- A** warmer than today.
- B** wetter than today.
- C** windier than today.

**7** You hear a man in a furniture shop talking about an item he bought.

He wants the shop assistant to

- A** return all the money he paid for it.
- B** replace it with a different item.
- C** give him the written instructions.

**8** You turn on the radio and hear part of a play.

What is the woman doing?

- A** suggesting what the man should do
- B** criticising the man for something
- C** apologising for something she did

## Part 2

▶02 You will hear a man called John Parker talking on the radio about icebergs. For questions 9–18, complete the sentences with a word or short phrase.

---

### ICEBERGS

John says that most icebergs in the North Atlantic are from the west of (9) .....

Ice glaciers can move at a speed of (10) ..... a day towards the sea.

John explains that the movement of the (11) .....  
breaks up ice glaciers to form icebergs.

Icebergs that break away and fall into the sea may be as big as (12) .....

Most of the icebergs carried away by sea currents usually (13) .....  
before they cause problems.

John says the most dangerous icebergs are those of (14) .....  
size, which lie hidden.

John reports that icebergs can look like (15) .....  
after being at sea for more than a year.

One way of dealing with icebergs has been to cover them in (16) .....  
to try and make them smaller.

John tells us that all icebergs over a certain size are tracked by (17) .....

When a ship sank near Canada after hitting an iceberg, everyone on board was  
(18) .....

### Part 3

►03 You will hear five short extracts in which people are talking about spending the night in different kinds of place. For questions **19–23** choose from the list **A–H** what each speaker says about their experience. Use the letters once only. There are three extra letters which you do not need to use.

---

**A** I didn't sleep at all.

**B** I had an uncomfortable bed.

**C** I missed being at home.

Speaker 1  **19**

**D** I felt hot during the night.

Speaker 2  **20**

**E** I was woken by noisy neighbours.

Speaker 3  **21**

**F** I had to get up in the night.

Speaker 4  **22**

**G** I disturbed other people.

Speaker 5  **23**

**H** I usually go to bed later than that.

## Part 4

►04 You will hear an interview with a boy called Jake Rivera, who is talking about mountain biking. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

---

- 24** What was Jake watching from the hill?
- A** people taking part in a mountain-bike race
  - B** people making a film about a mountain-bike race
  - C** people practising for a mountain-bike race
- 25** What did Jake do after he returned home?
- A** He took part in mountain-bike races.
  - B** He joined a mountain-biking club.
  - C** He bought a better mountain bike.
- 26** How does Jake feel about training?
- A** He doesn't enjoy cycling in the city.
  - B** He wishes he could do more cycling.
  - C** He sometimes finds cycling boring.
- 27** How does Jake avoid back pain when he is riding for a long time?
- A** by stopping and walking around
  - B** by taking medicine to prevent soreness
  - C** by changing position on his bike
- 28** When Jake crashed his bike, he suffered
- A** relatively minor injuries.
  - B** severe head injuries.
  - C** a broken right leg.
- 29** In what way has mountain biking changed Jake?
- A** He now has more self-confidence.
  - B** He now knows what his limits are.
  - C** He now finds it easier to relax.
- 30** What does Jake enjoy doing in his free time?
- A** buying things for his bike over the Internet
  - B** thinking about the perfect mountain bike
  - C** watching TV programmes about mountain biking

# 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: a 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.*

#### Likes and dislikes

- Do you enjoy reading? ..... (What have you read recently?) .....  
(What did/didn't you like about it?) ..... (Why?)

#### Sport and exercise

- Do you ever do any sports? ..... (Why? / Why not?)

#### Holidays

- Which city would you most like to visit? ..... (Why?)

#### Everyday life

- Do you spend more time with your family or with your friends? ..... (Why?)

#### Free time

- Do you enjoy going out with friends? ..... (Where do you go?) .....  
(Why do you like going there?)
- Tell us about an interesting place you've visited recently.

**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 learning to do different things**.

I'd like you to compare the photographs, and say **what you think is difficult about learning to do these things**.

All right?

**Candidate A:** *[One minute]*

**Interlocutor:** Thank you.

*(Candidate B)*, **which of these things would like to learn how to do? (Why?)**

**Candidate B:** *[Approximately 30 seconds]*

**Interlocutor:** Thank you.

Now, *(Candidate B)*, here are your photographs (*indicate the photographs on page 25*). **They show people watching films in different places**.

I'd like you to compare the photographs, and say **why you think the people have decided to watch films in these places**.

All right?

**Candidate B:** *[One minute]*

**Interlocutor:** Thank you.

*(Candidate A)*, **do you often go to the cinema? (Why? / Why not?)**

**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)

**Here is some advice people might give to tourists who are visiting another country for the first time** 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 this is good advice for tourists who are visiting another country for the first time.**

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

**Interlocutor:** Thank you. Now you have about a minute to decide **what the best advice is to give to tourists who are visiting another country for the first time.**

**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:

- Do you think it's important to prepare for a holiday in another country? ..... (Why? / Why not?)
- What advice would you give to someone visiting (candidates' country) for the first time? ..... (Why?)
- Do tourists find out what different countries are really like? ..... (Why? / Why not?)
- Some people say there's no need to travel to other countries because you can find out all about them on TV and the Internet. What do you think? ..... (Why?)
- Do you think it's true that travelling isn't as exciting as it used to be because, these days, tourists do the same things wherever they go? ..... (Why? / Why not?)
- Do you think it would be good to spend a year living in another country? ..... (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

What is difficult about learning to do these things?

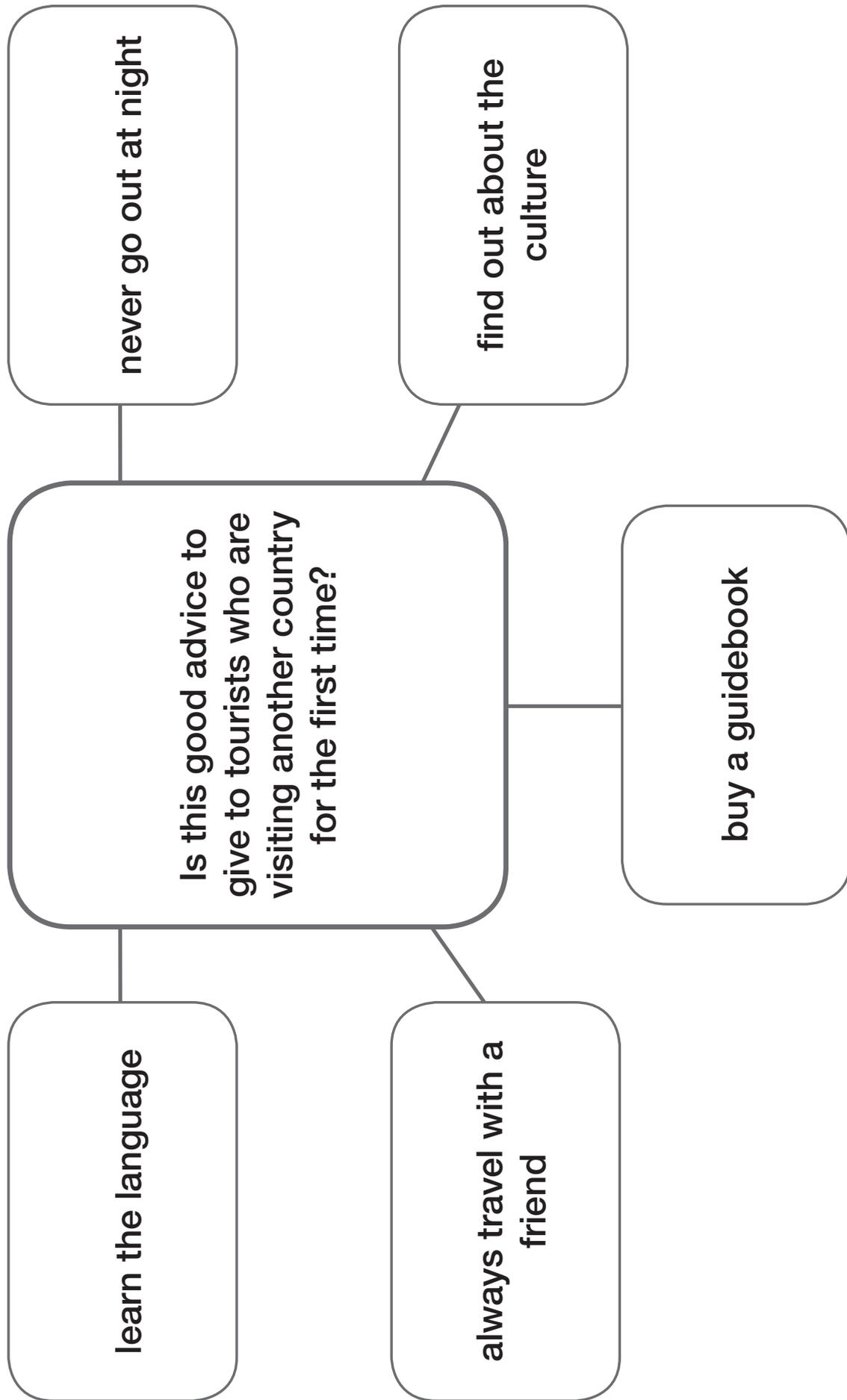
1



Why have the people decided to watch films in these places?

2





# Cambridge English: First

## Test B key and recording script

### Reading and Use of English

#### Part 1

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

#### Part 2

9 others 10 had 11 made 12 order 13 who 14 on  
15 despite 16 as

#### Part 3

17 surprising 18 biologists 19 discoveries 20 depth  
21 enable 22 length 23 appearance 24 darkness

#### Part 4

25 succeeded in | finding 26 always got on | (well) with  
27 have a | look at 28 was too slow | to beat/defeat  
29 would/'d have/'ve | brought some 30 had no/little  
effect | on

#### Part 5

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

#### Part 6

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

#### Part 7

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

### Writing

#### Part 1 Answer guidelines

##### Style

The essay needs to be 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 and explain your viewpoint with reasons which might involve comparing people who work in sport with other workers.

##### 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 and refer to the point given in the notes.

##### Organisation

To present your ideas in a clear and logical way, you will need to plan your essay and decide what the focus of each paragraph is going to be. Start by making it clear whether you agree or disagree with the statement and make sure that your argument is consistent throughout your essay. If you want to include examples of sports stars you know about then do so.

#### Part 2 Answer Guidelines

##### 2

##### Style

This is a letter to a friend so it should be informal. You can use contracted forms like 'isn't', as well as conversational expressions such as 'Don't worry!'.

##### Content

You should thank Mark for his letter and comment on it, for example by congratulating him on his decision to start learning your language. Think about the difficulties that English speakers tend to have with your language and mention these. They might include, for instance, problems with grammar, pronunciation or spelling. Then mention easier aspects of your language, such as everyday expressions and simple rules that can be learnt quickly. Be encouraging, pointing out how important it is to practise communicating in the language with other people.

##### Organisation

Do not use any postal addresses. Begin your letter 'Dear Mark' or 'Hi Mark' on a separate line, then use clear, short paragraphs for the rest of your letter. Say something friendly at the end, such as 'Write back soon', close the letter with 'Best wishes' or 'Bye for now' and then put your name on a separate line below.

##### 3

##### Style

A report should be neutral or semi-formal. Avoid contracted forms such as 'doesn't' or 'you've'. Begin your introduction with something like 'The aim of this report is to', and use expressions such as 'I would therefore suggest' or 'I would strongly recommend' to conclude the report.

##### Content

In the introduction, you could include some background information such as the town's location, size and type, for example: industrial centre, tourist town or port. In the next three paragraphs you should imagine you are an outsider and describe the features of your town for a visitor. Discuss aspects such as the weather, public and private transport, cultural, sports and leisure facilities, any historical features, shopping and entertainment. Then suggest what visitors might need to bring, for example, warm clothes, maps, plenty of money.

##### Organisation

You may want to give your report a title, for example 'Visiting (+ name of town)', and short paragraph headings such as 'Introduction', 'When to visit', 'What to do and see', 'What to bring' and 'Conclusion'.

## 4

### Style

The review should be neutral, but use lively expressions to talk about the shop. Remember you want to interest your reader and get your review published.

### Content

Decide on the fashion shop you want to write about. Do not write about other types of shop (food, etc). Spend some time thinking about exactly why you like shopping there: is it the products, the friendly staff, the music they play, the way the shop is arranged, the price? You might also think of one of two things about the shop that could be improved. Finally, think about what kind of person would also like this shop: the age group and their interests, for example, 'I think teenagers who are into sport would really love this shop as it stocks all the latest sports wear.'

### Organisation

Plan what each paragraph of your review is going to be about. You will need to start with a brief description of the shop, 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 will need to make it clear who the shop would suit best.

## Listening

### Part 1

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

### Part 2

9 Greenland 10 twenty/20 metres/meters/m  
11 tides 12 office blocks 13 melt 14 medium  
15 (huge) sculptures 16 black paint 17 satellite(s)  
18 rescued/saved

### Part 3

19 H 20 F 21 A 22 D 23 E

### Part 4

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

## Recording script

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

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece, you'll hear this sound:*

[tone]

*You'll hear each piece twice.*

*Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.*

*There will now be a pause. Please ask any questions now, because you must not speak during the test.*

[pause]

*Now open your question paper and look at Part One.*

[pause]

*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 teenager talking about a party.*

[pause]

[tone]

Teenager: When I got to Amelia's on Friday my first impression was that it was going to be one of those parties where you hardly know anyone, but by about 7.30 there were lots of familiar faces there. It got quite lively then, with some great music, and though some people complained there wasn't enough food or drinks, I wasn't bothered because I was dancing non-stop. In fact, I would've been happy to carry on for hours, but at 9.30 her parents said we had to call it a day, and that was that. It was a real shame.

[pause]

[tone]

[The recording is repeated.]

[pause]

Two.

*You hear a news report on the radio.*

[pause]

[tone]

Man: Well, it's not a very nice day but even so it's an amazing sight. There must be thousands of people down there, all waiting for the marathon to start. The race will take them ten kilometres away from here and then into the hills, from where they will run all the way back. There's a lot of mist around today and from our original position the visibility was quite poor, so we moved down several floors to get a clearer view. I believe the TV helicopter has been grounded for the same reason, and is unlikely to be able to take off again today.

[pause]

[tone]

[The recording is repeated.]

[pause]

Three.

*You hear a man talking about taking his driving test.*

[pause]

[tone]

Man: When I stopped the car outside the driving test centre, I just sat there next to the examiner, staring blankly through the windscreen at the dark wet road ahead. At that particular moment I honestly couldn't have cared less whether I'd passed or failed the test, because at last it was all over and that was the only thing that mattered to me right then. Even the memory of accidentally turning on the radio instead of the headlights, which made me want to kick myself at the time, had faded away.

[pause]

[tone]

[The recording is repeated.]

[pause]

Four.

You hear a man talking on the radio.

[pause]

[tone]

Man: Whenever there's a serious accident or a major fire we have to move fast. Especially me, the driver. You never know when it might be a matter of life and death, though we usually have information coming in by radio as we approach the scene. When we arrive, we make sure there's safe access for any emergency vehicles that are still on the way, such as fire engines, police vans or ambulances, but our main job is to deal with any offence that's been committed. Sometimes, though, we need to give assistance to victims ourselves, and for that reason we are all trained in first-aid procedures.

[pause]

[tone]

[The recording is repeated.]

[pause]

Five.

You overhear two people talking about a school trip to the seaside.

[pause]

[tone]

Woman: I suppose at least it was a bit less expensive than previous years' trips.

Man: Probably because they didn't stay overnight anywhere this time.

Woman: But they shouldn't have made it a 5 a.m. start. That meant all the parents had to get up at four, or earlier. And the teachers looked half-asleep, too.

Man: They looked even worse when they got back at midnight. It was much too far for a day trip, what with all the stops they needed to make along the way. But nobody at the school seemed to have worked that out.

Woman: I haven't heard any complaints from the kids themselves, though, and that's the main thing.

Man: Right.

[pause]

[tone]

[The recording is repeated.]

[pause]

Six.

You hear a radio weather forecast.

[pause]

[tone]

Man: And here's the latest weather forecast for the next 24 hours. Light showers will continue in all areas this evening, but a band of heavy rain is approaching from the south-west and that will reach us shortly after dawn. Daytime maximum temperatures are likely to remain much as today's, as is the expected overnight low of six degrees Centigrade. The current gusts of high wind, some reaching 90 kilometres an hour in coastal areas, will continue for a few more hours and then lose strength by midnight. Incidentally, the outlook for the day after tomorrow is much better, with warm sunshine at last on the way!

[pause]

[tone]

[The recording is repeated.]

[pause]

Seven.

You hear a man in a furniture shop talking about an item he bought.

[pause]

[tone]

Assistant: Can I help you?

Customer: Yes, I hope so. I bought this cupboard yesterday, thinking it would be perfect for my kitchen, but it just doesn't fit into the space there.

Assistant: Are you sure you followed the instructions exactly?

Customer: Actually, I couldn't find them in the box, but I managed to put it together without them. It was quite easy, using a hammer. What I'd like to do is change it for the smaller cupboard over there. That one's quite a bit cheaper, I think.

Assistant: Yes, but I'm afraid you've damaged this one, so I can't give you any money back. It'll have to be a straight swap.

Customer: OK, that's fine.

[pause]

[tone]

[The recording is repeated.]

[pause]

Eight.

You turn on the radio and hear part of a play.

[pause]

[tone]

Woman: I can understand why you've never asked your boss for a rise, but the company has just announced huge profits and it simply isn't paying you enough. You're a good employee, nobody can deny that, but the salary they give you just doesn't reflect that.

Man: I don't know, really.

Woman: Well, if I found myself in your situation I'd probably walk straight into the manager's office on Monday morning and say, 'I can't live on this money. So I'm sorry, but unless you can promote me to a better-paid position, I'll just have to leave.'

Man: You may be right. I'll have a think about it over the weekend.

Woman: Good. By the way, I got myself a 10 per cent rise just last month.

[pause]

[tone]

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

You will hear a man called John Parker talking on the radio about icebergs. For questions 9–18, complete the sentences with a word or short phrase.

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

[pause]

[tone]

Man: We all know that icebergs are very large pieces of floating ice that can be a danger to ships, but where do they come from? The answer is that the North Atlantic ones start life in Greenland, with some from the east of the country but the vast majority come from the west coast, facing northern Canada. There are also, of course, many in the southern oceans that originate in Antarctica and some of these can be huge, the size of entire countries.

Snow falling over centuries collects and eventually becomes dense ice. Once its depth exceeds 50 metres, the ice starts to move slowly towards the sea as a glacier – like a river of ice. Every day, glaciers can flow up to 20 metres in the direction of the sea, through gaps in the mountain ranges that run along the coastline.

Finally, after perhaps as much as 3,000 years, the enormous glaciers reach Baffin Bay, which lies between the Arctic Ocean and the Atlantic. There, as a result of the tides rising and falling, huge sections of the ice gradually weaken and break off into the sea as icebergs.

Incidentally, watching them breaking away like this, and then rolling around in the water, is a quite unforgettable sight, particularly if you are at sea when it happens. It can also be a frightening experience if you are close to where it's actually happening, as massive chunks of ice the size of office blocks crash into the clear blue water. Suddenly, even quite a large boat seems tiny in comparison.

Anyway, the sea currents then start to take them towards the ocean, but of the estimated 15,000 to 30,000 icebergs formed in this part of the world each year, only about one per cent actually survive the long journey along the Davis Strait, through the Labrador Sea and out into the Atlantic. A few crash into the coast, though the vast majority melt along the way and never become a threat to ocean shipping.

Some icebergs are more of a danger to ships than others. It all depends on their shape, size and location. Those that enter the main Atlantic shipping lanes represent the greatest threat, and obviously very large icebergs can in theory do the most harm. Nowadays, though, these can easily be detected by ships' radar and avoided. This may not be the case, however, when an iceberg lies almost entirely below the surface – a medium one that is hard to spot but capable of causing serious damage.

A number of factors may affect the height so that less than a tenth may be visible from a ship, although normally it's approximately an eighth. After more than a year out in the ocean, icebergs may also end up in many weird and wonderful shapes, some taking on the appearance of huge sculptures. Photographs of these taken from passing ships give a sense of both incredible beauty and terrible danger.

There have been many experiments to find ways of dealing with icebergs. Attempts have been made to destroy them by bombing them, firing at them from warships or placing explosives underneath them, but these were largely unsuccessful. With the aim of getting them to absorb more of the sun's warmth and therefore reduce in size, some were given a coating of black paint, but practical difficulties led to this idea, too, being abandoned.

It is not even easy to use electronic markers to track them, as the movement and rolling of the iceberg can cause the markers to be washed away, or the part containing the marker can break away from the main berg. So, keeping an eye on icebergs is tricky, but satellites follow the movements of any that measure more than 500 square metres, and warnings are passed on to ships in the area.

Many smaller ones are kept under observation by aircraft, and although icebergs remain a threat to shipping, in recent times there have been no disasters involving loss of life. When the car ferry *William Carson* hit an iceberg and sank off the Canadian coast, the emergency services quickly rescued all 109 passengers and crew. Happily, it is now a very long time since anyone drowned as a result of a ship colliding with an iceberg.

[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]

*You will hear five short extracts in which people are talking about spending the night in different kinds of place. For questions 19–23 choose from the list A–H what each speaker says about their experience. 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: It was a very basic room with only the bare essentials, but what do you expect in a budget motel? Actually, I was expecting the bed to be as hard as a board, but it was surprisingly comfy so I decided to have an early night for a change. I read for a while, and although at one point I heard the people in the next room talking, they soon quietened down and once I was asleep I didn't hear a thing. At home, I sometimes go to the bathroom during the night, but there I slept right through.

[pause]

*Speaker 2*

[pause]

Man: To be honest, I hadn't been looking forward to going camping at all. I'd expected all kinds of unpleasant things like a rock-hard surface to sleep on, feeling either hot and sticky or extremely cold, of being kept awake all night by somebody snoring in the next tent, and so on. But in the event I needn't have worried and overall I had a good night's sleep, though just before dawn I woke up feeling very thirsty and unfortunately all the drinks were in the boot of the car. Once back in the tent, though, in my nice warm sleeping bag, I quickly dozed off again.

[pause]

Speaker 3

[pause]

Woman: I was grateful to my cousin for letting me stay overnight in his apartment in the city centre while he was away, particularly when I saw all the great DVDs he had! I had to be up early the next morning and I'd intended to go to bed early, but I got too involved in the films. Actually, I was worried I might keep the neighbours awake with some of the noisier ones, but there weren't any complaints. In fact, when I eventually turned in, it was me who had the problem, as no matter what I tried I just couldn't drop off. I can't blame the bed, or the room temperature or anything else for that. It was just me.

[pause]

Speaker 4

[pause]

Man: It was my first experience of staying in a five-star hotel, and in most respects it lived up to my expectations. The suite was luxurious, beautifully decorated and with fantastically expensive furniture, both in the bedroom and bathroom. The king-size bed was wonderfully soft and had the most delightful sheets and blankets, though they were so thick that at around 3 a.m. I woke up in a sweat. I thought of getting up to open the window, but instead I just threw them off me and went back to sleep. The room was very well sound-proofed, so even if the guests next door had been having a party, I probably wouldn't have heard a thing.

[pause]

Speaker 5

[pause]

Woman: I'd been looking forward to going caravanning with my friend Kate, but maybe it was a mistake to do so in March. I woke up once or twice during the night because of the fall in temperature, though at least I had a decent bed. Poor Kate was most uncomfortable in hers, and I don't think she slept a wink all night. In the end she got up and read for a while. That didn't disturb me. But what did, just as I was having rather a nice dream, was when the people in the next caravan decided to have a furious row. Caravan walls are extremely thin, unfortunately.

[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 boy called Jake Rivera, who is talking about mountain biking. 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: Jake, you have a real passion for mountain biking. How did that begin?

Jake: It was a couple of years ago, when I was in the Alps practising a few things on my bike on a mountainside there. I came round a bend and suddenly I saw these really cool-looking guys on fantastic bikes go charging down an impossibly steep slope, swerving to avoid trees, flying into the air and somehow landing safely, all at an incredible speed. Then I saw the leading rider punch the air in jubilation as he crossed the finish line, and heard people cheering. It was as though I was watching a film being made about mountain-bike racing, only this was for real, and it changed my life forever.

Interviewer: In what way?

Jake: Well, I knew I'd at last found something I really wanted to do, more than anything else in the world.

Interviewer: So, what did you do next?

Jake: As soon as I got back from holiday I traded in my heavy, slow machine for a much more sporty model, with the possibility of racing very much in mind, though I've yet actually to enter one. I also contacted a local club and asked about membership, but it was quite pricey and instead I decided to train on my own, which I do six days a week, as many hours as I can.

Interviewer: That's a lot of time cycling. How do you feel about that?

Jake: Actually, it's important to do other kinds of exercises to improve your stamina and strengthen the muscles, so in fact I spend less time riding than ideally I'd like to. It's called cross-training and it involves things like weight training in the gym, but I find that pretty dull so I go swimming and play team sports instead. I'd like to go for a good long run sometimes, but there isn't any open country round here and jogging on roads doesn't appeal to me. You also have to take care if you do a lot of cycling not to end up with a sore back.

Interviewer: How can you prevent that happening?

Jake: If you look at most riders they're hunched up over the handlebars, moving their lower back as they pedal. That can start to hurt after a while, so from time to time I lean back and stand on the pedals. One alternative is to get off and stretch your legs for a bit, but I prefer to keep going. And I know some riders use painkillers, but that's just asking for trouble.

Interviewer: Obviously, mountain biking can be a dangerous sport. Have you ever had a serious accident?

Jake: I had one particularly bad fall last year, and at the time I was sure I'd broken my right leg. I landed heavily on some rocks and was lucky to get away with just a cut knee and elbow, and some bruised ribs. I was wearing a helmet of course, otherwise I might've had serious head injuries. Nowadays I don't worry about accidents, though. They're all part of biking.

Interviewer: Do you think that in some way you've become a different person as a result of it?

Jake: Well, I still get as nervous as I ever did before a really fast downhill ride, but when I actually get going I'm a lot less unsure of myself than I used to be, and I have this feeling there's nothing I can't do if I really put my mind to it.

Interviewer: And during those rare moments when you're not actually out riding or training, how do you like to spend your spare time? Watching mountain biking on television, perhaps?

Jake: I certainly would if it was ever on! Sometimes I have a look at online auction sites selling bike parts and extras, though I still haven't actually got round to buying anything that way. I suppose what gives me the biggest buzz is just sitting around imagining my dream machine. One like those guys in the Alps had.

Interviewer: Thanks, Jake.

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

**You have one more minute left.**

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

# Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

## Text

Part 5 p.9 Adapted from 'Staff want to learn again' by Liz Lightfoot, *The Independent* 25.03.2010. Copyright © The Independent 2010;

Part 6 p.11 Adapted from 'Solar Energy – The Sun's Gift to Mankind' by Andy Groves, [www.articlecity.com](http://www.articlecity.com). Copyright © 2001-present articlecity.com.

## Photos

Key: T=Top; B=Below

p.36T: © Anna Cardy / Alamy; p.36B: © Echo / Getty; p.37T: © Fancy Collection / Fancy Collection / SuperStock; p.37B: © John Eder / Getty.