

## Test 1 Key

### Reading and Use of English (1 hour 15 minutes)

#### Part 1

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

#### Part 2

9 had / held 10 Although / Though 11 other 12 and 13 what  
14 That / This 15 one / some 16 be / come

#### Part 3

17 growth 18 scientists 19 behaviour / behavior 20 equipment  
21 recording(s) 22 discovery 23 unaware 24 valuable / invaluable / valued

#### Part 4

- 25 GET the brakes | checked OR GET a | brake check
- 26 lent me | her car UNTIL
- 27 would have / would've / 'd have been / arrived | on / in TIME
- 28 from Nicky | NOBODY has put / written OR from Nicky | NOBODY (else) put / wrote
- 29 WISH I had / 'd / paid (more) OR WISH I had / 'd | been paying
- 30 've / have RUN out | of

#### Part 5

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

#### Part 6

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

#### Part 7

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

### Writing (1 hour 20 minutes)

Candidate responses are marked using the assessment scale on page 108.

### Listening (approximately 40 minutes)

#### Part 1

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

#### Part 2

9 film / movie 10 (tour) guide 11 mountain / Mountain  
12 jungle(-)life / junglelife 13 peaceful 14 insects  
15 black(-)back(s) / blackback(s) 16 ground  
17 humans / human beings 18 rainforest / Rainforest

#### Part 3

19 D 20 B 21 H 22 F 23 E

#### Part 4

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

### Transcript

*This is the Cambridge English: First for Schools, Test 1.*

*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]

## Test 2 Key

### Reading and Use of English (1 hour 15 minutes)

#### Part 1

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

#### Part 2

9 to 10 known 11 from 12 what 13 it 14 their 15 which  
16 coming

#### Part 3

17 understanding 18 individually 19 instructions 20 unclear 21 enjoyable  
22 educational / educative 23 locations 24 availability

#### Part 4

25 not INTERESTED in | being / becoming  
26 WOULD have / WOULD've gone / been skating | if  
27 haven't / have not / 've not SEEN | David for / in  
28 this computer | is DIFFERENT  
29 in SPITE of | (the) wind  
30 time | I GOT to the

#### Part 5

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

#### Part 6

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

#### Part 7

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

### Writing (1 hour 20 minutes)

Candidate responses are marked using the assessment scale on page 108.

### Listening (approximately 40 minutes)

#### Part 1

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

#### Part 2

9 honey 10 gardens 11 gold 12 tomato 13 saucer 14 steam (power)  
15 (chocolate) press 16 bars 17 milk 18 mood(s)

#### Part 3

19 B 20 C 21 F 22 D 23 G

#### Part 4

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

### Transcript

*This is the Cambridge English: First for Schools, Test 2.*

*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]

## Test 3 Key

### Reading and Use of English (1 hour 15 minutes)

#### Part 1

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

#### Part 2

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

#### Part 3

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

#### Part 4

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

#### Part 5

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

#### Part 6

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

#### Part 7

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

### Writing (1 hour 20 minutes)

Candidate responses are marked using the assessment scale on page 108.

### Listening (approximately 40 minutes)

#### Part 1

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

#### Part 2

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

#### Part 3

19 B 20 F 21 H 22 D 23 E

#### Part 4

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

### Transcript

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

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

tone

*You'll hear each piece twice.*

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

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

[pause]

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

[pause]

just hours of endless practice.

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

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

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

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

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

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

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

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

*That is the end of Part Four.*

*There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left so that you're sure to finish in time.*

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

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

## Test 4 Key

### Reading and Use of English (1 hour 15 minutes)

#### Part 1

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

#### Part 2

9 would / could / might / can 10 needs / has 11 order 12 out / on 13 like  
14 but / except 15 the / what 16 how

#### Part 3

17 Mexican 18 evidence 19 exciting 20 remarkable 21 significance  
22 disagreement 23 discoveries 24 generally

#### Part 4

25 in CASE | it gets / becomes / turns / is  
26 WISH I hadn't / had not | eaten  
27 for | NOT doing / completing / finishing OR for | NOT having done / completed / finished  
28 I would / I'd | have CAUGHT OR I would've | CAUGHT  
29 it | wasn't / was not UNTIL  
30 MUST have | gone

#### Part 5

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

#### Part 6

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

#### Part 7

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

### Writing (1 hour 20 minutes)

Candidate responses are marked using the assessment scale on page 108.

**Listening** (approximately 40 minutes)*Part 1*

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

*Part 2*9 zoo 10 farmers 11 repairs 12 night work 13 wild dog / Wild Dog  
14 (animal) reserves 15 the Internet OR Internet use 16 lake 17 (heavy) boots  
18 gloves*Part 3*

19 C 20 G 21 A 22 B 23 F

*Part 4*

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

**Transcript***This is the Cambridge English: First for Schools, Test 4.**I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:*

tone

*You'll hear each piece twice.**Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.**There will now be a pause. Please ask any questions now, because you must not speak during the test.*

[pause]

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

[pause]

**PART 1***You'll hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).***Question 1***One. You overhear two friends talking about a lesson they had at school.*

[pause]

tone

Girl: That was a brilliant science lesson, wasn't it?

Boy: Yes, but I find it hard to get my head round some of those facts that astronomers have recently discovered. You know, like they think that it's fifty thousand degrees Celsius on that star they're researching. How can that be?

Girl: I know what you mean. Or like it's a hundred and fifty times bigger than our sun. No wonder scientists are keen to find out more about it.

Boy: That's right. They want to discover why it's on its own rather than in a cluster of other stars, like they usually are. It's very curious, isn't it?

Girl: Sure is. I'd love to know the answer.

[pause]

tone

[The recording is repeated.]

[pause]

**Question 2***Two. You hear two friends talking about buying a card game for the boy's sister.*

[pause]

tone

Boy: Shall I get this card game for my sister's birthday?

Girl: How old is she? Seven?

Boy: That's right. Do you think it's too old for her?

Girl: Well, I didn't get it till I was ten, but I played it with my younger brother and he sometimes managed to beat me. It's quite easy once you get the hang of it, though it's hard at first to remember all the rules.

Boy: So you need a bit of patience? My sister hasn't got any!

Girl: That could be a problem then. Look, this board game here might be better.

Boy: Thanks. That's certainly the sort of thing she'd enjoy.

[pause]

tone

[The recording is repeated.]

[pause]

**Question 3***Three. You hear part of an interview on the radio with a writer of children's books.*

[pause]

tone