

**FIRST CERTIFICATE IN ENGLISH
for Schools**

D255/03

Listening

Sample Test

SUITABLE FOR CANDIDATES WITH SPECIAL REQUIREMENTS

SUPERVISOR'S BOOKLET

(including instructions and supervisor's script)

For the use of the Supervisor only

IMPORTANT NOTICE FOR SUPERVISORS

ALL CANDIDATES TAKING THIS VERSION OF FCE FOR SCHOOLS LISTENING MUST WRITE THEIR ANSWERS, TOGETHER WITH THE QUESTION NUMBER, ON A SEPARATE SHEET OF PAPER AND NOT ON THE COMPUTER-READ ANSWER SHEET.

IF THE CANDIDATE IS WORKING WITH AN AMANUENSIS, THE AMANUENSIS MUST ALSO WRITE THE CANDIDATE'S ANSWERS, TOGETHER WITH THE QUESTION NUMBER, ON A SEPARATE SHEET OF PAPER.

How to administer this test

A supervisor's Script containing everything heard by the candidate on the CD is included in this booklet. Supervisors **must** study this material carefully whilst playing through the CD **before** the examination begins.

There are four parts to the test and each part will be heard **twice**.

There are four tracks on the CD – parts 1 to 4 of the test. Remember to press the 'pause' button and not the 'stop' button on the CD player when a pause is indicated in the script (*). If the 'stop' button is pressed, the CD will return to the start of track 1.

Part One

Candidates hear the recording for each question twice. Pause the CD as instructed.

Parts Two, Three and Four

- Pause the CD **before** each of Parts Two, Three and Four of the test to give the candidate adequate time to read through the questions. An asterisk (*) in the script will remind you when to do this.
- First hearing: play the whole of each part without pausing the CD.
- Second hearing: pause the CD where indicated at each asterisk (*) on the script. Give the candidate time to record one or more answers.
- Pause the CD **after** each part to give the candidate adequate time to check their answers. An asterisk (*) in the script will remind you when to do this.

Please tell the candidate that a pause does not necessarily mean that an answer is required at that point.

The lengths of pauses are at the discretion of the Supervisor. However, ensure candidates have sufficient time to read questions or write their answers.

Do not replay any part of the CD.

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SUPERVISOR'S SCRIPT

SAMPLE TEST

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to read and answer the questions. There are four parts to the test and you will hear each recording twice. The CD will be paused from time to time to give you time to read the questions, and to write and check your answers. Please note that you do not necessarily need to write an answer each time the CD is paused.

At the start of each recording, you'll hear this sound.

FX ***

The CD will now be paused. Please ask any questions now, because you must not speak during the test. ⚙

Now turn to Part One.

In this part, the CD will be paused before each question to give you time to read the question. The CD will also be paused after each question to give you time to write your answer.

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

Question One. The CD will now be paused to give you time to read the question. ⚙

You hear a young singer talking about his childhood.

When I was a little kid, my father used to watch a lot of old movies and I sat with him and loved them too, especially the musicals. So you see, my career was inspired by him in a way and these old movies played a big part in my life. They were the reason I wanted to learn to sing, though my dad never suggested it to me. There's no musical background in my family, though my mother could sing, but she didn't have much ability really – it was just fun for her. I think my parents must have looked at me and thought: 'Where did that come from?' ⚙

Note to supervisors: pause at end of first hearing only.

(Question One is repeated)

The CD will now be paused to give you time to check your answer. ⚙

Question Two. The CD will now be paused to give you time to read the question. ⚙

You overhear a girl talking on the phone about a clothes shop.

Well, I think that new clothes store called Smart Girls is certainly a place where you can be sure of picking up a bargain or two, though most of the shops in the mall have them at the moment. The assistants are friendly and they really know about fashion, instead of just pretending to be cool! They're honest too and don't just tell you that you look great all the time. I like the music they play because it sort of puts you in the mood as soon as you walk in, though I don't think it's your thing – you might prefer somewhere a bit quieter... ❁

Note to supervisors: pause at end of first hearing only.

(Question Two is repeated)

The CD will now be paused to give you time to check your answer. ❁

Question Three. The CD will now be paused to give you time to read the question. ❁

You hear part of an interview with a farmer.

1: So Josh, for our teenage listeners, who live in towns and cities, tell us about what it's like living on a farm...

2: Well actually you can come along and experience it for yourself this weekend. There's going to be something called an Open Farm Day. More than 450 farms all over the country will be open to the public and you can go along and meet the animals, ride on a tractor, learn about cheese making and wool spinning, all that sort of thing. Who knows, it might even persuade a few to think about farming as a career. It's not an easy life but it's a good one. ❁

Note to supervisors: pause at end of first hearing only.

(Question Three is repeated)

The CD will now be paused to give you time to check your answer. ❁

Question Four. The CD will now be paused to give you time to read the question. ❁

You hear two friends talking about a school concert.

1: Hi Judy! Are you ready for the school concert tomorrow? I've been practising all week so I think it'll be OK.

2: There are a few tricky bits in that new piece of music we'll be playing. I'm getting my head round it, though. My clarinet was making a funny noise but I've got it sorted now. That could've been embarrassing...

1: I'm a bit worried about my solo part, especially with all those people watching.

2: Imagine how awful it would be to make a mistake with your mum and dad there! I'm not so bothered about strangers, though.

1: Just stay cool. If you mess up, just keep going like nothing's happened. ❀

Note to supervisors: pause at end of first hearing only.

(Question Four is repeated)

The CD will now be paused to give you time to check your answer. ❀

Question Five. The CD will now be paused to give you time to read the question. ❀

You hear a news report about a football club.

Fast food is off the menu for everyone at Park Town Rangers Football Club! The new manager of the club has coached in many countries around the world and has picked up some ideas from his travels in Europe and Asia. He has banned the players from eating meat when they are preparing for important games. He thinks this will strengthen their physical condition and improve the team's results, a view shared by our medical experts in the studio today. Now the club have decided to go a step further and have stopped selling burgers in the stadium, a move which may not be popular with all the young fans! ❀

Note to supervisors: pause at end of first hearing only.

(Question Five is repeated)

The CD will now be paused to give you time to check your answer. ❀

Question Six. The CD will now be paused to give you time to read the question. ❀

You hear two friends talking about a newspaper for teenagers.

1: I read this great newspaper the other day.

2: A newspaper? Isn't it full of dull stuff?

1: It's aimed at our age group, actually, so it presents the news in a way that's easy to understand – so it's a good way to find out what's going on in the world. It's interactive too...

2: Really?

1: Yeah, you can write reports for it and they include the best ones in the paper. Cool, huh?

2: If you like writing I suppose... Not a talent of mine.

1: So you don't bother with the news, then?

2: Oh I wouldn't say that. I do follow it – just as long as it doesn't seem too much like schoolwork... ❁

Note to supervisors: pause at end of first hearing only.

(Question Six is repeated)

The CD will now be paused to give you time to check your answer. ❁

Question Seven. The CD will now be paused to give you time to read the question. ❁

You hear a boy telling a friend about climbing a mountain with his father.

1: How often do you go mountain climbing?

2: My dad and I go climbing together a lot, which is really cool because I get plenty of time to talk with him. I remember the last mountain we climbed together, he was telling me about how you can only really enjoy the wonderful scenery once you get to the top, because when you're just halfway up you're concentrating on the climb. I was really sore, and I just wanted to quit, but I carried on to the top so I could admire the beautiful view – but my legs were aching so much I couldn't appreciate it fully, or my dad's wise words... ❁

Note to supervisors: pause at end of first hearing only.

(Question Seven is repeated)

The CD will now be paused to give you time to check your answer. ❁

Question Eight. The CD will now be paused to give you time to read the question. ❁

You hear a teacher talking about an environmental project.

Right everyone, I'm sure you'll agree it was great fun enhancing our school grounds with the butterfly garden, and I hope you all got something out of it and are more aware of your natural environment now. What you've achieved is much appreciated and the project will continue so I'd like you to keep thinking about things we can do to maintain the garden. The idea is to keep it going for future students at the school so all suggestions are welcome. I think you'll all agree it's been a great success – which I hope we can repeat in the future. ❁

Note to supervisors: pause at end of first hearing only.

(Question Eight is repeated)

The CD will now be paused to give you time to check your answer. ❁

That's the end of Part One. Now turn to Part Two.

In this part, the CD will be paused at the following points. First, before you hear the recording, to give you time to read the questions. Then, from time to time during the second hearing of the recording, to give you time to write one or more answers. Finally, the CD will be paused after the second hearing to give you time to check your answers.

You'll hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9 to 18, complete the sentences with a word or short phrase.

The CD will now be paused to give you time to read the questions. ❁

Note to supervisors: insert pauses during second hearing only.

Do you like sea birds? If so, you'll love puffins. They spend most of their lives at sea, but last August I was lucky enough to see them up close, when I visited the Westmann Islands in Iceland, where they build their nests.

First of all though, a few facts about puffins. They have a squat black-and-white body, short wings and a large colourful beak, which I think makes them look really funny on dry land. ❁

But puffins are built more to swim underwater than to fly or walk. When you see them swimming, it's an impressive sight. Their wings help them propel themselves through the water. I didn't expect their feet to be used when they were flying, except perhaps

just to moderate their speed, like brakes, but actually, they use them to alter their direction in the air! In the water, puffins can dive deep, holding their breath for up to two minutes to catch fish. ❀

When spring comes, puffins can be seen on high cliffs on the Westmann Islands, making their nests. It's quite a sight, I'm told. I wasn't aware of this, but puffins nest underground rather than on cliff top ledges, as I'd imagined. They dig holes, so their nests are very well protected. ❀

Each female puffin lays just one egg in its nest each year, which the pair watches over for six weeks, day and night. While they wait, you can hear them underground making noises that might be like talking – loud growling calls, almost like laughter, which some describe as sounding like a cow, and I tend to agree! Young puffins, though, once hatched, sound more like a duck or a goose, 'peeping' for food from their parents. ❀

I was told that, as winter beckons, their parents leave them behind and fly off to sea, but apparently it's hunger rather than loneliness that makes young puffins fly from their nests. That's something I didn't expect. ❀

And this is what I saw when I was there. In the daytime, I watched young puffins diving off the cliffs to gain enough speed for flight, as they headed out to sea. At night-time, though, which is when most of them fly off, it was a different story. The thing is, puffins instinctively use the stars for navigation, but the lights of a town can fool them and make them head in the wrong direction, so the young puffins end up landing all over the place. ❀

Some puffins land on the beaches where they are easily rescued. Others aren't so lucky. If it's on the roads, cars aren't so much of a problem as people know to drive extra slowly at this time of year. But gardens present more of a threat. They're dark and there are lurking cats. ❀

So I helped the local teenagers who are allowed to stay out late, and we roamed around the town with cardboard shoe boxes, rescuing young puffins as we went. I even saw one boy putting a young puffin in an upturned umbrella, which made me laugh! They didn't seem to mind being handled and it's not unusual for a single teenager to catch ten birds in one evening. ❀

After a night spent as guests of their rescuers, with the box as a temporary bed, we carried the young birds down to the beach and threw them up high. It was a really rewarding experience to see them glide towards the sea and freedom.

Sometimes the puffins aren't ready for release, if they've been injured or whatever. In which case, they get taken to the local museum, which becomes a sort of puffin hotel for a few days each year. ❀

You can buy all sorts of puffin souvenirs on the islands. I took some great photographs of the birds, one of which is now the screensaver on my computer. I've got a puffin mouse-mat too, that's really cute – a much better souvenir than a puffin T-shirt or baseball cap – that's the sort of thing most people buy. ❀.

Anyway, before I go on to

Now you'll hear Part Two again. Remember, the CD will be paused from time to time to give you time to write one or more answers.

(Part Two is repeated)

The CD will now be paused to give you time to check your answers. ❀

That is the end of Part Two. Now turn to Part Three.

In this part, the CD will be paused at the following points. First, before you hear the recording, to give you time to read the questions. Then, from time to time during the second hearing of the recording to give you time to write your answers. Finally, the CD will be paused after the second hearing to give you time to check your answers.

You will hear five short extracts in which teenagers are talking about their hobbies. For questions 19 to 23, choose from the list (A to H) what each speaker likes most about their hobby. For example, if you think Speaker 1 likes the opportunity to meet people, write B for question 19. Use the letters only once. There are three extra letters which you do not need to use.

The CD will now be paused to give you time to read the questions. ❀

Note to supervisors: insert pauses during second hearing only.

Speaker One

I have a hobby which is super fun and superbly unique. Unicycling, you know, a one-wheeled bike, isn't as easy as it looks but you can learn how to do it. You can either try learning it from someone who already knows how to do it, which is what I did at first, or take a course. What makes unicycling so cool is that,

you can make up your own tricks on it, like hopping and jumping! Now I go to classes every week to make sure I learn new moves and perfect them by going over them again and again. Sometimes I take part in unicycling competitions too. They're good fun! ❁

Speaker Two

Now everyone reckons that learning how to dance is a very interesting hobby, but at first, I wasn't so sure. Dancing can be really fun to do, as well as to watch, and so it's good for everyone. Mind you, some types of dancing can be quite challenging and difficult, and require a lot of dedication and precision. That's why I love my street dance classes. They're really aimed at people like me, who don't want to study every type of dance, but who'd just like to enjoy themselves, and you make friends too. Maybe one day I'll be good enough to enter a dance competition, but I'm not counting on it! ❁

Speaker Three

My dad's hobby is photography and he's passed this on to me. He says every hobby's got a practical and technical side and I mostly agree. My view is that photography's actually an art, much more than just pointing a camera and taking a photo. I think learning about photography's a great hobby for me because we have an opportunity to put our photos in competitions too, and that's what makes it really worthwhile. I know it isn't as challenging as it used to be, because now there are digital cameras and you can change things on your computer, but it's still really exciting. ❁

Speaker Four

Singing is an art and learning how to sing can be a good hobby. There are many ways to enjoy this hobby whether you practise on your own, join a choir or just use a karaoke machine with your friends. I get a real buzz from seeing the look on their faces when it's my turn to sing. I'm not creative enough to write my own songs, but I do make sure that I pick the best ones available because it does make a difference. Sometimes I have singing classes and my teacher says I should go in for competitions, but I'm not sure how my friends would react to that idea! ❁

Speaker Five

You'll be surprised but I would say cooking's become a really cool hobby for me and my friends these days. With all the new kinds of innovations coming in the cooking field, more and more people are getting interested in cooking delicious food for themselves, as well as their family. I even liked the idea of becoming a chef once. Now I go to cookery classes where we compete with each other to see who can prepare the best meal! I do find some recipes demanding, but that's the fun of it for me, like baking cupcakes. If I keep trying again and again, I'll get better and better! ❁

Now you'll hear Part Three again. Remember, the CD will be paused after each speaker to give you time to write your answer.

(Part Three is repeated)

The CD will now be paused to give you time to check your answers. ❁

That is the end of Part Three. Now turn to Part Four.

In this part, the CD will be paused at the following points. First, before you hear the recording to give you time to read the questions. Then, from time to time during the second hearing of the recording, to give you time to write one or more answers. Finally, the CD will be paused after the second hearing to give you time to check your answers.

You'll hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions 24 to 30, choose the best answer (A, B or C).

The CD will now be paused to give you time to read the questions. ❁

Note to supervisors: insert pauses during second hearing only.

1: My guest today is Luke Fuller, who's seventeen and who's just spent a month working as a junior reporter for his local radio station. It sounds fascinating. What was the purpose of what you were doing, Luke?

2: Well, the radio station in my town wanted to encourage teenagers to have a go at being reporters. This meant taking your microphone everywhere and talking to people about what was happening in their lives. The whole idea was to focus on ordinary teenagers and not local celebrities or anyone like that. It was about making us see that everyone has a story that's worth telling. Some of us might go on to work at a radio station, but that wasn't really the purpose. ❁

1: So, how did you prepare?

2: Well, we had a bit of training. Of course, I had to familiarise myself with the equipment, but I'm quite good with technical stuff so that wasn't too much of a problem. The weird thing was having to practise being natural and relaxed. I'd never thought about how hard that would be. We were told to be spontaneous rather than write a script or anything like that. I must admit I love writing, so I did jot down some ideas anyway! ✿

1: How did you feel about the idea of reporting from your school?

2: Well, it meant I'd be the centre of attention for a few days, which I wasn't looking forward to because I'm rather shy. These reports weren't part of my school work, but my teachers seemed quite keen on the idea anyway, and one or two gave me some advice. And there was plenty of stuff going on at school. It's a lively place so there was no shortage of stuff to talk about. ✿

1: So what happened when you did your first interviews with people at school?

2: As soon as I got the microphone out, even my most talkative friends tended to go all self-conscious. Sometimes I had to begin recording a few minutes before the start of the interview just to put people at their ease. There wasn't always time to explain things to them before the interview, so sometimes one or two of them didn't feel ready. But you know, in the end, people often opened up and revealed much more than I'd expected, which was great. ✿

1: What happens after you've recorded something? Is it edited or changed in anyway?

2: Everything you record has to be carefully edited. Luckily, I got the chance to work on this with producers at the station so it wasn't as if I'd no control over the content, although it only went out on the radio a week later. It wasn't live. Even so, kids I'd talked to at school wanted to know that anything silly or embarrassing they said wouldn't be broadcast. Unfortunately sometimes even good stuff had to be cut because time's very limited. That's a pity, but I understood the reasons for it. ✿

1: So, overall did you enjoy being a reporter?

2: Sure, it was a lot of fun. My mum says I liked it because it gave me permission to ask loads of personal questions, but I think she's just joking! What was really cool about it was that I had to be a journalist, a producer and an engineer all at the same time and each role needed specific skills. I never complained about having to do everything. Yeah, it was hard work, but I didn't mind. ✿

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1: And has it changed your attitude to radio at all?

2: Some of my friends think the radio is just for music. But I've never thought like that. It can make you feel like someone is talking directly to you. I hope that's how people will feel when they hear me. What I've learnt is that because there are no pictures, you have to be creative and pay attention to the words you use. It made me appreciate how good radio reporters have to be at expressing themselves. That's not to say there's no place for music... ❁

1: Great talking to you, Luke.

Now you will hear Part Four again. Remember, the CD will be paused from time to time to give you time to write one or more answers.

(Part Four is repeated)

The CD will now be paused to give you time to check your answers. ❁

That is the end of Part Four and the end of the test. Please stop now.

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