



Centre Number

Candidate Number

Candidate Name \_\_\_\_\_

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# FIRST CERTIFICATE IN ENGLISH for Schools

## D055/4

### PAPER 4 Listening

#### Sample Paper

**Time** Approximately 40 minutes (including 5 minutes' transfer time)

Additional materials:  
Answer sheet

#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, Centre number and candidate number in the spaces at the top of this page and on your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

#### INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

## Listening • Part 1

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### Questions 1 – 8

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

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- 1** You hear a teacher talking to her class about some project work.

Why is she talking to them?

- A** to suggest ways of approaching the project
- B** to explain what their project should be about
- C** to warn of the consequences of late project work

- 2** You hear two friends talking about a film they have just seen.

What do they agree about?

- A** how good the special effects were
- B** how misleading the publicity was
- C** how exciting some scenes were

- 3** You hear a boy talking about a school trip he's just been on.

What did he think of it?

- A** It failed to live up to his expectations.
- B** He found it surprisingly interesting.
- C** Only parts of it were enjoyable.

- 4** You overhear a girl leaving a voicemail message.

What is she doing?

- A** asking for a lift after an activity
- B** telling someone about some arrangements
- C** accepting an invitation to a sports event

- 5 You hear the weather forecast on a local radio station.

What will the weather be like this afternoon?

- A less cloudy than this morning
- B warmer than this morning
- C much the same as this morning

- 6 You hear part of an interview with a young pop singer.

What does she say about her single?

- A The song allowed her to express her feelings.
- B She had to do a song which was chosen for her.
- C It is quite similar to a song she sang on television.

- 7 You overhear two friends talking about school equipment.

What does the girl think about her new 'funky dividers'?

- A They are a great new idea.
- B They are not very attractive.
- C They are environmentally friendly.

- 8 You overhear a boy talking on his mobile phone.

What is he doing?

- A asking for help with something
- B saying why he hasn't done something
- C passing on some information about something

## Listening • Part 2

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### Questions 9 – 18

You will hear an interview with a young tap-dancer called Jodie Markfield. For questions 9 – 18, complete the sentences.

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### JODIE MARKFIELD: TAP-DANCER

Jodie says that tap-dancers are often thought of as  **9** as well as dancers.

Jodie first got work as a tap-dancer thanks to her  **10**

The first show that Jodie appeared in was called  **11**

Jodie says that tap-dancing has both African and  **12** origins.

Classical tap-dancers tend to use their  **13** more than other tap-dancers do.

Jodie says that tap-dancers need to keep their  **14** and ankles relaxed.

Beginners are often told to imagine they are dancing on a  **15** floor.

Jodie says it's important that tap-dancing shoes aren't too  **16**

Jodie says that being in a touring show is not as  **17** as it sounds.

The only school subject that Jodie's parents can't help her with is

**18**

## Listening • Part 3

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### Questions 19 – 23

You will hear five people talking about the sporting activities they do. For questions **19 – 23**, choose from the list (**A – F**) what each speaker likes most about their sport. Use each letter only once. There is one extra letter which you do not need to use.

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**A** It's a way of making new friends.

Speaker 1

	<b>19</b>
--	-----------

**B** It's great to feel part of a team.

Speaker 2

	<b>20</b>
--	-----------

**C** It's a good way of keeping fit.

Speaker 3

	<b>21</b>
--	-----------

**D** It's a break from schoolwork.

Speaker 4

	<b>22</b>
--	-----------

**E** It's a chance to show off my skills.

Speaker 5

	<b>23</b>
--	-----------

**F** It's nice to beat kids from other schools.

## Listening • Part 4

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### Questions 24 – 30

You will hear an interview with a young man called Mark Sharp who took part in something called 'The Iron Age Project', during which he lived as people did in Britain over two thousand years ago. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

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- 24** Why did Mark join 'The Iron Age Project'?
- A** His history teacher suggested it to him.
  - B** He got involved because of his parents.
  - C** He offered to take care of the animals.
- 25** How did Mark prepare for the project?
- A** by acquiring appropriate skills
  - B** by reading about the period
  - C** by visiting an Iron Age village
- 26** What does Mark say about living in an Iron Age house?
- A** He missed modern conveniences.
  - B** The fire caused him problems.
  - C** His bed could have been softer.
- 27** What did Mark dislike about his Iron Age clothes?
- A** The colours were too bright.
  - B** It was difficult to move in them.
  - C** He found them rather hot.
- 28** What did Mark like about his daily work?
- A** being part of a team
  - B** spending time outdoors
  - C** the physical activity

**29** What would Mark have preferred to do in his leisure time?

- A** listen to stories
- B** eat bigger meals
- C** go to bed earlier

**30** What does Mark think he gained from the project?

- A** a better understanding of the past
- B** a sympathy with manual workers
- C** an appreciation of life today

# PAPER 4: LISTENING

## Sample tapescript

**Please note** the 5 min pause at the end of the recording is not represented in real time.

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

SAMPLE PAPER.

*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:*

— \*\*\* —

*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 5 SECONDS

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

PAUSE 5 SECONDS

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

One

*You hear a teacher talking to her class about some project work.*

*Why is she talking to them?*

- A to suggest ways of approaching the project
- B to explain what their project should be about
- C to warn of the consequences of late project work

PAUSE 2 SECONDS

— \*\*\* —

Now, what you'll have to do is find a partner to work with. It doesn't matter whether you've worked with them before, in fact it might be better if you haven't! I'll give you the outline of the project in a minute, but just to say that you'll need to spend some time on planning – like how you'll divide up the work between you and so on. You'll certainly need the internet, and other sources like books and you may even want to take yourselves down to the museum. But don't forget – the deadline for the completed project is the end of the month, so there's no time to waste.

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 1

PAUSE 2 SECONDS

Two

*You hear two friends talking about a film they have just seen.*

*What do they agree about?*

- A how good the special effects were
- B how misleading the publicity was
- C how exciting some scenes were

PAUSE 2 SECONDS

— \*\*\* —

M: Awesome film! I've never seen effects like those ... ever!

F: Well, they were OK – but I wouldn't go that far! And there wasn't much of a story, was there? It was just bang crash all the way. I found it a bit samey in places, to be honest.

M: But the car chases were spectacular – and scary – it was worth seeing just for them.

F: I was on the edge of my seat sometimes, no doubt about that. But after all that hype beforehand – and even a couple of awards – weren't you a bit disappointed with the film as a whole?

M: No way! I could sit through it again anytime, no problem.

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 2

PAUSE 2 SECONDS

Three

*You hear a boy talking about a school trip he's just been on.*

*What did he think of it?*

- A It failed to live up to his expectations.
- B He found it surprisingly interesting.
- C Only parts of it were enjoyable.

PAUSE 2 SECONDS

— \*\*\* —

I hadn't been that keen to go on the trip – it was part of our geography course and there was a report to do afterwards – it sounded pretty dull to me and I wasn't wrong. It also meant missing my drama class – which was a real shame. The tour of the museum kicked off with a film about the place, which wasn't too bad actually, but after that it was downhill all the way. Although one or two of the interactive displays were fun, the talks we had to sit through couldn't have been less interesting. I've finally done the report, but it's not very good. I wish I'd gone to drama instead!

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 3

PAUSE 2 SECONDS

Four

You overhear a girl leaving a voicemail message.

What is she doing?

- A asking for a lift after an activity
- B telling someone about some arrangements
- C accepting an invitation to a sports event

PAUSE 2 SECONDS

— \*\*\* —

Hi - it's me. Sorry I missed you after school - hope you caught the bus OK! I've asked about next Wednesday and the match starts at six, not seven - so we can meet an hour later if you like - we must've read the time wrong on the poster. Anyway, I'll be coming with my sister if that's OK - she really wants to see it - so if your brother wants to come along as well then that'd be cool. My Dad's agreed to pick us up in the car afterwards - that'll save us having to wait for the bus. Call me if there's a problem - I'll see you at school tomorrow anyway. Bye!!!!

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 4

PAUSE 2 SECONDS

Five

You hear the weather forecast on a local radio station.

What will the weather be like this afternoon?

- A less cloudy than this morning
- B warmer than this morning
- C much the same as this morning

PAUSE 2 SECONDS

— \*\*\* —

M: So it's coming up to eleven o'clock and time to go over to Heidi at the weather centre. Good morning Heidi.

F: Hi Tom.

M: Now, lots of local kids are going to the barbecue in the park later today. Is the weather going to be kind to them?

F: Well Tom, after last night's storms we've certainly lost that humidity everyone was complaining about, and temperatures have fallen overnight. These will pick up again as the day progresses, however, and we should be in for a nice evening. Although we will see a build up of cloud later this afternoon, we're unlikely to see a repeat of last night's heavy rain.

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 5

PAUSE 2 SECONDS

Six

You hear part of an interview with a young pop singer.

What does she say about her single?

- A The song allowed her to express her feelings.
- B She had to do a song which was chosen for her.
- C It is quite similar to a song she sang on television.

PAUSE 2 SECONDS

— \*\*\* —

Int: The single's gone straight to the top of the charts, you must be pleased - even if it was a while coming.

F: Well, I really didn't want to rush the decision on a single. In the end, I went for a song where I could really give my heart and soul and the producers were willing to go along with that - but it took a bit of finding actually. A lot of people thought I'd come out with a ballad like the one I sang at the final of the TV talent show, but to be honest it's a relief to have struck out in another direction - one people wouldn't have associated me with maybe.

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 6

PAUSE 2 SECONDS

Seven

You overhear two friends talking about school equipment.

What does the girl think about her new 'funky dividers'?

- A They are a great new idea.
- B They are not very attractive.
- C They are environmentally friendly.

PAUSE 2 SECONDS

— \*\*\* —

F: Guess what my Gran's bought me now - funky dividers!

M: What are dividers?

F: You know, things you put in your schoolwork files - they help you sort out all those handouts you make notes on then stuff in any old how.

M: Oh right. I could do with some of those.

F: Well, it's hardly rocket science, they've been around for years. No the thing about these funky ones is they're like made from totally recycled material - I'm afraid my Gran's into all that and usually gets me stuff that's seriously uncool - but these are actually colour co-ordinated with the files and stuff I've already got. So I can save the planet for her without everybody knowing!

M: Really?

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 7

PAUSE 2 SECONDS

*Eight*

*You overhear a boy talking on his mobile phone.*

*What is he doing?*

A *asking for help with something*

B *saying why he hasn't done something*

C *passing on some information about something*

PAUSE 2 SECONDS

— \*\*\* —

This is Ben here. Listen, you know that website you told me about – the one with the stuff you said would be useful for our history homework – well I wrote down the address somewhere at school, but managed to lose it. Was it something like pastlink? Anyway, I did a search using words like that and came up with some really great stuff that I thought you might find useful too even if it's not the same one – so I've sent you an email from that site and you'll see the links to some others. Anyway, the homework's all done now at least – hope you're getting on OK. Bye.

PAUSE 2 SECONDS

— \*\*\* —

REPEAT EXTRACT 8

PAUSE 2 SECONDS

*That is the end of Part One.*

*Now turn to Part Two.*

PAUSE 5 SECONDS

*You'll hear an interview with a young tap-dancer called Jodie Markfield. For questions 9 – 18, complete the sentences.*

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

PAUSE 45 SECONDS

— \*\*\* —

Int: My guest today's the 16-year-old tap-dancer, Jodie Markfield, who's currently touring in the hit show Funky Noise. Jodie, before we hear some of our viewers' questions, tell us, what is tap-dancing exactly?

Jodie: Hi there. Yeah – in tap-dancing you wear special shoes with like pieces of metal in the bottom – so when you dance, you make a noise. You need a hard surface for tap-dancing, and performers aren't regarded just as dancers, but also as musicians. We all work together with the guitarists and drummers, to get the rhythm and the sound right.

Int: So let's go to some of our viewers' questions. Tina who's fifteen and comes from London has emailed to ask: 'How did you get into tap dancing, Jodie?'

Jodie: Well, I started at the age of four. I come from a show-business family. It was my grandmother who taught me the basics, but then my uncle kind of took over when I showed talent for it. He got me

a part in a show when I was six. My mum was none too sure – reckoned I was a bit young – but he talked her and Dad into the idea.

Int: Next Linda from Manchester says: 'Jodie, tell us about the first time you appeared on TV.'

Jodie: Well, that first show, which was called Showtime, was at the theatre and I did that for six weeks. One night a TV producer came to see the show. It was him who signed me up for the TV show Footnotes. It was easier than the theatre actually, because it didn't go out live. So if you made a mistake, you could go back and film that bit again.

Int: OK. Now Mark from Scotland says: 'Jodie tell us about the origins of tap-dance.'

Jodie: Well tap-dance as we know it became famous in the mid-twentieth century when it was in loads of big Hollywood films. But actually it wasn't American originally. It all started as a mixture of two much older types of dancing: An African dance called Juba and traditional Irish dancing – something that's been popular again recently.

Int: Right. Now, Ashley asks: 'Are there different sorts of tap-dancing?'

Jodie: Two main types. So you have to decide which one you're gonna do. Classical tap's more like ballet and dancers use their arms a lot to make elegant movements. Hoofing is the other type. Here the dancers concentrate more on their legs and footwork – they really try to make their feet sound like drums.

Int: Finally, Gary asks: 'How do you know if a tap dancer is any good?'

Jodie: Well, Gary that's a good question! Basically, the aim in tap-dance is to produce clear sounds with each one separate. The knees and ankles need to be relaxed at all times, without that it can sound all wrong! So that's how a dancer is judged, along with speed, rhythm and stuff.

Int: And what about lessons Jodie – lots of listeners have asked about that?

Jodie: Well tap classes generally last about an hour – beginning with a warm-up to stretch the muscles. Lots of kids do tap dance because it develops physical fitness and is great fun too. Beginners are sometimes told to dance as if the floor was made of glass! That makes them think about the position of their feet and not to just stomp around any old way.

Int: And what about equipment?

Jodie: You need good shoes, of course. Some have heels, some don't – both are quite comfortable. But the key thing is that they're the right size – they mustn't be big, your feet shouldn't move around in them, so go for some that are quite tight fitting.

Int: Thanks Jodie. Now before you go. You're touring in the show Funky Noise – what's that like?

Jodie: Life on the road sounds glamorous, but it's quite ordinary really. I still have to do my homework, cos I'm still enrolled in High School in my hometown. But my parents travel with me and home-school me.

Int: How does that work out?

Jodie: Well, Mum does the English; Dad the Maths and Science. The only

thing they can't do is the IT – I school them in that! And I still find time for my PlayStation games and watching TV!

Int: Jodie – thanks for joining us today.

PAUSE 10 SECONDS

*Now you'll hear Part Two again.*

— \*\*\* —

REPEAT PART 2

PAUSE 5 SECONDS

*That is the end of Part Two.*

*Now turn to Part Three.*

PAUSE 5 SECONDS

*You'll hear five people talking about the sporting activities they do. For questions 19 – 23, choose from the list (A – F) what each speaker likes most about their sport. Use each letter only once. There is one extra letter which you do not need to use.*

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

PAUSE 30 SECONDS

— \*\*\* —

*Speaker 1*

PAUSE 2 SECONDS

I've been in the tennis team for a couple of years now, and represented the school in a couple of tournaments. I didn't actually win most of my matches, because there were some amazingly skilful players there from other schools – but it was a great experience just getting to play against them. If I had to say why I go for tennis rather than any other sport, I guess it'd be because you get a good all-round workout – which keeps you in good shape – but you can do a lot of the training in your own time. I've never really been keen on group training sessions; you know, like friends who do hockey or whatever have to do.

PAUSE 3 SECONDS

*Speaker 2*

PAUSE 2 SECONDS

People always think that football's a very competitive sport – that it's all about beating other schools – but that isn't why I play really. I'm really into fitness and I do lots of different sports – but football's the big one for me, and I think it's because I've got a sort of gift when it comes to ball control. So when mates in the team pass the ball to me, I reckon it's because they know what I can do with it. My brother's doing sports science at college. That must be awesome – combining schoolwork and sports – that's what I want to do someday too.

PAUSE 3 SECONDS

*Speaker 3*

PAUSE 2 SECONDS

Volleyball's, like, the only sport where boys and girls really get to play together – I hate the idea of the girls' football team, for example, as if we're kind of not up to the real thing. I wanted to do a sport this year because we've got quite a heavy workload at school and I really need to let off steam occasionally. Volleyball does that for me. Don't tell our coach, but I don't actually care whether our team wins or not when we play other schools – I play for the fun of it – and I'm getting a bit better at some of the key skills, like serving, too – which is kind of satisfying.

PAUSE 3 SECONDS

*Speaker 4*

PAUSE 2 SECONDS

Basketball's kind of fast and exciting and you really get a chance to build up both your skills and your fitness if you play it often enough. I'm not that brilliant actually, but I get a lot of support from the guys on the team – and they're what really makes it special for me. Some of them are really incredible at passing and I pick up a lot of tips from them. It'd be great if our school could win more matches because our record's not been that great this season – but I think we've just been unlucky. We could've beaten some of those other schools easily – but things just didn't go our way.

PAUSE 3 SECONDS

*Speaker 5*

PAUSE 2 SECONDS

I'm not such a brilliant swimmer, so it was a shock when I was chosen for the school team and I've really had to work hard on my technique to keep my place. But I'm not a very competitive person, so at first I was all, like, you know, 'it doesn't matter if we win or not – it's just a sport'. But then, when we swam against other schools, all that changed. And when we did actually win a race, I mean, that was like totally awesome. All my friends were really proud of us! My teachers even reckon my schoolwork's improved thanks to the swimming – would you believe it?

PAUSE 10 SECONDS

*Now you'll hear Part Three again.*

— \*\*\* —

REPEAT PART 3

PAUSE 5 SECONDS

*That's the end of Part Three.*

*Now turn to Part Four.*

PAUSE 5 SECONDS

You'll hear an interview with a young man called Mark Sharp, who took part in something called 'The Iron Age Project', during which he lived as people did in Britain over two thousand years ago. For questions 24 – 30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

PAUSE 1 MINUTE

— \*\*\* —

Int: 'The Iron Age Project' took place last autumn when twenty volunteers lived for three months as people did two thousand years ago. A television programme was made about their experiences. Mark Sharp, seventeen at the time, was one of those volunteers. Mark, what a great opportunity to go back in time and live in the Iron Age! How did you come to join the project?

Mark: Well, the project was a joint one between the history department of the local university and a TV company. The history professors had some theories they wanted to try out and the TV company thought it would make a good programme. They wanted everything as authentic as possible and were keen to have people with experience of livestock - one of the things we iron-agers had to do was look after cows and sheep. I accompanied my mum and dad, who are sheep farmers and just the kind of people the organisers were looking for.

Int: Did you have to do any training before the project started?

Mark: Yeah, it was pretty intense. We were shown Iron Age ways of growing food, cooking - stuff like that. We also learned how to make the round houses we lived in, using wood, straw and mud - that was hard work! And it was all a bit experimental - there aren't many books on Iron Age building and even our teachers were guessing. And it's not like you can pay a visit to an Iron Age community and ask them things!

Int: And were the houses comfortable to live in?

Mark: It wasn't as bad as I'd expected! My bed was quite luxurious with a mattress stuffed with feathers and a nice thick woollen blanket. And I was so tired at night that I was asleep before I could even think about not having a TV or a computer. The house was always warm, too, because we had to keep logs burning all the time - actually I could've done without that. The smoke made me cough and my eyes watered.

Int: I believe you wore some very colourful clothes?

Mark: Yeah, red and blue, in stripes and checks. I had some trousers which were quite tight, and a tunic with a belt, and a cloak which I was supposed to fasten with a brooch - I soon lost that! Everything was made of wool and so I sweated a lot when I was working in the sun - a bit unpleasant really.

Int: So tell me something about the work you did.

Mark: I suppose you could say I was a farm labourer. We had a chief and he set me my tasks for the day, though everyone discussed what needed to be done the night before. I did a lot of digging, collecting firewood and anything else that I was told to do. It was all very physical and my muscles really ached. But being in the open air made a pleasant change from normal student life, stuck in a classroom all day.

Int: Did you have any free time?

Mark: Well, sort of. We worked until it got dark, then we ate and went to bed. The diet was a bit monotonous but there was always plenty of it. I was so hungry after a day's work I'd have eaten anything! I'd imagined us sitting around the fire after our meal and telling each other stories or reciting poems but I'm sad to say it never happened. People were too tired, I suppose.

Int: So was it a valuable experience?

Mark: Yes. I don't know if it helped the history professors with their theories, or what the TV programme will show. Personally, I don't believe it's possible to find out how an Iron Age person really thought - I could never forget I was from the twenty-first century, even though I was supposedly living like an Iron Age labourer. On the other hand, it made me value things I used to take for granted, like having time for leisure. So I'm grateful for that.

Int: Thanks, Mark. It's been interesting talking to you.

PAUSE 10 SECONDS

*Now you'll hear Part Four again.*

— \*\*\* —

REPEAT PART 4

PAUSE 5 SECONDS

*That's 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 is one minute left, so that you're sure to finish in time.*

PAUSE 4 MINUTES

*You have one more minute left.*

PAUSE 1 MINUTE

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

# PAPER 4: LISTENING

## Answer key

### PART ONE

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

### PART TWO

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- 9 MUSICIANS
- 10 UNCLE
- 11 SHOWTIME
- 12 IRISH
- 13 ARMS
- 14 KNEES
- 15 GLASS
- 16 BIG/LARGE/LOOSE
- 17 GLAMOROUS
- 18 IT/INFORMATION TECHNOLOGY

### PART THREE

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- 19 C
- 20 E
- 21 D
- 22 B
- 23 F

### PART FOUR

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

