

Paper 4 Listening (approximately 40 minutes)

Part 1

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

Part 2

9 geography 10 swimming 11 apple(s) 12 market
 13 keen/'keen'/'keen" 14 (their) friends (and) (the/a/some) banks IN EITHER ORDER
 15 (extra) sugar 16 varieties 17 ice(-)cream(s)
 18 (edible) paper / paper (rather) than plastic / paper (instead of plastic)

Part 3

19 F 20 B 21 D 22 A 23 C

Part 4

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

Transcript

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

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound:

tone

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will 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 will hear people talking in eight different situations. For questions 1 to 8, choose the best answer (A, B or C).

Question 1

One.

You hear the beginning of a lecture in a university.

What is the lecture going to be about?

A the history of a place

B social problems

C a person's life and work

Test 1 Key

[pause]

tone

... so before I move on to the body of tonight's lecture, I'd like to say a few words about the historical background. In my view – and I know I'm not alone in this – you can only understand a creative person if you take account of both his family background and the society he, or she, was brought up in. With tonight's subject, Henry Whitestone, whose books we've all appreciated, what left a mark on him was the poverty he grew up in. Rural unemployment forced his father to go abroad to seek work, leaving young Henry to be raised in a family of women.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.

You hear part of a radio programme about an island.

Why are there so few trees on the island now?

A because of urban development

B because of the expansion of agriculture

C because of the action of the sea

[pause]

tone

Looking at the island today, it's hard to believe much of it was once heavily wooded. There are only a handful of trees here now and people assume they were cut down to make way for farming, or that houses have been built where the forests once stood, but in reality that's not the case ... because the forests were actually on land that has gradually disappeared as sea levels have risen. We know this because the evidence is still there. Occasionally, when we have storms, some of the sand is washed away, and little bits of tree stump are revealed on the beach. It's *farmland* that's been lost as the city's grown.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.

You hear a teenage boy talking on the radio about his family's efforts to earn money.

What will the money be used for?

A computer games

B new clothes

C an expensive car

[pause]

tone

I come from a big family, and there's never enough money to spare. We're all mad about fashion and we're always trying to think of ways to buy the latest designer stuff. Us older kids get weekend jobs at a local garage washing cars. I love working with cars, but it doesn't pay much. Anyway, my youngest sister, who's thirteen, has invented a brilliant computer game. It's an adventure journey, with puzzles you've got to solve at each stage to unlock doors or gates for the next stage. Dad's talking to an agent about it, so who knows, we might be millionaires.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.

You hear an announcement at a railway station.

What should you do if you want to go to London?

A await further instructions

B travel from a different platform

C get on the next train to arrive

[pause]

tone

We regret to announce that the twelve thirty-three from London to Oxford has been cancelled, due to staff sickness. Passengers wishing to travel to Oxford should cross to platform seven and join the twelve forty-five service to Reading, where they will be able to connect with the stopping service to Oxford.

We also regret to announce that the twelve thirty-eight express to London has been delayed. This is due to signal failure outside this station. Passengers should remain on this platform. An announcement will be made regarding the platform for the London train within the next five minutes.

[pause]

tone

[The recording is repeated.]

[pause]

Test 1 Key

Question 5

Five.

You hear a man talking about newspapers.

What does he say about the newspaper he reads?

A It is an essential part of life.

B It is an important source of information.

C It is useful for passing the time.

[pause]

tone

I flick through a newspaper on the train to work every day. I usually turn to the sport first, I'm not into politics really, then whatever catches my eye – crime stories, general news, even keeping up with the gossip – film stars, pop stars and what they're up to. But I steer clear of the serious papers – they're too big to handle comfortably on the train and they'd send me off to sleep in no time. It'd be a dull journey without a paper – but I'm just not one of those people who couldn't live without one. In fact, I don't bother with one at the weekends because I'm far too busy doing other things.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.

You hear a conversation on the radio.

What is the programme about?

A solving traffic problems in cities

B studying nature and wildlife

C finding part of an ancient town

[pause]

tone

Woman: Mike, what a pleasant change from what I'm used to in the city, with traffic, pollution and noise. But our programme is about 'Cities' and all I can see in front of me is open fields and lots of wild birds.

Man: Well, we're looking out across a very green field now but there was a market place right here that's now buried. And a road that must have been so busy, the only way in for all the traders in this area . . . However, there are clues that we can see, even though now it looks like fields and woodland, doesn't it?

Woman: It is fields and woodland . . .

Man: Yes, but if you look carefully . . .

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.

You hear two people talking about a music festival they have been to.
What do they agree about?

- A the quality of the performances
- B the fairness of the prices
- C the standard of the accommodation

[pause]

tone

Man: That was just the best festival around! It was so well organised this year, and I really enjoyed the bands.

Woman: But the car park is such a walk from the campsite, you've got to load everything onto your back then wander around trying to find room to put up your tent!

Man: It wasn't *that* far! You've got to admit there was a great atmosphere though.

Woman: Well, the music was good and there was lots of choice of food – and it wasn't as expensive as I'd expected.

Man: I don't know about that – I paid a fortune for that disgusting hamburger!

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.

You hear a travel writer speaking on a radio programme.
What aspect of his travels is he talking about?

- A what he does to keep healthy
- B how he reduces the risk of accidents
- C illnesses from which he has suffered

[pause]

tone

When I go off on one of my expeditions, I always take multi-vitamin pills with me. They're vital for when you're in the middle of nowhere and all you get to eat is bread and a few beans. The kind of travelling I do is a bit risky sometimes and it's hard to always get a balanced diet, but these pills seem to do the trick. I don't seem to get run down or get bugs. Other things happen – like I occasionally have to deal with bites or the odd sprained ankle, but on the whole I can't complain.

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

Now turn to Part Two.

[pause]

PART 2

You will hear a man called Tom Aitken talking about a company called Crunch, which makes cereal bars, which he set up with two other people. For questions 9 to 18, complete the sentences.

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

[pause]

tone

Interviewer: In the studio with me today is Tom Aitken, co-founder of Crunch, a company which makes very special cereal bars that have become bestsellers in the UK in a very short time. Tell me, Tom, how it all began.

Tom: Well, there are three of us – me, David and Alan. We met at university about twelve years ago. David did business management, Alan studied economics and I intended to do the same but decided on geography instead. Fun, but not as useful as economics as it turned out!

Interviewer: And you've been together ever since?

Tom: Yes and no. When we left university we all got different jobs, but we shared a flat together in London. And we like the same things – skiing and surfing nowadays – and competing against each other and that started at university when we were all really into swimming.

Interviewer: But competition must have changed into co-operation at some stage? What led to the start of Crunch then?

Tom: Well, we'd all got into the habit of buying a fruit or cereal bar on the way to work in the morning. But we never really enjoyed them – most of them tasted of nothing. So that got us going. We began by making a bar which included apple and gave out free samples to people on their way to work. David wanted to try banana, but Alan and I didn't agree. Anyway, we all enjoyed cooking and had fun trying different things before we decided to see if we could make a go of it commercially. We thought about renting a shop for a bit, but finally settled for a market on Saturdays and Sundays for a month. At the end of the month, we had overwhelming support so we all went into work the next day and quit.

Interviewer: That's an amazing way to start a business.

Tom: I know. Some people thought we were a bit naive or even a bit stupid. I actually think we were just keen, you know, ready to get going, but it was hard – nine months of living off our credit cards till we were functioning properly. The problem was finance – our friends were unable to contribute, and the banks were not interested either. If it hadn't been for an American businessman, we might never have made it.

- Interviewer: But now Crunch is very successful. Why do you think this is?
Tom: I like to think it's the quality of the product. Nearly all fruit or cereal bars contain extra sugar, and a few of the cheaper ones contain things like colourings and flavourings. Crunch bars are totally pure; we rely on the goodness of the natural ingredients – nuts, cereal etc. – and nothing else.
- Interviewer: Other companies have copied your idea now, haven't they?
Tom: Yes, but we're still the leaders, that's the advantage of coming first. The company made ten point six million pounds last year.
- Interviewer: So, what's the future for you three, and for Crunch?
Tom: The immediate future is we're extending the number of bars from five to eight varieties next month. And then we're thinking of expanding into desserts – at first, we thought these could be yoghurt-based, but now we're thinking it'll probably be ice cream to which we'll add our premium quality ingredients to make something a bit different.
- Interviewer: Your company is known for having strong principles – you're not prepared to compromise on ingredients, for example.
Tom: No, we all believe in the same things – not to damage ourselves or our environment more than is absolutely necessary. At the moment, we're working on increasing the amount of paper rather than plastic that we use for the wrappers, and we're even looking at a kind that could be used as a wrapper but also eaten. Now that's recycling for you!
- Interviewer: Amazing. Tom, thank you, and good luck to you all.

[pause]

Now you will hear Part Two again.

tone

[pause]

[The recording is repeated.]

[pause]

That is the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You will hear five different people talking about an international sports event. For questions 19 to 23, choose from the list A to F the best description of what each speaker is talking about. Use the letters 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]

tone

Speaker 1

The track here is good, very fast, and some of the athletes did spectacular times – broke their own records, some of them. And I believe there was even one world record set during the day – in the high jump I heard it was – but I didn't see it despite having a good view. Sadly, I'd been called away to an incident in one of the car parks – someone trying to break into a parked car. The usual kind of thing at a big event, I'm afraid, however well-organised it may be, and it's part of my job to deal with things like that.

[pause]

Speaker 2

As far as I was concerned, everything went really smoothly, in the car park where I was working. No-one seemed to lose their temper even if they had to queue to get in and out. Mind you, it was all planned months in advance. We knew exactly what to do and how many vehicles we could get in every line. After I'd finished, there was still time to watch some of the events. It was good to get away from all those exhaust fumes, even if I didn't have a seat. The running events are what I particularly like, having been a runner myself, you know.

[pause]

Speaker 3

I guess he did his best, but he was a real disappointment. You know, when everyone had such high expectations. Some people said it was marvellous just being in the same stadium as him – he's a sporting legend, after all. If you ask me, he's been doing too much travelling and he's tired. Now I think that's unacceptable. Mind you, they race all over the world now during the season, don't they? – and it must be hard to organise that. Anyway, I'm glad I've seen him – something to tell the grandchildren.

[pause]

Speaker 4

It's easy to praise athletes when they do well, but much harder to avoid blaming them when they don't live up to your expectations. People talk about always trying to improve your personal best time or height or distance and of course that's the aim, but there are some days when it just doesn't work out that way. No matter what support or encouragement I give the athlete I coach, and no matter what we've practised over and over again out of competition, if it's not his day, that's it. People say it's a bit like driving an unresponsive car – you know, you put your foot down and nothing happens.

[pause]

Speaker 5

The way it worked out, I ended up seeing just about everything, which was really lucky. It was a hot day so I was kept busy selling ice-creams and cold drinks, mainly. In fact, I ran out at one stage. I had to stand all the time of course, so I was really tired by the end of the day, but it was worth it. And we couldn't move around – we'd been told to stay in our positions. But I wasn't complaining – I was put right at the front, so I had a marvellous view. That world record was awesome! I wouldn't have missed that for the world.

[pause]

Now you will hear Part Three again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You will hear an interview with Alex Miller, who teaches people how to fly helicopters. For questions 24 to 30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

[pause]

tone

Sue: Today in our series on people's jobs we're looking at a week in the life of Alex Miller who's a helicopter flying instructor. Alex, can you take us through a typical working week?

Alex: Well, Sue, I'll start with Saturday because weekends are the busiest time for me. That's when most people want to take flying lessons. Unfortunately, weekdays are not so attractive because most of my clients work, and they're just too tired at the end of a working day to do anything else – you need your wits about you when you're flying. We try to get people on weekdays by offering a forty per cent discount, but there's very little demand.

Sue: I see.

Alex: So, last Saturday for example. I had two trial lessons in the morning. These always begin with a briefing about helicopter controls. Students always feel more secure once they understand these. I do this on the ground because I don't want to waste time with the engine running, as fuel is so expensive. Then the student has half an hour in the air to get a feel for flying.

Sue: Isn't that a bit dangerous on a first lesson?

Alex: Not really, although it does rather depend on the student. Some people have a natural aptitude and temperament for flying and others are just too nervous.

Test 1 Key

The only way you can find out if someone has this natural ability to fly is to go up in the air. Sometimes it's a little nerve-wracking but the helicopters do have dual control, so I can take control if there's a major problem. What I don't like is when students are arrogant on their first time out and think they know it all and refuse to listen to my instructions. Then it can become dangerous.

Sue: It sounds quite scary. So, does it take a long time to learn?

Alex: When they first enquire, a lot of people are surprised by the number of lessons needed, but once they're at the controls of a helicopter, they realise it's not as easy as it looks. Helicopters are all different and can be extremely unstable machines, and students are all over the place at first – it's quite a stressful way to spend your time. But at the end of the day, it's a bit like learning to drive a car – some people pick it up really easily and others take ages – no two clients are alike actually.

Sue: Right. And is there a lot of administration involved in your job?

Alex: Masses. After each student has left, the law states that I have to keep a record of every flight – where we've flown and for how long, what the weather was like, any problems and so on. These records must be accurate in case of any accidents or problems. Finally, because I'm self-employed, I have to keep my accounts up to date.

Sue: So, if weekends are the busiest, what goes on during the week?

Alex: Well, when you work for yourself, you can worry if there're no bookings, but I look at it this way – the busy and quiet times usually balance each other out, so I tend to enjoy the time off and have a round of golf or whatever, and then I don't mind working long hours when I'm busy. Although last Monday when there were no bookings I thought I'd better do my accounts, as I'd been putting off doing that job for a long time.

Sue: And the rest of the week?

Alex: Well, on Tuesday my early morning student had to cancel. He runs a trucking business and unfortunately, some of his drivers hadn't turned up for work that morning so he couldn't leave. There'd been heavy storms during the night blocking many roads and damaging several of his vehicles. However, by one thirty he was free and luckily I could fit him in.

Sue: I should imagine it's quite expensive to learn to fly?

Alex: It is. Each lesson costs two hundred and thirty pounds but that means that the student is highly motivated and they work very hard which is satisfying for me.

Sue: Well, thank you very much for talking to us today, Alex.

[pause]

Now you will 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 shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your 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.