

Paper 4 Listening (approximately 40 minutes)

Part 1

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

Part 2

9 school 10 waiter 11 casual (summer) 12 (huge) sport(s) centre/center
 13 hotel 14 luggage/baggage 15 shoes/footwear 16 canteen
 17 contract 18 (for) six/6 months / until six/6 months later

Part 3

19 D 20 B 21 F 22 A 23 E

Part 4

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

Transcript

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

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 a woman leaving a message on an answerphone.

What does she want to do?

A postpone a meeting

B cancel a meeting

C change the location of a meeting

[pause]

tone

Hi, it's Marta. I'm stuck in the office – I should have left by now to get to you for midday, as arranged. I hope you haven't left already to meet me at the hotel. Anyway, there's no way I can leave till after lunch because I have to have a meeting with the manager here in ten minutes. And even if I leave at two, I won't get to you until at least three, traffic permitting! I assume we'll still meet at the hotel. Ring me back and let me know if that's going to be OK with you. Otherwise we'll have to cancel it altogether. I'll ring your mobile as well.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.

You overhear a woman talking about a meal she had in a restaurant.

What does she say about her meal?

A The food looked unappetising.

B She did not finish the main dish.

C It was not good value for money.

[pause]

tone

I was very hungry, so I decided to have a starter before my main course. I had a vast dish of Chinese spring rolls with a lovely filling. There must have been a dozen spring rolls, enough to satisfy most appetites. I couldn't help wondering whether this was really good for business. I mean, if people feel a starter is enough, the customer may leave early and so the restaurant makes less money. Other people see them leaving and might wonder why they've decided to go so soon. I only had a few mouthfuls of my main course, which was a shame, as it was my favourite dish.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.

You hear a man remembering something that once happened to him.

What is he talking about?

A a meeting that led to his becoming a famous model

B the part that he played in the development of a toy

C the opportunity to take up a new profession

[pause]

tone

Back in those days I was a soldier in the army, and I was simply sitting in a restaurant, minding my own business, when a guy in a suit from a big toy company approached me and said, 'I can use your face, it's got character.' Well, a few weeks later, my commanding officer summoned me and told me to get changed and prepare for a rather unusual photoshoot. And you know what? They used my face as the model for a plastic soldier – a very well-known one that boys used to play with . . . still do, in fact. It was just a bit of fun, and I didn't receive a penny for it.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.

You overhear a conversation at a reception desk in a sports club.

What is the woman trying to do?

A clarify some information

B obtain some literature

C correct a mistake

[pause]

tone

Man: How can I help you?

Woman: Hello. You sent me a brochure last week, and I was wondering if you could explain something to me?

Man: Certainly, madam.

Woman: Well it says that we can have one free session with a sports coach. Is that right, because I'd like to have a tennis lesson?

Man: Ah, there's a mistake in our literature. I'm afraid you can have one free session in the gym only.

Woman: Oh, what a shame. Never mind, I'm sure it'll do me good. Can I arrange that now?

Man: Certainly. When would you like to come in?

[pause]

tone

[The recording is repeated.]

[pause]

Test 2 Key

Question 5

Five.

On the radio, you hear a man talking about new research into the human body.

According to the man, when is the best time to take exercise?

A *in the morning*

B *in the afternoon*

C *in the evening*

[pause]

tone

According to recent research, our body's systems are controlled by a twenty-four-hour clock. This means we can time our behaviour to ensure our body is ready to deal with what we're asking of it – whether it's eating, working or taking exercise. Research so far indicates that early on in the day is best for work because our short-term memory and concentration are at their best then. Interestingly, contrary to popular belief, working out is probably best left to a couple of hours after a light lunch rather than first thing in the morning. Our bodies are more flexible at that time of day and we should leave our main meal until later in the evening.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.

You hear a man and a woman talking about their daughter's school ski trip being cancelled.

Which view is expressed?

A *The school should have been able to solve any problems.*

B *The teachers concerned should go ahead with the trip.*

C *It may be possible to arrange an alternative trip.*

[pause]

tone

Woman: Oh well, it can't be helped, I suppose. It's disappointing – I mean it would have been a really good experience for her, especially after all the practice she's done here.

Man: What a shame. You'd have thought the school would have some plans in reserve.

Woman: Such a pity – both teachers going down with flu at the last minute!

Man: Well, I suppose if I was in their shoes, I wouldn't want to take a big group of teenagers abroad if I had flu.

Woman: True. It's just so unsatisfactory that no-one else can step in and do it.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.

You hear a man who designs websites talking about his work.

Which client is he designing a website for at the moment?

A a football club

B an artist

C a hotel

[pause]

tone

I've been doing website design for ten years, and the profession has improved a lot since I began. There are still bad websites where it's difficult for people to access the information they need – like one famous hotel, where the website was so terrible they were losing customers. They called me in and I had to wipe out the old stuff and change everything. I'm halfway through a contract with a sculptor. That's a challenge because it's difficult to show three-dimensional objects to best advantage on a flat screen. I'd love to get work with the football club I support. I can't imagine anything better than that.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.

You overhear a woman talking on the phone.

Why didn't she catch her usual train?

A She had the wrong ticket.

B She was standing on the wrong platform.

C She was waiting at the wrong time.

[pause]

tone

So there I was, in the freezing cold, standing on platform three, waiting for the eight thirty train to Cardiff. It's my regular train – the one I've been catching for ages. But what I hadn't realised was that the timetable had changed the day before. My train had been rescheduled for twenty minutes earlier and they'd changed the platform too – not that that made any difference, as it happens, because it had obviously left by then. My ticket was one of those that's only valid for a certain train, so you can imagine how cross I was!

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a radio interview in which a man called Charlie Lee talks about being a film extra. For questions 9 to 18, complete the sentences.

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

[pause]

tone

Presenter: In the studio today I have Charlie Lee, who was lucky enough to be a film extra in a recent film. Charlie, had you worked as an extra before?

Charlie: No, not at all. One day I got an email from a friend. He said an agency he knew was looking for Chinese people who lived in London to be extras in a film. Rather than having to go to the agency for the audition, I had to go to a school right in the heart of the city. It was in October, and when I got there, there were hundreds of Chinese people queuing up outside, hoping to be extras.

Presenter: Did they tell you immediately if you'd got the part?

Charlie: Not for about a month, and then I got a phone call to say I'd been selected. They wanted me to play the part of a tourist who is having an argument with a taxi driver. But I'm not unemployed like many extras. I actually work eight hours a day, five days a week, as a waiter. My boss wouldn't give me the time off, so I thought that that would be the end of my film career.

Presenter: But it wasn't the end, was it?

Charlie: No. About a month later the agency rang to check if I was still available, but for a different part. This time I said yes, and decided that I would just take a day off sick. I was told that I would need to go in casual summer clothes, even though it was raincoat weather, and I had to be at the studio for seven a.m.

Presenter: So, what happened when you got there?

Charlie: Well, when I got to the studio I was amazed. The exterior looked like a really huge sports centre. All around it were lots of offices and small storage buildings. Once I'd registered at reception, I went to have my hair and make-up done.

Presenter: So the moment had come. What was it like when you went inside the studio?

Charlie: Really weird. I literally walked from a cold winter's day outside into a studio which was very warm. It was supposed to be a hotel. Everything was there – the lifts, the reception area, the main doors with taxis outside and, as it was supposed to be Hong Kong, even the taxis were Chinese ones.

Presenter: Did you have to do very much?

Charlie: Not really. Apparently, my clothes weren't quite right, so instead of walking across the lobby with some beautiful women, I was asked to hang around beside the main doors by some luggage.

Presenter: And how long were you on the set?

Charlie: Well, the filming lasted about four hours. The extras had to be very quiet, and we were told not to wear shoes as they made too much noise. We still had socks on though, and the cameras weren't filming our feet! By lunchtime we were all hungry and tired of doing the same scene.

Presenter: Then, what happened after lunch?

Charlie: Nothing very much. They got different people on the set so I went off to the canteen, which was quite a distance from the main studio. I just stayed there for the rest of the day and then went home.

Presenter: Did you get to meet any of the stars?

Charlie: Well, the main characters only came on for the last take. They looked very glamorous. But we weren't allowed to talk to the stars or take photos or anything like that as we'd signed a contract to that effect. Pity, because my family and friends would've loved a photo.

Presenter: What a shame! But were you paid well for the day?

Charlie: Actually I was quite surprised by how much I had made – £195! But I didn't get it until six months later, which I thought was a bit long. However, friends who've been extras say that even nine months isn't unusual. But I saw the film when it came out, and yes, there I am in the lobby, right at the back.

[pause]

Now you will hear Part Two again.

tone

[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 history teachers talking about how they make their classes interesting. For questions 19 to 23, choose from the list (A to F) what each speaker says. 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

My lessons are a mixture of fun and practicality, which starts with arranging the desks in a gentle curve round the whiteboard. I want students to think of history as more than just a lot of names – I hope I make it come alive for them. I often borrow my students' ideas – I pick up on a good point they are making and I thank them for it. It's a habit with me. I think it goes back to the encouragement that my sister and I got from our parents. If you do that, they'll want to give you something in return by being involved.

[pause]

Speaker 2

Most teachers say that young people spend too much time in front of a screen and don't read enough at home, which is true, but in my classroom, you can often hear well-known tunes precisely from things that they all watch at home. For my students, those things mean a lot, and can really add a spark. For example, I use the tune of a well-known detective series to signal to the students that they should open their books and start reading, and another piece means that they should write down their answer to a question. It's not difficult, and you don't need lots of computers or hi-tech equipment.

[pause]

Speaker 3

I work with students of varying abilities, and I know that not everyone is crazy about history. Each student needs something from me, so that means each lesson has to have a variety of approaches. For example, I may need to help a student who is struggling to understand an article they found on the internet. Or, once, I had a student who was really keen on the history of art, so I got hold of some beautifully illustrated history books, which really sparked his imagination and prevented him from getting bored.

[pause]

Speaker 4

Learning history is not all about remembering hundreds of facts and dates, because you soon forget all that. I try to find ways to relate the history lesson I'm teaching to something interesting in the local area, so my students will go to museums or libraries, and find bits of information, and write reports on them. Sometimes they will use the net at home, or they will interview their grandparents or other people they know well. My students tell me they never do anything boring in my lessons, and they often discover talents they never knew they had.

[pause]

Speaker 5

Some teachers make everything sound easy, and they believe students will like history that way. I'm of a different opinion. If, for example, a student comes to me with an extract from a book they cannot understand, I encourage them to look at it again. I don't immediately give them my interpretation or try to make it simple for them. And I treat weak and strong students in the same manner. I know that if I don't make activities challenging, they won't learn. And my students are always keen to take part. Even when they are tired, they participate with enthusiasm.

[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 a radio interview with a woman called Sandra Morelle, who is a champion in the sport of pole vaulting. 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

Interviewer: My guest today, Sandra Morelle, has made her name in a sport that's only recently been open to women: the pole vault. Sandra, why didn't women do the sport in the past?

Sandra: Well, it was tried thirty, perhaps forty, years ago, but it didn't catch on. I think a lot of people made the mistake of thinking that women simply didn't have the upper-body strength it requires. But women's sport has come a long way since then. For a start, they're now playing more so-called men's sports, like basketball and soccer. But with the pole vault, I reckon the attraction's probably that it's slightly risky, so it appeals in the same way as other so-called extreme sports – you know, where there's some fear factor.

Interviewer: What made you take it up, personally?

Sandra: Well, I'd always regarded it as one of those sports that women just didn't do. I was a heptathlete, doing a range of track and field sports, and my coach came to me and said, 'Hey, why don't you try the pole vault?' And I just looked at him in amazement and said, 'What, me?' And he just said, 'Well why not?'

Interviewer: What was it like when you first did it?

Test 2 Key

- Sandra: Well, I knew how to run, how to throw things . . . jump off the ground. But when I had to carry this long pole in my hand, running very fast, it was really awkward for me. Then when you jump and you try to get upside-down, it needs a lot of gymnastic technique that I didn't have at first. I was very frightened to go upside-down because it didn't come easy. It took me years to feel I was going to land safely on the mat. But I think it was the challenge that kept me involved in it.
- Interviewer: And it's high up.
- Sandra: It is! You know, sometimes I don't realise how high it is unless I actually go and stand underneath the bar and look up. But, you know, over the years, I've done well because I've perfected my technique, and I've got a good coach who helps me every day when I train. And it's like anything else: it progresses, and you have to be daring enough to keep putting the bar up a little bit higher each time and keep perfecting the jumps.
- Interviewer: But you seem to have progressed incredibly quickly. Why is that?
- Sandra: Well, I know that the sport's so new still, and there are a lot of women who are taking it up, especially women who've been high-level gymnasts in the past and could be Olympic-level gymnasts if they wanted. So I know that there are a lot of talented girls wanting to beat me. But I feel that if I'm fresh and that my technique is right, then I'm going to put the bar up as high as I can in each competition.
- Interviewer: But what attracts those gymnasts to the pole vault?
- Sandra: Well, as I say, their training is relevant and, of course, women gymnasts do tend to reach their best at a pretty early age. But I don't feel those are the main reasons. I reckon they just feel that this is a sport where you can make the same sort of money, but it's not so stressful on your body and it has a pretty fun and carefree atmosphere by comparison.
- Interviewer: So, you're up against your great rival, Olga Karinova, at this weekend's event. She says she's going to beat you this time round. What do you think?
- Sandra: Well, I'm glad she's confident because we had a great battle last season, and that really helps if, like me, you're keen to put the bar up and break records. She's got gymnastic training and she's come on the scene very fast, within the last two years, so I'd be a fool not to see her as a serious challenge, but I reckon I can handle it.
- Interviewer: Sandra Morelle, thanks for joining us. We wish you the best of luck.
- Sandra: Thank you.

[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 the 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.