

PAPER 4

LISTENING

GENERAL DESCRIPTION

| | |
|-------------------------|--|
| Paper format | The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. |
| Timing | Approximately 40 minutes. |
| No. of parts | 4. |
| No. of questions | 30. |
| Task types | Multiple-choice, note taking, blank filling sentence completion, multiple matching, selection from two or three possible answers. |
| Task focus | Understanding gist, main points, detail or specific information, or deducing meaning. |
| Text types | <i>Monologues:</i> answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, publicity and advertisements, reports, speeches, stories and anecdotes, talks. <i>Interacting speakers:</i> conversations, discussions, interviews, quizzes, radio plays, transactions. |
| Answer format | Candidates are advised to write their answers in the spaces provided on the question paper. There will be five minutes at the end of the test to copy the answers onto the separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in a box on an answer sheet. |
| Marks | Each correct answer receives one mark. |

STRUCTURE AND TASKS

PART 1

| | |
|----------------------------|---|
| Task type and focus | Multiple-choice. Gist, main points, detail, function, location, roles and relationships, mood, attitude, intention, feeling or opinion. |
| Format | A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options. |
| No. of Qs | 8. |

PART 2

| | |
|----------------------------|--|
| Task type and focus | Note taking, blank filling or sentence completion. Gist, main points, detail or specific information. |
| Format | A monologue or text involving interacting speakers and lasting approximately 3 minutes. |
| No. of Qs | 10. |

PART 3

| | |
|----------------------------|--|
| Task type and focus | Multiple matching. Gist, main points, detail, function, location, roles and relationships, mood, attitude, intention, feeling or opinion. |
| Format | Five short related monologues, of approximately 30 seconds each. The multiple matching questions require selection of the correct option from a list of six. |
| No. of Qs | 5. |


PART 4


| | |
|----------------------------|---|
| Task type and focus | Selection from 2 or 3 possible answers. Gist, main points, detail or specific information. |
| Format | A monologue or text involving 2 or more speakers and lasting approximately 3 minutes. The questions require candidates to select between 2 or 3 possible answers, e.g. true/false; yes/no; three-option multiple-choice; matching which speaker said what, etc. |
| No. of Qs | 7. |

The four parts of the Listening paper

■ PART 1 – MULTIPLE-CHOICE

This part tests candidates' ability to listen for gist and detail in a range of short texts with a variety of focuses.

 Sample task, tapescript and answer key: pages 41, 44 and 49.


 **Each correct answer in Part 1 receives 1 mark.**


The eight questions in this part of the paper are presented both on the question paper and on the recording, so that candidates are led carefully through them. The testing focus is spelled out in each question, for example:

- What is her job?
- Where is he going?
- Who are they talking about?
- What emotion/attitude/feeling/opinion is being expressed?

■ PART 2 – NOTE TAKING, BLANK FILLING OR SENTENCE COMPLETION

This part tests candidates' ability to listen for specific words or phrases and produce written answers in response to the sentence or note prompts.


 Sample task, tapescript and answer key: pages 42, 46 and 49.


 **Each correct answer in Part 2 receives 1 mark.**

The ten questions in this part of the paper may take the form of notes with gaps in them, table completion or incomplete sentences. The questions follow the order of the information in the conversation. Candidates do not need to write a full sentence as most answers will be one to three words in length. The word, number or phrase heard on the recording will make sense in the notes or sentences on the question paper. Minor spelling errors are not penalised, but the candidate's intention must be clear. Candidates will not be asked to spell words which are above FCE level. However, spelling must be correct where a word has been spelled out letter by letter, for example where the key is a proper name.

■ PART 3 – MULTIPLE MATCHING

In Part 3, the focus is on the skill of listening for gist. Candidates need to match an option to the correct speaker.


 Sample task, tapescript and answer key: pages 42, 47 and 49.


 **Each correct answer in Part 3 receives 1 mark.**

Candidates listen to five short pieces with different speakers, which are related in some way. For example, they may all be speaking about aspects of the same subject, such as travel, or about similar experiences or objects, such as journeys or vehicles. Alternatively, the link may be functional, such as a series of different speakers asking for information, or apologising.

■ PART 4 – SELECTION FROM 2 OR 3 POSSIBLE ANSWERS

In Part 4, there are a number of possible task formats. This part tests candidates' ability to listen for the gist or detail of a longer text.

 Sample task, tapescript and answer key: pages 43, 48 and 49, and pages 50–51.

 **Each correct answer in Part 4 receives 1 mark.**

The seven questions in this part of the paper may take several forms; some tasks have two alternatives for each question and others have three.

Two alternatives:

- Is the view expressed by any of the speakers? – Yes/No
- Does the statement conform with what is in the text? – True/False

Three alternatives:

- Three-option multiple-choice – A, B or C.
- Matching who said what. In this task, candidates must select which of two speakers expresses an opinion/feeling, etc., or whether both agree – X, Y or Both.
- Matching which thing or person does or says something, for example in a discussion comparing three schools, 'which school offers what?', or in a discussion about three job applicants, 'which person has which skills?', – A, B or C.

Recording information

The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear.

Each text is heard twice. Recordings may contain a variety of accents corresponding to standard variants of English native speaker accent, and to English non-native speaker accents that approximate to the norms of native speaker accents.

Preparation

General

- Students' ability to understand what they hear can improve dramatically if they are regularly exposed to audio materials: the more English they hear, the more readily they will pick out individual words, then phrases and sentences. A daily learning programme which includes a 'hearing English' component from audio or video recordings will help prepare students for the Listening test. This should include a range of voices, accents and styles of delivery.
- Classroom discussion activities provide an invaluable source of listening practice.
- Encourage students to identify the stressed syllables and words in a listening text (the ones which carry the message) rather than trying to listen for every single syllable.
- In order to build up confidence, get students to read a summary of what they are going to hear before they listen to the full text.
- Make students aware of how much they themselves bring to a listening task. For example, discuss with them what they can expect to hear, e.g. names and places when they turn on the news, or numbers and times if they listen to railway announcements.
- Try changing the focus of the tasks they do in class – sometimes ask students to listen for specifics, sometimes for overall summaries.
- Students should practise listening to and reading the rubric, so that they are sure they understand what they are listening for, and what they have to do.
- Remind students that they should use the time allowed before each recording to read through all the questions carefully, so they are prepared for what they hear.

- Students should be reminded that the information on the question paper is there to help them follow as they listen.
- Remind students that they should write their answers for Part 2 clearly when they copy them onto the answer sheet, using capital letters if they are not sure about their handwriting.
- Students should get used to answering all the questions, even if they are not sure – they've probably understood more than they think.
- Students shouldn't be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.
- Students should know when to stop concentrating on a question which they are finding difficult, so that they don't miss the next question.

By part

■ PART 1

- Candidates can be distracted by hearing words or phrases in the text which appear in one of the incorrect options. They need to practise spotting such mismatches, and understanding why they are wrong.
- Try using a variety of short practice texts. The questions should range from people to places, from opinions to events, from relationships to reasons. Provide the text and options, but get the students to write the questions themselves.

For example:

You overhear a man talking about a film he watched last night.

(Students suggest a question)

OPTIONS

- A: a car
- B: a family
- C: a robbery

TEXT

MAN: It's so difficult to get everyone to agree about what we're going to watch on TV. Is it the same in your house? Last night, for example, there were three films on. There was that one with the four sisters and their mother, during the American civil war. Do you know the one I mean? I'd been looking forward to seeing it for ages. But the others had different ideas. Jessie was eager to see some cartoon thing about a car, but Lizzie wanted a thriller about two bank robbers. And rather than give in to each other, they both went with my choice – actually, we all enjoyed it!

■ PART 2

- Preparation for this part should include lots of exposure to simple gap-fill listening exercises, and dictation of numbers and dates.
- Students need to get into the habit of reading not only the text in front of the gap, but also the text which follows the gap, which may affect their answer. You can reassure them that the tested items come in the same order as they are heard on the recording.
- Candidates sometimes write too much, either by including unnecessary detail, or by trying to rephrase what they hear on the tape, and this can spoil what would have been a correct answer. Remind your students that three words is normally all that is required.

■ PART 3

- It is really important for candidates to use the time they are given to read through the questions, since they need to have a clear idea of what they are listening for. Students could practise doing the exercise with the tapescript, so that they can see the kind of matching required. Other relevant exercises would be any which practise 'saying the same thing in a different way'.
- If students are at all unsure about an answer, they should wait for the second listening before making their final decision. Making too quick a decision may mean that a candidate 'uses up' an answer that belongs to another speaker, so one error automatically becomes two.

■ PART 4

- In preparing for multiple-choice questions, it can be useful for students to answer questions in their own words before they look at the options; they can then decide which option seems to correspond most closely to their own answer.
- With true/false alternatives, rephrasing the statement as a question can be helpful.
- Draw your students' attention to the fact that sometimes a key word in the text will make an otherwise attractive-looking option wrong, for example extreme words such as 'everybody', 'never', or 'completely', and words with a negative meaning, such as 'deny' or 'fail'.

PAPER 4: LISTENING

Part 1 (Questions 1–8)

2

Part 1

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

- 1 You hear an announcement on the radio.
What kind of programme is being advertised?
A a quiz show
B a documentary
C a drama series
- 2 You hear part of a talk on the radio.
What is the woman talking about?
A a local celebration
B a history expert
C a guided walk
- 3 You hear a man talking about a restaurant he runs on a Caribbean island.
What is he doing when he speaks?
A asking for help with a continuing problem
B explaining how a problem occurred
C advising on how to avoid a problem
- 4 You overhear a woman talking to her colleague.
Where does the woman work?
A in a publisher's office
B in a school
C in a bookshop

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3

- 5 You hear a scientist talking about a slimming diet which is used by people who want to lose weight.

What does she say about the diet?

- A It can have useful results.
B It may have harmful effects.
C It might get scientific approval.

- 6 You overhear a woman talking on the phone.

Who is she speaking to?

- A a builder
B a hotel manager
C a shop assistant

- 7 You hear someone talking about the work he does supplying fruit and vegetables.

When does he receive most of the orders?

- A in the morning
B in the afternoon
C in the evening

- 8 You overhear a woman talking to a friend.

What is she doing?

- A offering him something
B complaining about something
C suggesting something

[Turn over

PAPER 4: LISTENING

Parts 2/3 (Questions 9–23)

5
Part 3

You will hear five careers advisers talking to young people who are preparing for their first interview for a job. For questions 19–23, choose from the list (A–F) which piece of advice each speaker gives. Use the letters only once. There is one extra letter which you do not need to use.

- A Think of why you want to work for that company. Speaker 1 19
- B Avoid concentrating on your free-time interests. Speaker 2 20
- C Find out all you can about the company. Speaker 3 21
- D Make a list of all your strengths. Speaker 4 22
- E Give full answers to all the questions. Speaker 5 23
- F Think about how to improve your weak points.

4
Part 2

You will hear part of a recorded guided tour which is given to people visiting a wildlife park. For questions 9–18, complete the sentences.

- Burton Safari Park is one of the 9 wildlife parks in Europe.
- If you have a problem, stay in your car and call for help using the 10 and horn.
- As the animals have specially planned 11 , visitors shouldn't feed them.
- The name 'white rhino' comes from the shape of the animal's 12 .
- Some of the rhinos have lived at Burton for as long as 13 years.
- The rhinos are able to recognise Anne because their sense of 14 is extremely good.
- An important job for the keepers is checking that the rhinos' 15 are not damaged.
- One of the park's male rhinos is described as getting rather 16 occasionally.
- The rhinos sometimes use part of a car as a place to 17 themselves.
- The rhinos in the park eat a combination of 18 *and* 18 mixed together.

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[Turn over

PAPER 4: LISTENING

Part 4 (Questions 24–30)

6

Part 4

You will hear an interview with Colin Browne, a representative of the Youth Hostel Association, or YHA. For questions 24–30, choose the best answer (A, B or C).

- 24 According to Colin, the quality of YHA accommodation
 A is better than most people say it is.
 B should generally be improved.
 C has risen over the years.
- 25 Colin says that the YHA decides what changes to make by
 A asking for the views of customers.
 B looking at other organisations.
 C trying out different ideas.
- 26 Colin says that in the early years of the YHA,
 A parents generally had lower incomes.
 B the typical visitors were interested in the countryside.
 C it was more common for young people to travel without parents.
- 27 What does Colin say about YHA regulations?
 A They used to be stricter.
 B Most of them have not changed.
 C He disagrees with some of them.
- 28 Colin says that the majority of people who write to him
 A have old-fashioned ideas about the YHA.
 B support the changes that have been made to hostels.
 C are experienced travellers.

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29 According to Colin, a YHA building may be closed down if

- A visitors complain about it.
 B a lot of money is needed to repair it.
 C nobody can be found to run it.
- 30 Colin fears that in the future there may be
 A too many hostels.
 B less demand for hostels.
 C more hostels needed in certain areas.

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PAPER 4: LISTENING

Tapescript for Part 1

Hello. 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 time 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-10 SECONDS

Now open your question paper and look at Part 1.

PART 1

PAUSE-2 SECONDS

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

1

YOU HEAR AN ANNOUNCEMENT ON THE RADIO

What kind of programme is being advertised?

- A a quiz show
- B a documentary
- C a drama series

PAUSE-2 SECONDS

— *** —

Next today we catch up with the five teenagers who we have been interviewing regularly over the last few years since they were thirteen, one from each continent. Today we continue their fascinating life-stories. Listen to their views to get a really up-to-date account of what life is like for a teenager in the five different corners of our planet. Don't miss it – this week they are answering a variety of questions which have been sent in by you, the listeners.

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

2

YOU HEAR PART OF A TALK ON THE RADIO

What is the woman talking about?

- A a local celebration
- B a history expert
- C a guided walk

PAUSE-2 SECONDS

— *** —

Every day throughout the summer commencing the 3rd Saturday in May until the 30th of September, local people who know something about the origins and development of the ancient city of York have volunteered to show visitors around the city and tell them about the old buildings, historic sites and the people who lived here. For people interested in the traditional dances of the ancient inhabitants of this area, there will be a special slide show at the end of each day.

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

3

YOU HEAR A MAN TALKING ABOUT A RESTAURANT HE RUNS ON A CARIBBEAN ISLAND

What is he doing when he speaks?

- A asking for help with a continuing problem
- B explaining how a problem occurred
- C advising on how to avoid a problem

PAUSE-2 SECONDS

— *** —

I wanted people to eat outside and so originally we had a canvas roof which you could roll back depending on the weather. It would flap about a bit in the wind, but gave good protection from the midday sun. But what tended to happen was that, after a heavy shower, this roof would fill with water, which at a certain point, given a gust of wind, would turn back on itself and empty its contents, splashing the diners beneath. So my son, before he left, built us this straw roof, but as there are no walls, we still get just enough sun and breeze.

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

PAPER 4: LISTENING

Tapescript for Part 1

4

YOU OVERHEAR A WOMAN TALKING TO HER COLLEAGUE

Where does the woman work?

- A in a publisher's office
- B in a school
- C in a bookshop

PAUSE-2 SECONDS

— *** —

MAN: How do you like it now you're head of department?

WOMAN: Fine, I really want to make some changes though.

Lots of parents just can't afford to keep buying new books you know for their children. They're just too expensive – we really need to bring the price down. The schools can't afford them either so there are all these lovely new books and they're just sitting in stock rooms not being sold.

The booksellers do their best to promote them but they do keep telling us the price needs to be more competitive. It's time we took some notice because we're losing money and nobody is benefiting, least of all the children.

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

5

YOU HEAR A SCIENTIST TALKING ABOUT A SLIMMING DIET WHICH IS USED BY PEOPLE WHO WANT TO LOSE WEIGHT

What does she say about the diet?

- A It can have useful results.
- B It may have harmful effects.
- C It might get scientific approval.

PAUSE-2 SECONDS

— *** —

My friend's been doing the cabbage soup diet, you know where you eat almost nothing except cabbage soup for a week as a way of losing weight. Well, whilst it won't do her any harm, there's no scientific basis for it at all. They've made up rules which are quite hard to stick to and so you feel that you're doing something beneficial, which in a way you are. But, actually if she loses weight, it'll be because she's controlling what she eats – like all such diets, you know, it will be because she eats less rather than because of the cabbage itself.

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

6

YOU OVERHEAR A WOMAN TALKING ON THE PHONE

Who is she speaking to?

- A a builder
- B a hotel manager
- C a shop assistant

PAUSE-2 SECONDS

— *** —

... when it rained, water came straight through the roof and into the bedroom. The bed's completely ruined. I'll have to buy another one – and new bed clothes. I'm sure the shop won't be able to replace it exactly. They never have what I want in stock. It would never have happened if your employee hadn't left a hole. And where am I going to spend the night? I can't sleep there...

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

7

YOU HEAR SOMEONE TALKING ABOUT THE WORK HE DOES SUPPLYING FRUIT AND VEGETABLES

When does he receive most of the orders?

- A in the morning
- B in the afternoon
- C in the evening

PAUSE-2 SECONDS

— *** —

We supply over 400 of London's restaurants. The vegetables come from our stores deep in the heart of the wholesale market where in the very early hours of the morning, the orders are packed and loaded onto vans for delivery later that day. Our work begins as the restaurants are shutting. The chefs have finished cooking and they're planning the next day's menu which means placing their orders for fruit and veg with us. It gets really tough in the run up to midnight when everyone phones us at once with their requests. We don't catch up on paperwork until the afternoon – if we're lucky!

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

PAPER 4: LISTENING

Tapescript for Parts 1/2

8

YOU OVERHEAR A WOMAN TALKING TO A FRIEND.

What is she doing?

- A offering him something
- B complaining about something
- C suggesting something

PAUSE-2 SECONDS

— *** —

WOMAN: I told her she could have it because we were planning to buy a new carpet pretty soon.

MAN: What did you say exactly?

WOMAN: Well ... something like ... you know ... we've got this old carpet – it's still in reasonable condition so maybe you'd like to have it as we're planning to replace it ... something like that. I know she hasn't got much money but to just turn up like that and say 'OK I'll take it now.' She could have waited.

MAN: ... I guess you did offer ...

WOMAN: I know but ...

PAUSE-2 SECONDS

— *** —

REPEAT

PAUSE-2 SECONDS

That's the end of Part 1.

Now turn to Part 2.

PART 2

PAUSE-10 SECONDS

You'll hear part of a recorded guided tour which is given to people visiting a wildlife park. For questions 9–18, complete the sentences.

You now have forty-five seconds in which to look at Part 2.

PAUSE-45 SECONDS

— *** —

PRESENTER: Welcome to Burton Safari Park. This cassette has been made so that you can listen to a guided tour as you drive round the wildlife park in your car. Burton is one of Europe's oldest wildlife parks. Here you can see wild animals from all over the world – and they're not in cages. Before we start, we do have some information for the animals' safety and for your own. First, please stay in your car at all times. In case of emergency or breakdown, please use your horn and lights and a ranger will come and help you. If you'd like to stop, please do so on the left side of the

road, allowing traffic to pass on the right. Please do not feed the animals. Our animals are fed on special diets and your leftover picnic might make them ill or even kill them.

We're starting our tour with some of Burton's most interesting wild animals, our four white rhinos from South Africa. The white rhino doesn't get its name from its colour. The African word white means wide and the white rhino has a wide mouth which helps it eat grasses. Sadly there aren't many rhinos left in the world today. Poachers hunt rhinos for their horns which can be made into things like handles for knives.

Burton's oldest animals are two female rhinos, Maggot and Mary. They've been here since the park opened thirty years ago. They're great friends and could live to be forty. Head keeper, Anne Stewart, has worked with rhinos and other large animals at Burton for twenty years.

ANNE: Rhinos can be dangerous – er – these ones here have been here a long time so they know me and I know them. Their hearing's excellent but their eyesight is poor so it's important that I talk and then they recognise my voice and they're OK with me.

PRESENTER: Anne has noticed how intelligent the rhinos are. They can tell the vet's Volvo car from any other Volvo and become suspicious if a car is not going round the normal route.

ANNE: One of the keepers has a special but dangerous job: checking the rhinos' toes. There are three toes on each foot, and they have to be checked regularly in case they get damaged. There are two male rhinos, Harold and Arthur, who came to Burton from the north of England. Harold in particular can get quite angry at times. Their keeper says sometimes rhinos might want to have a little rub on the side of your car. It's because it's a convenient place to scratch themselves, but it's nothing to worry about really. Just drive out of the way and keep clear of them if they look as though they are going to use your car in this way. If you can't move, sound the horn and someone will come and rescue you.

PRESENTER: White rhinos spend most of their time eating when they're not sleeping or taking a mud bath. The rhinos' diet is mostly grass and sugar. The keepers make a special mixture for them which they seem to enjoy very much. They have a good life really! And now let's move on to ...
(fade)

PAUSE-10 SECONDS

Now you'll hear Part 2 again.

— *** —

REPEAT

PAUSE-5 SECONDS

That's the end of Part 2.

Now turn to Part 3.

PAPER 4: LISTENING

Tapescript for Part 3

PART 3

PAUSE-10 SECONDS

You'll hear five careers advisers talking to young people who are preparing for their first interview for a job. For questions 19-23, choose from the list A-F which piece of advice each speaker gives. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part 3.

PAUSE-30 SECONDS

— *** —

PAUSE-2 SECONDS

When the company invites you to attend an interview, it means that the company is interested in you, because they've looked at all the information you've given them about yourself, and they probably think you've got a number of strong points ... so now it's your turn to show an interest in them ... So, if the organisation is ... say a car manufacturer, you need to ask yourself what kind of cars it makes, how they differ from the rest ... Read the newspapers for details about their expansion plans, new products and developments. And keep a record of all the important points.

PAUSE-3 SECONDS

— *** —

PAUSE-2 SECONDS

Well, employers are, of course, looking for ability, for useful skills ... Think carefully of every corner of your daily life for examples of initiative, teamwork, verbal and written communication skills. Remember, for example, when you organised an event at school. Employers want people who get things done, so it's useful to note these down and keep them handy. What I mean is, don't concentrate on the things you feel you're not so good at. If, say, your computer skills are not top of the range, chances are the job will be offered to you anyway, on condition that you do some training to upgrade those skills ...

PAUSE-3 SECONDS

— *** —

PAUSE-2 SECONDS

You'll have to answer a lot of questions. Interviewers almost always want to know why! Why you did that course. Why you decided not to go to university next year. What kind of leisure activities you like and why. You'll have no trouble answering such questions. Now, it's advisable to be realistic when it comes to talking about your problem areas, maybe skills you haven't quite

mastered. Your family and friends may tell you not to worry, but the truth is you need to be able to show what action you are taking to reach the standard the company requires. You need to be prepared for that.

PAUSE-3 SECONDS

— *** —

PAUSE-2 SECONDS

Before you applied for this job, you probably thought carefully what the company could offer you, and what you could give them. Spending long hours reading all their literature won't help you because you may still be unprepared for a question they're likely to ask - what made you choose them? It is worthwhile remembering that, say the company is an airline, you are not applying so as to have worldwide travel opportunities, although of course you can express your interest in the travel industry. You need to know what to say, so give it some thought in advance.

PAUSE-3 SECONDS

— *** —

PAUSE-2 SECONDS

When you're asked questions, try to avoid giving one-word answers. It's easy to do this when you're a bit nervous. When asked about leisure interests, for example, responses such as 'reading' or 'sport', tell them very little about you, while 'I'm a member of a rugby club', 'I'm a drummer in a band', say much more. This also shows more enthusiasm, and the people interviewing you may conclude that you are really very interested in getting this job. It's a good idea to think of what to say and practise your answers with a friend, so you can show off all your skills on the day.

PAUSE-10 SECONDS

Now you'll hear Part 3 again.

— *** —

REPEAT

PAUSE-5 SECONDS

That's the end of Part 3.
Now turn to Part 4.

PAPER 4: LISTENING

Tapescript for Part 4

PART 4

PAUSE-10 SECONDS

You'll hear an interview with Colin Browne, a representative of the Youth Hostel Association or YHA. For questions 24-30, choose the best answer, A, B or C.

You now have one minute in which to look at Part 4.

PAUSE-1 MINUTE

— *** —

INTERVIEWER: The Youth Hostel Association started in the 1930s and since then the organisation has continued to provide low-cost accommodation for millions of people travelling around. I asked Colin Browne, a representative of the YHA for an update on the hostel situation ...

(change of acoustic)

Colin, first of all, is it true that the hostels aren't as good as they used to be?

COLIN: Well, if you're asking me about quality, I'd say – and most would agree with me – that the opposite is the case. The original hostels were pretty tough places to stay in ... no hot water ... hard floors and beds.

INTERVIEWER: (Mmmmm laughs) But people argue that hostel travellers don't want fluffy carpets and matching curtains and that this goes against the original aims of the organisation.

COLIN: Well, all I can say is that these criticisms have no basis in fact. We know what we're doing ... we do market research, we talk to a random selection of people who regularly stay in hostels ... and the results show that that we're getting it right.

INTERVIEWER: But if you look back to the 30s and 40s ... when the organisation started, the general philosophy was very different, wasn't it?

COLIN: I think the important thing to remember is that we aren't in the 1940s any more. Teenagers don't travel around on their own as much as they did then because parents no longer consider it safe. Our hostels are still full but things have changed ... visitors now are often young families with children, couples on restricted budgets ... people who care about the environment and are pretty 'green' ...

INTERVIEWER: How has this affected hostel rules and regulations?

COLIN: Well, we have to market the YHA to be competitive in the 21st century. Rules have become more flexible to accommodate the different types of hostel and their visitors. Sometimes there is no rule about what time you have to be back at night, for example, but not in all hostels, and we still have large open-plan dormitories which not everyone wants ...

INTERVIEWER: So you've switched really from just offering basic, self-service style accommodation to being more of a service organisation ... like a hotel?

COLIN: Yes, and it's a reflection of what people want. You should see my postbag! For every member who writes to say, 'It's not like it used to be', we get a pile of letters saying 'This is great!' If we'd stuck to the old ways, there wouldn't be a YHA. There'd be a few hostels with a small membership of ageing hostellers, with no newcomers and no future.

INTERVIEWER: Colin, can we talk a little about rural hostels ... I know you've had to close some of these. How do you decide when to close a hostel?

COLIN: There are any number of reasons for closing a hostel – leases run out, buildings become uneconomic, visiting patterns change. The general policy is to consider closing hostels which are significantly below standard, particularly in terms of safety, where the remedial work required would be very expensive ...

INTERVIEWER: It seems odd to be closing them down when I know a lot of companies in this type of business are doing just the opposite.

COLIN: Mmmm it's true. I do get lots of enquiries – more every year – from people who want to set up a hostel or a chain of hostels. And I suppose I do wonder sometimes if we might end up with more hostels than the market can cope with. Take the island of Skye in Scotland, for example, ten years ago, there were 20 hostels there, now there are over 500 ... *(fade)*

PAUSE-10 SECONDS

Now you'll hear Part 4 again.

— *** —

REPEAT

PAUSE-5 SECONDS

That's the end of Part 4.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. 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.

Goodbye.

PAPER 4: LISTENING

Answer keys and answer sheet

| PART 1 | PART 2 | PART 3 | PART 4 |
|--------|---------------------------------|--------|--------|
| 1 B | 9 oldest | 19 C | 24 C |
| 2 C | 10 (car/car's) lights | 20 D | 25 A |
| 3 B | 11 diets | 21 F | 26 C |
| 4 A | 12 (wide) mouth(s) | 22 A | 27 A |
| 5 A | 13 thirty/30 | 23 E | 28 B |
| 6 A | 14 hearing | | 29 B |
| 7 C | 15 (three/3) toes | | 30 A |
| 8 B | 16 angry/cross/ bad-tempered | | |
| | 17 rub/scratch | | |
| | 18 grass(es) (and) sugar | | |

Candidate Answer Sheet: FCE Paper 4 Listening

DP513/013

Candidate Name
In CAPITALS & printed, write name in each box.

Candidate No.
Candidate No. grid (in pencil).

Candidate Signature

Centre No.

Examination Title

Centre

Examination Details

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Supervisor:
If the candidate is ABSENT or has WITHDRAWN answer here

Mark test version (in PENCIL)

| | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| J | K | | | |

Special arrangements **S** **H**

Part 1

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

Part 2

| | | | |
|----|---|----|---|
| 9 | 1 | 9 | 0 |
| 10 | 1 | 10 | 0 |
| 11 | 1 | 11 | 0 |
| 12 | 1 | 12 | 0 |
| 13 | 1 | 13 | 0 |
| 14 | 1 | 14 | 0 |
| 15 | 1 | 15 | 0 |
| 16 | 1 | 16 | 0 |
| 17 | 1 | 17 | 0 |
| 18 | 1 | 18 | 0 |

Part 3

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

Part 4

| | | | |
|----|---|----|---|
| 24 | 1 | 24 | 0 |
| 25 | 1 | 25 | 0 |
| 26 | 1 | 26 | 0 |
| 27 | 1 | 27 | 0 |
| 28 | 1 | 28 | 0 |
| 29 | 1 | 29 | 0 |
| 30 | 1 | 30 | 0 |

Do not write here

Instructions
Use a PENCIL.
Rub out any answer you wish to change using an eraser.

For Parts 1 and 3:
Mark ONE letter for each question.
For example, if you think B is the right answer to the question, mark your answer sheet like this:

0 A B C D E F

For Part 2:
Write your answer clearly in the space like this:

0 e x a m p l e

For Part 4:
Write ONE letter only.

PAPER 4: LISTENING

Alternative task type (matching): Paper 4, Part 4

Part 4

You will hear a conversation between two friends about restaurants. For Questions **24-30**, decide which restaurant each statement refers to.

Write **A** for **Angelina's**,
B for **Blaine's**
 or **C** for **The Chophouse**.

-
- | | | | |
|-----------|---------------------------------------|--|-----------|
| 24 | It has its own car park. | | 24 |
| 25 | There is a good choice on the menu. | | 25 |
| 26 | It is good value for money. | | 26 |
| 27 | The chef has had some good publicity. | | 27 |
| 28 | It gives groups the best deal. | | 28 |
| 29 | You can eat outdoors. | | 29 |
| 30 | The staff are efficient. | | 30 |

PAPER 4: LISTENING

Alternative task type: Tapescript

PART 4

PAUSE-10 SECONDS

You'll hear a conversation between two friends about restaurants. For questions 24–30, decide which restaurant each statement refers to.

Write A for Angelina's, B for Blaine's or C for The Chophouse.

You now have forty-five seconds in which to look at Part 4.

PAUSE-45 SECONDS

— *** —

MALE: You know we've been talking about where to celebrate Anna's birthday? Well, I went along to a few restaurants yesterday and picked up their menus.

FEMALE: Oh, that was a good idea! So which ones did you get?

MALE: Well, I thought these three looked about the best – Angelina's, Blaine's and The Chophouse. I think we should think about the problem of parking when we make the decision. Blaine's does have some spaces set aside for customers, but it was a nightmare trying to park outside The Chophouse – double yellow lines everywhere.

Angelina's is next to the public car park so that was OK.

FEMALE: Um, you're right. Maybe we should just encourage everyone to share cars. OK, so let's look at the menus. I know some of Anna's friends don't eat meat.

MALE: Well, I checked that they all do vegetarian dishes, but I think Angelina's looked the most varied. It's certainly more imaginative than Blaine's and The Chophouse, and I think that would be the place to go to if you wanted something a bit different. I have to say though that one of my friends at work was telling me that he had had a brilliant meal in The Chophouse last month, huge servings, and only £10 a head. Angelina's has great food and is more fashionable with prices to match, but of course, you feel fashionably hungry when you leave.

FEMALE: I should think they're trying hard to get back their customers after all the problems they had last summer – you remember that piece in the paper about it having a dirty kitchen?

MALE: Yes, it sounded revolting, but I'm sure it's OK now – it's got a new chef. Blaine's chef was in the paper the other day, did you see it? He was doing all the cooking for his sister's wedding. Anyway, we should be careful about choosing a place because of the chef – it'll probably be his night off when we go and some junior will be on duty. I hear Angelina's chef is hardly ever there.

FEMALE: Oh, look, you can get a 10 per cent discount at Blaine's if there are more than 15 of you in a group, and Angelina's does a 10 per cent discount and free desserts for parties of 15 or more, which is even better. The Chophouse will decorate the room for you if you tell them in advance.

MALE: Well, I prefer a discount to a few balloons, especially as there'll be at least 20 of us. I had a good look round when I went for the menus, and I really liked The Chophouse. It's just by the river and you have a great view if you ask for a table by the window.

FEMALE: That's true, but what about Angelina's? It says here we can have drinks in the garden if the weather is fine and then either eat inside or stay where we are.

MALE: Ugh! Think of all those insects flying around! You'd like Blaine's – they have a large extension built of glass and full of plants – it's just like being outside. It was closed when I first went there to get the menu, so I went to The Chophouse. All the staff were sitting around in jeans and T-shirts but they certainly seemed to know their job. They went out of their way to be helpful. The staff at Angelina's were a bit suspicious of me wanting to take a menu away. They were all very well-dressed but I think they could do with a few lessons in customer relations!

FEMALE: Well, which one is it going to be then? *(fade)*

PAUSE-10 SECONDS

Now you'll hear Part 4 again.

— *** —

REPEAT

ALTERNATIVE TASK TYPE: ANSWER KEY

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