CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

**FIRST CERTIFICATE IN ENGLISH**

**for Schools**

Listening

**SAMPLE TEST 5**

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

## INSTRUCTIONS TO CANDIDATES

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

**Write your name, centre number and candidate number 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.

When 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.



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# Listening • Part 1

**Questions 1 – 8**

You will hear people talking in eight different situations. For questions **1 – 8**, choose the answer which fits best according to what you hear.

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**1** You hear a boy talking about a visit to a science museum.

What feature did he particularly like?

**A** the quality of the exhibits

**B** the helpful staff

**C** the building

**2** You hear part of an interview with a teenager who is a speed texting champion.

As a result of all the texting he does, he sometimes finds it hard to

**A** concentrate on his school work.

**B** speak with his family enough.

**C** write standard English correctly.

**3** You hear a news item about a photograph taken by a teenager.

What impressed the experts about the photograph?

**A** how clear it was

**B** how well it captured colours

**C** how effective its message was

**4** You hear a student talking about his guitar lessons.

What does he feel about them?

**A** enthusiastic about the new music he's heard

**B** surprised at how relaxed the atmosphere is

**C** pleased by the amount of challenge he faces

**5** You hear part of a book review.

What does the reviewer say about the book?

**A** It is more complex than previous editions.

**B** It is so interesting that it is hard to put down.

**C** It is certain to appeal to a wide range of people.

**6** You hear a biology teacher talking to his students.

What is he doing?

**A** praising their level of knowledge

**B** introducing a new topic to them

**C** encouraging them to take part in a survey

**7** You hear two friends talking about a new law.

What do they agree about?

**A** It's unlikely to have the results that are intended.

**B** There are positive reasons for introducing it.

**C** Most people will probably dislike it.

**8** You hear a review of a new website.

What does the reviewer think of it?

**A** It takes time to get used to.

**B** It's more popular than he expected.

**C** It suits people with particular tastes in music.

# Listening • Part 2

**Questions 9 – 18**

You will hear a young man called Mike talking about his hobby of scuba diving. For questions **9 – 18**, complete the sentences.

## Scuba diving

Mike was inspired to take up diving after seeing a _____ **9** about it.

Mike was surprised that he had to spend so much time in a _____ **10** when he was training to be a diver.

Mike went to _____ **11** for his first big diving holiday.

Mike was particularly worried that the _____ **12** might prevent him from going on his first dive.

On his first dive Mike was keen to see _____ **13** , though he knew it would be difficult.

Mike went diving with a _____ **14** , just like everyone else on the trip.

Mike enjoyed visiting a _____ **15** during his second dive.

Mike was most impressed by the _____ **16** he saw while diving on his final day.

Mike was slightly worried about the _____ **17** . at the beginning of his diving holiday.

Mike became interested in _____ **18** as a result of his holiday.

# Listening • Part 3

**Questions 19 – 23**

You will hear five teenagers talking about making a class magazine at school. For questions **19 – 23**, choose from the list (**A-H**) what each speaker liked most about the activity. Use the letters only once. There are three extra letters which you do not need to use.

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**A** being encouraged to use their imagination

**B** seeing a particular issue in a more positive way

| | | |
|---|---|---|
| Speaker 1 | | **19** |

**C** becoming aware of a possible future career

| | | |
|---|---|---|
| Speaker 2 | | **20** |

**D** developing leadership skills

| | | |
|---|---|---|
| Speaker 3 | | **21** |

**E** learning how to manage their own time

| | | |
|---|---|---|
| Speaker 4 | | **22** |

**F** demonstrating a previously hidden talent

| | | |
|---|---|---|
| Speaker 5 | | **23** |

**G** gaining new friendships

**H** understanding something that had seemed confusing

# Listening • Part 4

**Questions 24 – 30**

You will hear an interview with a young woman called Julie Peterson, who is a junior 200-metre runner. For questions **24 – 30**, choose the best answer (**A, B** or **C**).

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**24** What does Julie say about school sports days?

**A** She hadn't appreciated how much effort was needed.

**B** She didn't cope well with the expectations people had.

**C** She wasn't very concerned about winning.

**25** Julie's father gave up coaching her because he

**A** found that the pressure on him was too great.

**B** accepted he had less to offer than other professionals.

**C** lacked the necessary qualifications to do a good job.

**26** How has Julie's training changed recently?

**A** She focuses more on building up her physical strength.

**B** She pays more attention to what she eats.

**C** She has a different routine on the day of a race.

**27** What's the attitude of Julie's friends to her success?

**A** They criticise her for not having much social life.

**B** They give her more support than she expects.

**C** They wish they had the ability to do what she does.

**28** When Julie met a famous Olympic athlete, she

**A** was pleased to get some practical advice.

**B** was surprised by her approach to the sport.

**C** was uncertain how to behave.

**29** Julie thinks she lost the race at the junior championships because

**A** she was worried she might injure herself.

**B** she realised she had been too confident.

**C** she had already pushed herself too hard.

**30** Julie thinks her biggest future challenge will be

**A** facing older and more experienced runners.

**B** combining academic and athletic success.

**C** deciding how long to continue with running.

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