



**CAMBRIDGE ENGLISH**  
**Language Assessment**  
Part of the University of Cambridge

**FIRST CERTIFICATE IN ENGLISH**  
**for Schools**

**D255/03**

Listening

**SAMPLE TEST**

**SUITABLE FOR CANDIDATES WHO ARE HEARING IMPAIRED**

**SUPERVISOR'S BOOKLET**

**(including instructions and supervisor's script)**

**For the use of the Supervisor only**

**This Supervisor's Booklet includes standard instructions for administering a hearing-impaired (lip-reading) version of FCE for Schools Listening.**

## Notes for Supervisors administering hearing-impaired versions of Listening tests

- 1 Hearing-impaired (lip-reading) versions of listening tests are provided for candidates with hearing difficulties, which may range from partial to complete hearing loss.
- 2 All cases must be notified to and approved by Cambridge English. Notification must be made **before the examination is taken**.
- 3 The following materials are provided:
  - Question Paper
  - Supervisor's Booklet.
- 4 Please follow the instructions carefully. Do not read each part more times than indicated, and pause only where indicated on the script.
- 5 Some important points:
  - You will need a quiet, separate room to administer a hearing-impaired version of a listening test. Do not stand with the light (e.g. from a window) behind you, as this makes it difficult for the candidate to see your lips. The test must not be administered to more than one candidate at a time.
  - If you are male, ensure that your lips are clearly visible and not obscured by a beard or moustache.
  - Stand close to the candidate so they can see your lips easily. However, do not stand so close that they can see or be distracted by the script.
  - Asterisks (\*) in the script indicate where to pause to allow the candidate time to read the questions or write or check their answers. Agree a signal beforehand for the candidate to use when they are ready to continue, e.g. putting their hand up.
- 6 It is advisable to listen **beforehand** to another recording of a standard FCE for Schools Listening test, and then practise reading at a slightly slower rate.

Sample recordings can be found at:

<http://www.cambridgeenglish.org/exams-and-qualifications/first-for-schools/exam-update-for-2015/>

- 7 Try to maintain the intonation and patterns of normal spoken English, and make your speech sound as natural as possible.
- 8 Although individual words should not be exaggerated unnaturally, the candidate needs to be able to read the movement of the supervisor's lips. Avoid making gestures while speaking which may distract the candidate.

## How to administer this test

- 1 Ask the candidate to read the instructions on the cover of the question paper. Ensure the candidate understands what they must do.
- 2 Read the question before each passage or extract once.
- 3 Give the candidate time to refer to the question paper.
- 4 Read each passage or extract at natural speed.
- 5 Read the passage or extract again, stopping at each asterisk (\*). When you stop, give the candidate time to look at the question paper and answer questions or make notes, etc. **Do not start reading again until the candidate signals that they are ready.**
- 6 Read through the whole passage or extract again, without stopping.
- 7 Repeat this procedure for each part of the paper. **Note the variation in procedure for Part 3.**

These instructions are repeated on the script for each part. At the end of each part, give the candidate time to write or check their answers; also give the candidate time to transfer their answers to the separate answer sheet at the end of the test.

### **Remind the candidate that (when hearing a passage for the second time):**

- pauses are inserted to 'break up' the text at convenient points but do not necessarily signal when an answer is required. Candidates may need to write **one or more answers** or **no answer at all** when you pause.

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**FIRST CERTIFICATE IN ENGLISH  
for Schools**

Listening

**SUPERVISOR'S SCRIPT**

**SAMPLE TEST**

## PART 1

### INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (first two lines in **bold print**) **once**.
- (2) Announce and read the introductory statement (**in bold**) for Question One **once**.
- (3) Give the candidate time to read the question.
- (4) Read the extract.
- (5) Read the extract again, **pausing at the end** (⊛).
- (6) Read the extract a third time.
- (7) Repeat steps (2) to (6) for Questions Two to Eight.

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

#### Question One

**You hear a young singer talking about his childhood.** ⊛

When I was a little kid, my father used to watch a lot of old movies and I sat with him and loved them too, especially the musicals. So you see, my career was inspired by him in a way and these old movies played a big part in my life. They were the reason I wanted to learn to sing, though my dad never suggested it to me. There's no musical background in my family, though my mother could sing, but she didn't have much ability really – it was just fun for her. I think my parents must have looked at me and thought: 'Where did that come from?' ⊛

#### Question Two

**You overhear a girl talking on the phone about a clothes shop.** ⊛

Well, I think that new clothes store called Smart Girls is certainly a place where you can be sure of picking up a bargain or two, though most of the shops in the mall have them at the moment. The assistants are friendly and they really know about fashion, instead of just pretending to be cool! They're honest too and don't just tell you that you look great all the time. I like the music they play because it sort of puts you in the mood as soon as you walk in, though I don't think it's your thing – you might prefer somewhere a bit quieter... ⊛

#### Question Three

**You hear part of a talk by a farmer on the radio.** ⊛

So what it's like living on a farm? Well, for all my teenage listeners, who live in towns or cities, actually you can come along and experience it for yourself this weekend. There's going to be something called an Open Farm Day. More than 450 farms all over the country will be open to the public and you can go along and meet the animals, ride on a tractor, learn about cheese making and wool spinning, all that sort of thing. Who knows, it might even persuade a few to think about farming as a career! It's not an easy life but it's a good one. ⊛

#### **Question Four**

**You hear a boy talking about a long walk he did to raise money for charity. ❁**

I had a really exhausting weekend – went on a ten-kilometre charity walk! At least the sun was shining this time, unlike last year when it absolutely poured down apparently. That would've been really nasty! We stopped for lunch on the way so there was no rush. My feet still hurt a bit when I'd finished – but it was worth it! Then someone from the local newspaper came to ask me loads of questions – but I would've preferred not to have been the one in the spotlight. I guess I'll get my picture published soon. I'd quite happily have given that bit a miss, though, to be honest...❁

#### **Question Five**

**You hear a news report about a football club. ❁**

Fast food is off the menu for everyone at Park Town Rangers Football Club! The new manager of the club has coached in many countries around the world and has picked up some ideas from his travels in Europe and Asia. He has banned the players from eating meat when they are preparing for important games. He thinks this will strengthen their physical condition and improve the team's results, a view shared by our medical experts in the studio today. Now the club have decided to go a step further and have stopped selling burgers in the stadium, a move which may not be popular with all the young fans! ❁

#### **Question Six**

**You hear a teacher talking about writing a poem. ❁**

In order to write a poem of your own for the school magazine, you need to prepare yourself. I'd like your views on what might help you – it might be taking it in turns to read a classic poem in front of the class each day before we start, or it could be looking at what's out there on the internet. I suggest initially everyone choosing something from this collection here. The stuff's all by people your own age, which should help you find the freedom to explore what's important to you. Your poems should try and capture life as it happens, without worrying about what others will say. ❁

### **Question Seven**

**You hear a boy telling a friend about climbing a mountain with his father. ❁**

My dad and I go climbing together a lot, which is really cool because I get plenty of time to talk with him. I remember the last mountain we climbed together, he was telling me about how you can only really enjoy the wonderful scenery once you get to the top, because when you're just halfway up, you're concentrating on the climb. I was really sore, and I just wanted to quit, but I carried on to the top so I could admire the beautiful view – but my legs were aching so much, I couldn't appreciate it fully, or my dad's wise words. ❁

### **Question Eight**

**You hear a teacher talking about an environmental project. ❁**

Right everyone, I'm sure you'll agree it was great fun enhancing our school grounds with the butterfly garden, and I hope you all got something out of it and are more aware of your natural environment now. What you've achieved is much appreciated and the project will continue so I'd like you to keep thinking about things we can do to maintain the garden. The idea is to keep it going for future students at the school so all suggestions are welcome. I think you'll all agree it's been a great success – which I hope we can repeat in the future. ❁

## PART 2

### INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print) **once**.
- (2) Give the candidate time to read the questions.
- (3) Read the passage **without pausing**.
- (4) Read the passage again, **pausing as indicated** (⊛).
- (5) Read the passage a third time **without pausing**.

**You will hear a student called Duncan Heap talking about his recent trip to Iceland to study seabirds called puffins. For questions 9 to 18, complete the sentences with a word or short phrase.**

Do you like sea birds? If so, you'll love puffins. They spend most of their lives at sea, but last August I was lucky enough to see them up close, when I visited the Westmann Islands in Iceland, where they build their nests.

First of all though, a few facts about puffins. They have a squat black-and-white body, short wings and a large colourful beak, which I think makes them look really funny on dry land. ⊛

But puffins are built more to swim underwater than to fly or walk. When you see them swimming, it's an impressive sight. Their wings help them propel themselves through the water. I didn't expect their feet to be used when they were flying, except perhaps just to moderate their speed, like brakes, but actually, they use them to alter their direction in the air! In the water, puffins can dive deep, holding their breath for up to two minutes to catch fish. ⊛

When spring comes, puffins can be seen on high cliffs on the Westmann Islands, making their nests. It's quite a sight, I'm told. I wasn't aware of this, but puffins nest underground rather than on cliff top ledges, as I'd imagined. They dig holes, so their nests are very well protected. ⊛

Each female puffin lays just one egg in its nest each year, which the pair watches over for six weeks, day and night. While they wait, you can hear them underground making noises that might be like talking – loud growling calls, almost like laughter, which some describe as sounding like a cow, and I tend to agree! Young puffins, though, once hatched, sound more like a duck or a goose, 'peeping' for food from their parents. ⊛

I was told that, as winter beckons, their parents leave them behind and fly off to sea, but apparently it's hunger rather than loneliness that makes young puffins fly from their nests. That's something I didn't expect. ⊛

And this is what I saw when I was there. In the daytime, I watched young puffins diving off the cliffs to gain enough speed for flight, as they headed out to sea. At night-time, though, which is when most of them fly off, it was a different story. The thing is, puffins instinctively use the stars for navigation, but the lights of a town can fool them and make them head in the wrong direction, so the young puffins end up landing all over the place. ✿

Some puffins land on the beaches where they are easily rescued. Others aren't so lucky. If it's on the roads, cars aren't so much of a problem as people know to drive extra slowly at this time of year. But gardens present more of a threat. They're dark and there are lurking cats. ✿

So I helped the local teenagers who are allowed to stay out late, and we roamed around the town with cardboard shoe boxes, rescuing young puffins as we went. I even saw one boy putting a young puffin in an upturned umbrella, which made me laugh! They didn't seem to mind being handled and it's not unusual for a single teenager to catch ten birds in one evening. ✿

After a night spent as guests of their rescuers, with the box as a temporary bed, we carried the young birds down to the beach and threw them up high. It was a really rewarding experience to see them glide towards the sea and freedom.

Sometimes the puffins aren't ready for release, if they've been injured or whatever. In which case, they get taken to the local museum, which becomes a sort of puffin hotel for a few days each year. ✿

You can buy all sorts of puffin souvenirs on the islands. I took some great photographs of the birds, one of which is now the screensaver on my computer. I've got a puffin mouse-mat too, that's really cute – a much better souvenir than a puffin T-shirt or baseball cap – that's the sort of thing most people buy. ✿.

## PART 3

### INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print) **once**.
- (2) Give the candidate time to read the questions.
- (3) Announce 'Speaker One' and read the accompanying extract **without pausing**.
- (4) Read the extract again, **pausing at the end** of the extract (⊛).
- (5) Repeat steps (3) and (4) for 'Speaker Two' to 'Speaker Five'.
- (6) Read through all five extracts in sequence **without pausing**.

**You will hear five short extracts in which people are talking about photography. For questions 19 to 23, choose from the list (A to H) what each speaker says about it. For example, if you think Speaker 1 is saying 'Photography helps me to remember events', write C for question 19. Use the letters only once. There are three extra letters which you do not need to use.**

#### **Speaker One**

I fell in love with photography when I was thirteen and I've been doing it as a hobby ever since. I might even do it for a career but I know I've still got a lot to learn about it. I just know I really like it and it motivates me to get out there, do different things and stuff like that – you know, visit unusual locations, where I might not otherwise have gone, if I wasn't into photography. Once I've taken a load of shots, I find it really satisfying to look at them all on screen afterwards and choose the best ones. ⊛

#### **Speaker Two**

I always photograph things that mean something to me; friends, places I've been, things I've done. I've taken some amazing shots of musicians at concerts, trying to capture the atmosphere of the music and the crowd. It's a way of freezing a moment in time with just one click – like a record, keeping the past alive for me. I love giving friends pictures of themselves in different situations. Everyone says I'm becoming a real expert, but I don't think about that. My parents also give me lots of encouragement – they're going to get me a new camera, because the one I've got right now isn't exactly the latest model! ⊛

#### **Speaker Three**

I usually have an idea in my mind of what I want to see in a photo, and I'll concentrate on trying to get that picture. It might be a friend in an interesting place, or a scene from nature – whatever... I know for some people it's tricky to come up with something truly original, but I actually feel more sure of myself and what I'm doing when I'm behind the camera. I also feel a sense of calmness somehow. When I'm sitting at my laptop editing my pictures and sharing them with friends online, I just get totally absorbed in the whole process, and forget all about what's going on outside. ⊛

### **Speaker Four**

I'm lucky because I learnt to use a camera when I was about five years old, so I'm pretty confident in my abilities. Obviously, there's still room for improvement, but I'm no great perfectionist. For me, it's about using the equipment to show what I think and feel, but also using my imagination to create something unique. The technology's always developing, and almost everybody's learnt to use a camera of some sort these days, but I don't think people understand the power of what they can do. It's not just about getting snaps of events or new places – or else you just end up with a picture that's been taken a thousand times before. ❁

### **Speaker Five**

I used to enjoy just looking at photos, but then I discovered the amazing stuff you can do on computers or with a camera – I've taught myself loads – I get pleasure out of solving puzzles, and playing around, experimenting to see how it all works. It's not about trying to be creative but more about amusing myself with what I can do. I can't say I'm some expert photographer, but I do post lots of the pictures I take on various websites for friends to look at – because everybody gets something out of seeing themselves, and remembering places they went to, or things they did ... ❁

## PART 4

### INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print) **once**.
- (2) Give the candidate time to read the questions.
- (3) Read the passage **without pausing**.
- (4) Read the passage again, **pausing as indicated** (⊛).
- (5) Read the passage a third time **without pausing**.

**You will hear a talk by a teenager called Luke Fuller about working as a junior reporter for his local radio station. For questions 24 to 30, choose the best answer A, B or C.**

Hello, my name's Luke Fuller, I'm seventeen and I've just spent a month working as a junior reporter for my local radio station. It sounds fascinating but people ask me what the purpose was of what I was doing...

Well, the radio station in my town wanted to encourage teenagers to have a go at being reporters. This meant taking your microphone everywhere and talking to people about what was happening in their lives. The whole idea was to focus on ordinary teenagers and not local celebrities or anyone like that. It was about making us see that everyone has a story that's worth telling. Some of us might go on to work at a radio station, but that wasn't really the purpose. ⊛

So, to prepare, we had a bit of training. Of course I had to familiarise myself with the equipment, but I'm quite good with technical stuff so that wasn't too much of a problem. The weird thing was having to practise being natural and relaxed. I'd never thought about how hard that would be. We were told to be spontaneous rather than write a script or anything like that. I must admit I love writing, so I did jot down some ideas anyway! ⊛

How did I feel about the idea of reporting from my school? Well, it meant I'd be the centre of attention for a few days, which I wasn't looking forward to because I'm rather shy... These reports weren't part of my school work, but my teachers seemed quite keen on the idea anyway, and one or two gave me some advice. And there was plenty of stuff going on at school. It's a lively place so there was no shortage of stuff to talk about. ⊛

So what happened when I did my first interviews with people at school was, as soon as I got the microphone out, even my most talkative friends tended to go all self-conscious. Sometimes I had to begin recording a few minutes before the start of the interview just to put people at their ease. There wasn't always time to explain things to them before the interview, so

sometimes one or two of them didn't feel ready. But you know, in the end, people often opened up and revealed much more than I'd expected, which was great. ✿

People ask me what happens after I've recorded something – is it edited or changed in any way...? Well, everything you record has to be carefully edited. Luckily I got the chance to work on this with producers at the station so it wasn't as if I'd no control over the content, although it only went out on the radio a week later – it wasn't live. Even so, kids I'd talked to at school wanted to know that anything silly or embarrassing they said wouldn't be broadcast. Unfortunately sometimes even good stuff had to be cut because time's very limited! That's a pity, but I understood the reasons for it. ✿

So, overall I did enjoy being a reporter. It was a lot of fun. My mum says I liked it because it gave me permission to ask loads of personal questions, but I think she's just joking! What was really cool about it was that I had to be a journalist, a producer and an engineer all at the same time and each role needed specific skills. I never complained about having to do everything. Yeah, it was hard work, but I didn't mind. ✿

And has it changed my attitude to radio at all? Some of my friends think the radio is just for music. But I've never thought like that. It can make you feel like someone is talking directly to you. I hope that's how people will feel when they hear me! What I've learnt is that because there are no pictures, you have to be creative and pay attention to the words you use. It made me appreciate how good radio reporters have to be at expressing themselves. That's not to say there's no place for music... ✿

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