

Preliminary

Listening

Sample Test H

SUITABLE FOR CANDIDATES WITH A HEARING IMPAIRMENT

SUPERVISOR'S BOOKLET

(including instructions and supervisor's script)

For the use of the Supervisor only

**Two supervisors are required to administer this version of Preliminary.
Two copies of this booklet are supplied.**

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 Assessment English. Notification must be made **before the examination is taken**.
- 3 The following materials are provided:
 - Question Paper
 - Supervisor's Booklets.
- 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 a recording of a standard Preliminary Listening test, then practise reading at a slightly slower rate.

Sample recordings can be found on the website.
- 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.

For further information and guidance, please refer to your Centre Examinations Manager or contact the Cambridge Assessment English Help Desk.

How to administer this test

Two supervisors are required to administer this test.

NB: Do not administer this test to more than one candidate at a time.

- Ask the candidate to read the instructions on the cover of the question paper.
- Ensure the candidate understands what he/she must do.
- Give the candidate adequate time to read through the instructions and questions at the beginning of each part. An asterisk (*) will remind you when to pause.
- Procedure:
 - (i) It is recommended that the **same supervisor** reads out all the instructions shown in **bold** in the script (Pages 5 – 13).
 - (ii) **DIALOGUES**: Part 1 (Questions 1,4 and 6), Part 2 and Part 4.
Two supervisors read the dialogues.
Make sure you face the candidate and stand no more than 2 metres away.
 - (iii) **MONOLOGUES**: Part 1, (Questions 2, 3, 5, 7) and Part 3.
One supervisor only is required to read each text.
 - (iv) Read each talk or conversation straight through. Please speak a little slower than normal.
Read the talk or conversation again, stopping at each asterisk (*). When you stop, give the candidate time to look at the question paper and answer the questions, or make notes, etc.
Do not start reading again until the candidate looks up.
Finally, read the talk or conversation straight through again (without inserting pauses).
 - (v) Repeat the same procedure for each talk or conversation in the test.

At the end of each part, give the candidate adequate time to write or check their answers; give the candidate time to transfer their answers to the separate answer sheet at the end of the test.

Remind the candidate that they do not necessarily need to write an answer each time you pause.

Supervisor's Script

Preliminary

Listening

Hearing-impaired version

Sample test H

Rubric: Cambridge Assessment English, Preliminary Listening, Sample Test. Hearing-impaired version.

There are four parts to the test. You will hear each part three times.

The first time we read each talk or conversation, we will not stop. The second time, we will sometimes stop so you can look at the questions and make notes. The third time we will not stop.

Now look at the instructions for part 1. ❁

Questions 1 – 7.

Rubric: For each question, choose the correct answer.

<i>Note to supervisors: insert pauses during second reading only</i>
--

Look at question one.

Rubric: 1 – What did the girl buy on her shopping trip?

Speaker1: Hi Lucy. Have you been shopping?

Speaker2: Yeah... getting stuff for my room at college ...

Speaker1: What's it like?

Speaker2: Well not large! There's a bed, a desk, but nowhere to put books. And there's only one big light in the ceiling. ❁ I'd prefer to have a lamp on my desk, so that's what I got today. If I've got enough money, I'll get some bookshelves next week. They had some lovely big cushions on special offer in the department store – I nearly got one today actually – so maybe the bookshelves can wait. ❁

Rubric: Now listen again.

<i>Repeat twice, inserting pauses in the second reading. Pause after the third reading.</i>

❁

Rubric: 2 – Why did the plane leave late?

Speaker1: Good morning. This is your captain speaking. I'd just like to apologise for the late departure of the flight. As you know, we had to wait for the runway to be cleared of snow before we could take off and get on our way. We'll arrive in Manchester in about an hour, and we're told the weather on the ground isn't good. ❁ There's heavy rain in the city, and we're expecting strong winds at the airport as we land, but we shouldn't be too far behind schedule. Thanks for your attention. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 3 – What activity does the woman want to book for the weekend?

Speaker1: Hello, I'm just ringing to book an activity at your leisure centre for the weekend. I was hoping to book a sailing lesson, but I understand from your website they're all full, so I'm wondering if there are any cycles available to hire instead – there's no information about those. ☼ I'd really like to join one of the group rides through the forest – I think I'd enjoy that more than the car racing I tried last time. Could you ring me back to confirm? Many thanks. ☼

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 4 – Which cake will Alex order?

Speaker1: Have you chosen a cake yet, Alex?

Speaker2: I'm not sure. I guess you're having the lemon one?

Speaker1: How did you know?

Speaker2: Because you always do!

Speaker1: I suppose I do! So what about you? ☼

Speaker2: Hmm, I might try the one with the strawberries on.

Speaker1: You had that last time and you weren't keen on it, remember? I'd go for the chocolate cake if I were you.

Speaker2: Mmm, the chocolate one does look good. Might be a bit sweet, though. Oh, I think I'll have the same as you. ☼

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 5 – How much must customers spend to get a free gift?

Speaker1: *Stacy's Supermarket* has some wonderful offers for you today. Buy six bottles of *Stacy's* own fruit juice, in any of our great-tasting natural flavours, and the price will be only £9.99 – that's a huge saving. And we have a mystery present for all shoppers. ☼ To get yours,

buy goods today with a total of at least £19.99 and we will reward you. And take a look at our special party food – buy everything for a birthday meal for six, including a cake, for as little as £29.99. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: 6 – What did the family do on Sunday?

Speaker1: Did you have a good day out on Sunday with the children?

Speaker2: Yes! We'd planned to go and see the big fish at the Sea-Life Centre – which opened recently – and then go and see a film. ❁ We got to the Sea-Life centre, and it was so full, we were told to come back an hour later. We did, and it was worth the wait. Much more fun for the children than the art gallery we saw some weeks ago. Couldn't get to the cinema, though, but we had a good day. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: 7 – Which programme is on first?

Speaker1: Good evening. It's eight o'clock and time for tonight's news. There's something for all tastes coming up later on. If you're staying up late tonight, then you can catch a repeat of last Saturday's Come Dancing programme. ❁ If you don't have the energy for that, then stay on this channel for Quiz Challenge with teams from Manchester and Oxford competing in the final. Before that, however, you can watch Lucas Wilson preparing some traditional dishes from Poland. But now, here's the eight o'clock news. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: That is the end of part 1.

❁


Rubric: Now look at part 2. Questions 8 – 13. For each question, choose the correct answer.

Rubric: 8 – Two friends are talking about a new clothes shop.




Speaker1: I see you've been to that new clothes store in the shopping centre.

Speaker2: Oh, you saw the logo on these bags! Yes, it's really popular. I got a couple of tops and some trousers.

Speaker1: Who did you go with? 

Speaker2: On my own, but the assistants were nice – telling me whether things suited me or not, and getting me to try different sizes. The coolest most fashionable stuff has already gone, but I was glad I found things I liked that didn't cost too much. They weren't expensive compared to some things there.

Speaker1: I'd better tell my sister to get down there. 

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.




Rubric: 9 – Two friends are talking about a pop band's website.



Speaker1: I've got tickets for the Blue Angels concert on Saturday. Would you like to go?

Speaker2: Yes, great! How did you get them?

Speaker1: From their website.

Speaker2: I tried to do that once but I had to give up. It wouldn't let me pay for some reason. 

Speaker1: Yeah, it's confusing. I had to phone the help line. They showed me how to do it.

Speaker2: They should just make it simpler. Otherwise I've no problem with the website. It posts new stories about the band members nearly every day.

Speaker1: Yeah, and some of the replies to fans from the two guitar players are really funny. 

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 10 – A woman is telling a friend about an art competition she's won.



Speaker1: You'll never guess. I've won first prize in that art competition I went in for.

Speaker2: Wow! Congratulations! What's the prize?

Speaker1: A weekend in New York with free entrance to all the art galleries there.

Speaker2: That's fantastic! ❁

Speaker1: I know. But I have to go before the end of the month and I can't get the time off work.

Speaker2: Oh, no!

Speaker1: Yes, I can't believe I have to miss such a great chance.

Speaker2: At least you know the judges thought highly of your work.

Speaker1: I suppose so, but it wasn't one of my best pictures. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: 11 – Two friends are talking about the girl's flatmate.

❁

Speaker1: My flat-mate's driving me crazy!

Speaker2: I can't believe that! She's so shy.

Speaker1: Yes, never says a word – I do all the talking. I've got nothing to complain about there!

Speaker2: She has her music a bit loud. I can see that'd be annoying when you're trying to study.
❁

Speaker1: Actually, it's the way she never picks anything up that bothers me. Her stuff is all over the living room and bathroom as well as her bedroom. Her music helps me concentrate, so I don't mind that.

Speaker2: You should speak to her. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: 12 – Two friends are talking about a football match.

❁

Speaker1: Not a great day for our team.

Speaker2: Well, they didn't win. But, actually, considering how many guys couldn't play because of injury, they didn't do so badly. ⚙

Speaker1: They played well actually. I heard they're putting more effort into their training programme, and we're beginning to see the benefits of that.

Speaker2: That's right. I think the main trouble they had tonight is that they just don't believe enough in their own ability.

Speaker1: Yeah. ⚙

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

⚙

Rubric: 13 – Two friends are talking about a tennis match they played.

⚙

Speaker1: Pity we didn't win, but we played quite well.

Speaker2: You played well – I was rubbish. I need to practise a lot harder.

Speaker1: It's difficult to find a time when we're both free for more practice.

Speaker2: I know. And I must improve my fitness first. You can run all over the court and attack every ball. I'm not a good athlete like you. How do you do it? ⚙

Speaker1: Well. I go to the gym four times a week.

Speaker2: That's what I need! Can I come with you? I want to be in really good shape for our next competition.

Speaker1: Sure. ⚙

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

⚙

Rubric: That is the end of part 2.

⚙

Rubric: Now look at part 3. Questions 14 – 19.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.



Rubric: A radio presenter called Anita is talking about her holiday in Cuba.

Speaker1: Hi everyone! Anita here. On today's programme I'm going to tell you about the week I've just spent in Cuba.

We arrived on Sunday, and on Monday morning we went on our first visit, this was the National Gardens. These are full of trees and flowers and there was a fantastic waterfall that everyone stopped to admire, although the rainforest exhibition was the bit I liked best. ✿

On the second day we went on a trip in a sailing boat to swim with dolphins. We had a very exciting time – we had to wear special electronic arm-bands to keep off any sharks! No-one saw any...fortunately! ✿

We had the option of travelling to a river valley in the countryside west of Havana the following day; I felt a bit worried as the programme included crossing a range of hills by horse and I haven't ridden much. We met a noisy motorbike on the track, but I managed to stay on somehow! ✿

On Thursday there was a day's visit to the capital city: I loved the atmosphere of the shops and restaurants. We went to a theatre to see a musical in the afternoon – luckily not a serious play, which would be difficult for me, though my Spanish is improving. ✿

On Friday, we went on a visit to a farm. I thought we were going to see coffee being grown, but in the end we went to a farm that produces sugar. It was OK though. We had lunch there. It was quite a celebration with guitars and delicious food. ✿

Saturday was free for us to explore. I found a street full of jewellery workshops and bought a few rings to take back as presents for people back home. I was sorry later that I hadn't bought any of the beautiful leather belts back! Maybe next time. ✿

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: That is the end of part 3.



Rubric: Now look at part 4. Questions 20 – 25. For each question, choose the correct answer.



Rubric: This is an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

Speaker1: I'm talking to champion swimmer Vicky Prince, who started competitive swimming as a teenager. Why swimming, Vicky?

Speaker2: Well, though my parents are interested in sport, they aren't great swimmers themselves, and we didn't go swimming that often. I learnt at school like everyone else, and just seemed to be good at it, so my teacher persuaded me to go in for competitions. I mean I did join a swimming club later, but that wasn't where it all started. ❁

Speaker1: Did you have to do lots of training?

Speaker2: I did. I used to get up at five to go to the pool, which was a thirty-five-minute drive from our house, where I'd swim till eight. I'd have breakfast in the car while Mum was driving me to school. After classes, I did exercises in the school gym to build my strength, before lunch. Then later on, it was back to the pool for another three hours. ❁

Speaker1: So it was a hard training programme?

Speaker2: Yes, it meant I couldn't go to things like parties because I had to get up so early, but I got used to that. Much harder was losing two of the friends I'd known since I was very young because I couldn't go out much. That was tough. I also missed school trips to France though I did get to go there later, so it didn't matter in the end. ❁

Speaker1: But you won a national competition?

Speaker2: Yes, I was in the team that took first prize in the national finals. I always swam for enjoyment, so I was surprised to find myself holding up a cup! I hadn't swum that well in the semi-finals, so I guess the crowd were more interested in the other swimmers in my race. So that made it easier to do well. Of course, I'd trained hard too, but I always did. ❁

Speaker1: And now you're a coach, teaching other people.

Speaker2: Yes, I've just done a qualification to be a coach, but passing on my own experience is how I can really help them. And because I've both won and lost in competitions, and recovered from that, it's something I can share with people. Winning isn't just about technique. ❁

Speaker1: And you've taken up long-distance swimming?

Speaker2: Yes, just as a hobby. I mean I do want to maintain my fitness levels, but that wasn't the main reason for choosing it. And long-distance swimming in the sea isn't all fun – it can be hard work – but you do get to see some wonderful places, and that's what attracted me to it. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: That is the end of part 4.

❁

Rubric: You now have time to write your answers on the answer sheet.



Rubric: That is the end of the test.

Now give the candidate adequate time to transfer all their answers to the separate answer sheet.