



**PRELIMINARY ENGLISH TEST**

**0090/2**

Listening

**SAMPLE TEST 1**

**SUITABLE FOR CANDIDATES WHO ARE HEARING IMPAIRED**

**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 PET.**

**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 English Language Assessment. Notification must be made **before the examination is taken**.
- 3 The following materials are provided:
  - Question Paper
  - Supervisors' 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 PET Listening test, then practise reading at a slightly slower rate.
- 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 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.
- Instructions:
  - (i) It is recommended that the same supervisor reads out all instructions shown in bold in the script (Pages 4 – 10).
  - (ii) **DIALOGUES:** Part 1 (Questions 2, 4, 5 and Part 4).  
Two Supervisors read the dialogues (in boxes).  
Make sure you face the candidate and stand no more than 2 metres away.
  - (iii) **MONOLOGUES:** Part 1, (Example, Questions 1, 3, 6, 7; Parts 2 and 3).  
One supervisor only is required to read each (boxed) text.
  - (iv) **PROCEDURE:**  
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 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.**

When the candidate has finished and read through their answers, the question paper, answer sheet and supervisor's booklet should be sent to Cambridge English Language Assessment **in a separate marked envelope in candidate number order in the script packet. Mark the outside of the script packet with 'candidate with special requirements' and despatch to Cambridge English Language Assessment in the usual way, with the other candidates' scripts.**

For further information and guidance, please refer to your CEM or contact the Cambridge English Help Desk.

**SUPERVISOR'S SCRIPT**

**PET SAMPLE TEST 1**

**PAPER 2 LISTENING**

**HEARING IMPAIRED VERSION**

This is the Cambridge Preliminary English Test, Sample Test 1. Hearing impaired version. There are four parts to the Test. You will hear each part three times.

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short talk or conversation. You will hear each talk or conversation three times.

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

For each question, look at the pictures and listen to the talk or conversation. Choose the correct picture and put a tick in the box below it.

Before we start, here is an example. ❁

<b>Note to Supervisors: insert pauses during second reading only.</b>
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How did the woman get to work?

Oh, I'm so sorry I'm late – I missed the bus. I was trying to decide whether to walk or go back and get my bike, when I saw my neighbour. Luckily, he offered me a lift, because he works near here. ❁
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The first picture is correct, so there is a tick in box A.

Look at the three pictures for question one, now. ❁

Now we are ready to start. Listen carefully.

**Question 1.**

**What are they looking at?**

Now come over here, and have a look at the writer's desk. She used this pen, or one very like it, and, because she was terrible at spelling, she liked to have this dictionary beside her. While she worked, she drank lemonade from this glass. ❁
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Sometimes visitors to the museum ask if they can leave flowers in it, but it's not allowed. When she finished work for the day, she locked her papers away and kept the key around her neck. But that key's lost now. ❁
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**Now listen again.**

*Repeat twice.*

**Question 2.** ☼**What did both boys see on television last night?**

**A.** Hi George, did you watch the big match last night? I really enjoyed it.

**B.** I missed it – there was a really good film on at the same time, a thriller that Dad wanted to see, so I watched that. I saw the pop concert at ten, though. ☼

**A.** It was great, wasn't it? I'd love to see that band again! There's another good film on tonight – it starts at 8.30, so don't miss it. ☼

**Now listen again.***Repeat twice.***Question 3.** ☼**When should the baby get her next bottle of milk?**

Thanks very much for looking after Rosa for me. She's sleeping now, but she'll probably wake up at 11. Don't feed her straight away – play with her until half past, and give her the bottle then. ☼

You need to heat the milk for about 10 minutes before you give it to her. It usually takes her about 15 minutes to finish it. ☼

**Now listen again.***Repeat twice.***Question 4.** ☼**What computer game has Ken just bought?**

**A.** Hi, Ken. Did you get the football game you wanted?

**B.** It isn't available yet. I found a good skiing one, but it was too expensive. ☼

**A.** And I suppose you didn't take my advice and buy the one that would help you with your science course?

**B.** Well I did, in fact. It was only seven fifty, so I've still got enough to buy the football game. ☼

**Now listen again.***Repeat twice.*

**Question 5.** ☼**Where did the girls meet?****A.** Hi, did you have a good time?**B.** Not really. I'd arranged to meet Louise outside the restaurant, because we'd decided to have a meal before we went to the cinema, but she didn't come. ☼**A.** So what did you do?**B.** I rang her on her mobile phone and she was still on the bus, so I walked up to the bus stop and we just had time to get to the cinema before the film started. ☼**Now listen again.***Repeat twice.***Question 6.** ☼**What will the weather be like tomorrow afternoon?**

And as far as tomorrow's weather goes, I've got good and bad news. The day will start cold with showers in most places. The rain will disappear by lunchtime, and the rest of the day will be dry but cloudy and dull. ☼

Skies will clear overnight and the next day will be sunny but still with low temperatures. ☼

**Now listen again.***Repeat twice.***Question 7.** ☼**Which T-shirt does the boy give his friend?**

Here, I brought you this T-shirt back from my holiday. I hope you like it. Mum told me to get you one with a wind-surfer on the front because that's what I spent all my time doing, but this one with the bridge was cheaper. ☼

I bought myself one with a bear on it, and I didn't want to give you the same. ☼

**Now listen again.***Repeat twice.***That is the end of Part 1.****Now turn to Part 2, questions 8 to 13.** ☼

You hear a woman, called Lucy, talking about a trip in a balloon. For each question, put a tick in the correct box. You will hear the talk three times.

Now we are ready to start. Listen carefully.

**Note to Supervisors: insert pauses during second reading only.**

Today, as part of our series of programmes about things to do at the weekend, I want to tell you about my recent trip in a balloon. I arrived at the take-off site at about a quarter past five on a cool, misty morning. Our balloon had to take off early, at six, because after seven o'clock the sun would be too hot. It took about three-quarters of an hour to get ready and that was quite hard work! ❁

When the balloon was full of air, our pilot asked me to get into the basket with two other people – Susanna and her husband Steve. Susanna looked a bit frightened at first, but I thought everything looked fine and couldn't wait to get started. Steve had been on trips like this before and wasn't at all worried – in fact, he was quite proud of the fact that this was his tenth trip! ❁

Our pilot was called Pete. There aren't many rules about going up in a balloon. Pete told us not to touch the red rope, and that was all he said we needed to know. He also told us that he really enjoys taking people up in the balloon, and that it's possible to get a pilot's licence in two months if you work hard. ❁

The balloon trip was great, although being in a balloon is not as quiet as I was told it would be. Susanna told me she liked the feeling of being free best. But what I especially enjoyed was seeing the countryside in a new way, from above. ❁

We had a map but we just had to go where the wind took us. The map did help us though because it was easy to see where we were. Luckily, there were no clouds in the sky. We wanted to go towards the nearest big city, but instead found ourselves flying over an airport. Pete wasn't worried, he'd flown over it once before, and he'd had to land there in a hurry. ❁

We passed the airport safely, and sometime later landed in a field. The farmer was waiting for us. He said our noisy arrival had interrupted his sleep! He also told us that once a balloon had landed in his field, injured one of his cows, and knocked over a fence. Fortunately, the people in the balloon had paid for the damage. ❁

**Now listen again.**

*Repeat twice.*

**That is the end of Part 2.**

Now look at Part 3, questions 14 to 19. ❁

You will hear someone talking about courses at a summer school. For each question, fill in the missing information in the numbered space. You will hear the talk three times.

Now we are ready to start. Listen carefully.

**Note to Supervisors: insert pauses during second reading only.**

Have you got a few free days this summer? Would you like to learn a new skill while having fun and making friends? Then come to Central College Summer School between the 28<sup>th</sup> of June and the 9<sup>th</sup> of July. ❁

With over 70 one-day and three-day courses to choose from, there is something for everyone. One-day courses cost just £17 and three-day courses are £45. We provide lunch at the college, which you don't have to pay extra for. ❁

So, which course is the one for you? Are you interested in doing something creative? Then how about a one-day course on making the most of your sewing machine? Or would you prefer one of our art courses? There's a one-day course which teaches you to draw trees, which will take place outside, whatever the weather. ❁

Or you could do the three-day photography course aimed at beginners. And a very interesting new course this year is one on writing. Here you will get advice on everything you need to know about writing short stories – for example, how to get the reader's attention from the beginning. ❁

But perhaps you're more interested in languages and culture? If you're planning to travel to China, then our course in Chinese, which is especially for tourists, could be for you. You will learn to read place names and simple signs and notices. ❁

Or you may enjoy our day discussing what to eat and drink when you visit France for your holidays. Then there's Greek for beginners, Italian for art-lovers, and many more. To request a booklet all about Summer School courses, phone the college. ❁

Now listen again.

*Repeat twice.*

That is the end of Part 3.

Now turn to Part 4, questions 20 to 25. ❁

Look at the six sentences for this part. You will hear a conversation between a woman, Sarah, and her husband, Pete, about what to do in their free time. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO. You will hear the conversation three times.

Now we are ready to start. Listen carefully.

**Note to Supervisors: insert pauses during second reading only.**

**A.** Hey, Sarah, there's a good film on at the local cinema next week. How about going to see it? When we lived in London, we went to the cinema every Saturday night. All we've done since we moved here is watch films on the video every Saturday night. I think we need to get out a bit more. ❄

**B.** Well, it was different when we lived in London, Pete. There were more films to choose from at the cinema. You could see French, Italian, and Japanese – all kinds of new films, not just the American ones they show here. I'm not saying that some of them aren't great films. It's just the lack of variety I don't like. ❄

**A.** You're right, of course, but I'd really like to see this one which is on at the moment. It's called 'Snowstorm'. The newspaper review said it was probably the best film ever made, which made me laugh as they say that at least once a month about some film or other, but, anyway, I'd still like to see it. ❄

**B.** Oh, Pete! You never agree with what they say in the paper! I think they're very fair generally. ❄ Anyway, you know there are other things we could do if you're so keen to go out. I remember we talked about going to hear a band play, and that'd be great, although I think I'd prefer jazz to rock. ❄

**A.** Oh come on, Sarah! A rock concert would be much more fun than going to see a jazz band. I thought you didn't like jazz any more anyway?

**B.** That's not true, Pete. I just play my jazz CDs when you're not here, that's all, because I know how you feel about jazz. Anyway, I'm more than happy for you to choose what you want to hear and then we'll get some tickets and go. ❄

**Now listen again.**

*Repeat twice.*

**That is the end of Part 4.**

**You now have time to check and copy your answers onto the answer sheet. ❄**

**That is the end of the test.**

