

Cambridge

English Skills Test

Schools

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

Selection of Supervisors administering hearing-impaired versions of Listening tests

- 1 When selecting a supervisor, you must comply with employment laws in your country and carry out the necessary legal and employment checks: for example, a right to work check and character checks to ensure suitability for the role. This must include a Criminal or Police Records check. You must keep a record showing when the checks were carried out, the outcome and whether they are current or expired. Copies of any records must be treated in accordance with UK, GDPR or equivalent local data protection laws. If you hire staff through an agency, ensure that the agency carries out such checks as part of its recruitment process and provides you with the records.
- 2 The supervisor must avoid a conflict of interest and therefore must not be a friend, colleague or a relative of the candidate. They should be a suitably qualified and experienced person, preferably a member of the centre's staff, but not the candidate's own teacher or another candidate or student associated with the centre. The supervisor must be familiar with the whole of this document in order to confidently administer the desired Access Arrangements version of the Cambridge English Skills – Schools Listening Test. All cases must be notified to and approved by Cambridge English. Notification must be made before the examination is taken.

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
 - Answer sheet
- 4 Please follow the instructions carefully. Do not read any 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.
 - Ensure that your lips are clearly visible and not obscured by anything.
 - 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 Cambridge English 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

- 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 instructions at the beginning of each part 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 (*) (or in Part 1, at the end of the extract). 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 the procedure for each part of the paper.

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; 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

Cambridge English Skills Test: Schools

LISTENING

SAMPLE TEST

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print below) **once**.
- (2) Announce and read the **question** for Extract One once.
- (3) Give the candidate time to refer to the question paper and read through the questions.
- (4) Read the extract twice **pausing** between readings.
- (5) Read the extract a third time followed by a **pause** for checking the answer.
- (6) Repeat steps (2) to (5) for the other extracts.

This is the Cambridge English Skills Test: Schools Listening Sample Test – hearing-impaired version.

There are five parts to the test.

Part 1

For each question, listen and choose the correct answer (A, B or C).

You will hear each extract three times. ⌘

1. How does Jim get to school? ⌘

I'm enjoying my new school, but it takes ages to get there each morning. I started off by cycling but my bike's too small for me now, so I have to go on foot. There's supposed to be a school bus but it's always late. I remember other people saying that they had the same problem when they were young. Anyway, I suppose it must be good exercise for me. ⌘

Now listen again.

Repeat twice and then pause. ⌘

2. Why is the woman going to be late for work? ⌘

Hi, it's Sarah here. I'm sorry but I'm going to be late for work. I got on the wrong train! I have to go back to the station and change. I hope I won't miss the next train. I don't know when the next one will be – lots of trains have been cancelled today so it's really busy. I'll call you when I know. Goodbye. ⌘

Now listen again.

Repeat twice and then pause. ⌘

3. You hear a young sportswoman talking about a competition. In which sport is she a champion? ❄️

Well, I'm really happy that I won the junior championship! I think a few things gave me the edge over the other competitors. I've always been at home in the water. I grew up in a house overlooking the beach and learned to swim almost before I could walk. My dad had a sailing school and I loved going out in the boats. But once I got my first surfboard, I just wasn't interested in other water sports. All the other people in the water were men. And I used to study the most powerful ones and copy their moves. I guess that's how I got my distinctive style that everyone comments on. ❄️

Now listen again.

Repeat twice and then pause. ❄️

That is the end of Part 1. Now turn to Part 2. ❄️

Part 2

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print below) **once**.
- (2) Give the candidate time to refer to the question paper and read through the questions.
- (3) Read the extract **without pausing**.
- (4) Read the extract again, **pausing as indicated** (⌚).
- (5) Read the extract a third time **without pausing**.

Listen to a cultural adviser talking about giving and receiving gifts in different cultures.

For questions 4 – 5, choose the correct answer (A, B or C).

You will hear the talk three times.

Now read questions 4 and 5. ⌚

Exchanging gifts is a highly valued custom in some cultures, and in others, it's vital to avoid offence caused by giving gifts at an unsuitable time. It can be inappropriate to give gifts to a business colleague because it may be seen as an attempt to influence someone. Even when you know someone well, there are some helpful sites you can consult for guidance. For example, certain flowers may only be given on specific occasions, so offering some meant for sympathy when it's a person's birthday can lead to awkwardness all round – even if giving flowers is as acceptable as it is in your country. ⌚

How you give and receive gifts is important, too. In Japan, people give and receive gifts with both hands and open the gift in private. In the UK, there's no such etiquette, though you'll probably want to wrap the gift, and it's fine to open it in front of the giver. However, if you aren't a good actor and able to smile or look excited when you aren't keen on what you're given – this could be an argument for opening it later. Unlike some countries, in the UK there's no obligation to give a gift back, even on the same kind of occasion. ⌚

Now listen again.

Repeat twice and then pause. ⌚

That is the end of Part 2. Now turn to Part 3. ⌚

Part 3

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print below) **once**.
- (2) Give the candidate time to refer to the question paper and read through the questions.
- (3) Read the first extract **without pausing**.
- (4) Read the extract again, **pausing as indicated** (⌚).
- (5) Read the extract a third time **without pausing**.
- (6) Repeat steps (2) to (5) for the second extract.

Part 3 cont.

Listen to Sam Roper, a TV presenter, talking to students about his new series about wildlife.

For questions 6 – 10, choose the correct answer (A, B or C).

You will hear the talk three times.

Now read questions 6 – 10. ❄

Hello. If you haven't seen me on TV before, I'm Sam Roper. And I've just finished making a new series about wild animals. ❄

In some of the programmes, you can see me handling spiders, and swimming with a hippo. Dangerous? I don't think so. Generally, wild animals won't do anything bad to you unless they think you're going to attack them. Then they get nervous, and fight back. Even so, it's still really scary to get in the water with a hippo! ❄

Usually I enjoy filming. For the first programme, we filmed sharks in the Philippines where the water was beautifully clear. Amazing animals, really long tails. I wouldn't like to get hit by one. There's also a film of me with African elephants. People think they're cute and funny, but you can see that a huge elephant ran at me. It was definitely the low point for me. I was glad when we left that place, though it was satisfying to find some small African snakes I'd never seen before. ❄

I've been to places all over the world, both filming and watching animals. In rainforests there are animals all around. You don't have to look to find them. Antarctica is a place that interests me too, but if I could choose anywhere to go watching animals, it would be the Himalayas, just because the mountains are so beautiful. ❄

People often ask me how they can get a job doing what I do. And I'm afraid the answer is I don't know really. I didn't go looking for a job like mine – it just sort of happened. I loved Science at school but I wasn't particularly good at it. One thing I did do was to read about animals – I always had my nose in a book, every moment I got. I think that is what people should do. ❄

The new series will be on TV in the winter. But if you can't wait that long, you can see a film I made about tigers. I'm already making plans for my next project. I've noticed it's always the biggest animals – like whales – that get the most attention. Don't get me wrong, I love whales, but there are simply thousands of insects that we know nearly nothing about – they're what I'd like to make a series about now. ❄

Now listen again.

Repeat twice and then pause. ❄

That is the end of Part 3. Now turn to Part 4. ❄

Part 4

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print) **once**.
- (2) Give the candidate time to read the questions.
- (3) Announce 'Speaker 1' 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' and 'Speaker Three'.
- (6) Read through all three extracts in sequence **without pausing**.

You will hear three short extracts in which people are talking about talking about starting a hobby. For questions 11 – 13, choose from the list of options (A – E) the reason each speaker gave for starting their hobby. Use the letters only once. There are two extra letters which you do not need to use.

Write the correct letter on your separate answer sheet, together with the number of the question.

You will hear the extracts three times.

Now read questions 11 – 13. ❄

Speaker 1

I took up photography quite recently and I'm really getting into it. I got the idea when my classmate was showing me some awesome photos she'd taken with her friends, just walking around parts of downtown they didn't know, looking for new places to shoot. And when I heard they were planning to put them in as part of a portfolio of work for the local photography contest, I thought 'I'd like to take a shot at that too'. The prize is pretty good too – there's a camera and equipment worth about \$500 and I think that would really help take my photography up a level. I mean, I'm not sure of my chances, but who knows? If you don't try... and anyway, I'm having fun and learning a bunch. ❄

Read extract again, pausing at the end of the second reading.

Speaker 2

I have a bit of a habit of going from one hobby to the next, but I hope I stick with sailing – I really love it. I used to quite enjoy going running in the forest near where I live and I think I'm generally in good shape, which definitely helps out on the water – it can be pretty physically demanding. The thing about running was, it could be quite a lonely activity – our town has no club – but with sailing you're part of a crew working together, and I think the idea of getting to know people that way, it was something that really appealed to me. One thing though is that it's not cheap, so it's good I have a Saturday job to pay for the equipment and stuff. ❄

Read extract again, pausing at the end of the second reading.

TURN OVER

Speaker 3

I remember the first time I went climbing, I just went with some of my friends to the climbing wall at our local sports centre, just to sort of see how it would go. But I guess I wasn't prepared for how addictive it can be! Now we travel all across the country to take on different routes – some on walls but others in the mountains, quite high grades some of them. If you'd told me a year ago I'd be doing that, I'd never have believed you – there was no way I was strong enough or in any sort of physical condition really – and that was actually my main motivation for taking up climbing, I just needed to find the right activity. Now we're preparing for the local championships. It's even an Olympic sport – (jokingly) no harm in aiming high! ❁

Read extract again, pausing at the end of the second reading.

Now listen again.

Read through all three extracts again in sequence without pausing. Then pause. ❁

That is the end of Part 4. Now turn to Part 5. ❁

Part 5

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print below) **once**.
- (2) Give the candidate time to refer to the question paper and read through the questions.
- (3) Read the extract **without pausing**.
- (4) Read the extract again, **pausing as indicated** (⌚).
- (5) Read the extract a third time **without pausing**.

Listen to a woman called Lucy Townsend talking about an extreme sport called BASE Jumping.

For questions 14 – 18, complete the sentences by writing no more than three words in each gap. Write the missing words on your separate answer sheet, together with the number of the question.

You will hear the talk three times.

Now read questions 14 – 18. ⌚

Hello. I'm Lucy Townsend and I'm going to talk about the sport of BASE jumping. BASE is an acronym, for the four types of objects that BASE jumpers launch from. The B stands for buildings – in fact people often associate the sport with jumping from skyscrapers, as that attracts media attention. The A is for antennas or aerials, and the S for spans – generally bridges. The E is earth – nature, I guess you could say. Jumping off cliffs, for example. Doing that gives me an incredible rush! Mountain tops are often used too. You have to be brave for that! ⌚

I learned to sky-dive before attempting BASE jumping. Most people do. There are similarities between them, and as skydiving is considered safer, it makes sense to start there. You wear a parachute for both, but that doesn't mean the sensation's the same. With BASE jumping, you go straight from standing still to falling, so you get the same feeling as when you speed down the hill of a roller coaster. When you jump from a plane, you're already in motion, so that falling sensation isn't there. It's like you're on a cloud of air. ⌚

TURN OVER

Some BASE jumpers wear wingsuits. These are all-in-one suits with fabric joining the legs and running from each wrist to the waist. These fill with air once jumpers are airborne, allowing them to control their direction. Wingsuit flyers can reach speeds of 125 miles per hour, but they have to keep adjusting their body position to maintain their speed. If they slow down, they'll start to lose altitude, and the jump's over. ❁

I haven't jumped in one of those suits. I leave that to the more experienced BASE jumpers. You've probably seen them doing tricks on videos, gliding in close proximity to the structure they launched from, and any surrounding structures, and even flying through arches or tunnels. These are precision moves, and should only be attempted by those who've previously completed a considerable number of standard BASE jumps. Otherwise, the risk's too great. ❁

When you look back at the equipment BASE jumpers used in the early days, it's clear it was designed for use with other sports. It wasn't particularly compact, for example. Given that BASE jumpers generally have their helmets, body armour and everything else with them as they climb up to the barely accessible leap point, this is a major consideration, and the main reason why the gear's changed as the sport's become more popular. Now, moving on to ... ❁

Now listen again.

Repeat twice, inserting pauses in second reading. Then pause. ❁

That is the end of the Schools Listening Sample Test.

Give candidates adequate time to transfer all their answers.

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