

Cambridge
English
Skills Test
General

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

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 Linguaskill 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

GENERAL LISTENING SAMPLE TEST

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (first five lines 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 General Listening Sample Test – Hearing-impaired version.

There are 5 parts to the test.

Part 1

For question one, listen and choose the correct answer, A, B or C.

You will hear each extract three times. ⚙

1. Which train is at the station now? ⚙

We apologize that the 3:40 train from Manchester to Birmingham is delayed. This train will be twenty-five minutes late arriving. The train at platform two is the 3:45 to Oxford only. Passengers for London should wait for the next train, which will arrive in ten minutes. Thank you. ⚙

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 talk by a woman called Sally Cruz, who spent a holiday on a boat on a river in the USA.

For questions 2 – 6, choose the correct answer, A, B or C.

You will hear the talk three times.

Now read questions 2 – 6. ⌚

My name is Sally Cruz, and I'm going to tell you about a fabulous vacation I had white-water rafting on a river in the USA. I was with my son and daughter and twenty other people in large rubber boats on this very rough, fast river – my first time ever white-water rafting. I knew I'd get cold and wet, but that was part of the adventure. I thought I'd find the wild water scary, and I did at first, but my children just said, 'Come on Mom, you'll be fine', and I soon found my courage. ⌚

The river was beautiful, with waterfalls and quiet pools where we could swim. I loved the landscape. Each day we spent about 5 or 6 hours on the river, then ended the day on beautiful sandy beaches. It was a real delight watching my kids unplug from their computers and spend hours playing in the river, on the sand, and simply enjoying nature! This was something they couldn't really do at home. ⌚

The tents in the campsites weren't very comfortable, but because of the fresh air and exercise I had no problem sleeping. The youngsters on the trip stayed up late talking round the campfire, but I could never keep my eyes open long enough to join in. One of the best things for me was waking up in the morning and looking out of my tent at the beautiful view. ⌚

The food was the best camp food ever. Breakfasts included eggs or pancakes. For lunch, we'd stop on a beach for a picnic. The children sometimes complained there were too many salads and they didn't get burgers, but there were always cookies available so they accepted the healthy diet. Dinners were delicious – we once had freshly caught fish. And best of all? I didn't have to cook any of it! Actually, I love cooking, but it's nice to take a break occasionally. ⌚

The young men and women who were our guides were incredible! Their days lasted from 6 am until 10 pm. They were responsible for twenty of us and our gear for 5 days. They cooked our meals, rowed our rafts, set up our tents, played games with us on the beach, all with big smiles on their faces. White-water rafting was truly an adventure I'll not forget. ⌚

Now listen again.

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

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

Part 3

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (first three lines 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 followed by a **pause** for checking the answer.
- (6) Repeat steps (2) to (5) for the other extract.

Listen to part of a talk where a careers advisor talks about job interviews.

For questions 7 and 8, choose the correct answer, A, B or C.

You will hear the extract three times. Now read questions 7 and 8. ❁

Mistakes are common in job interviews and if you don't have potential answers lined up for some of the tricky questions you could get asked, you might find yourself struggling to respond on the spur of the moment. For example, the classic question about how you'd perform in a crisis could trip you up in at least two ways. First, it could be genuinely difficult for you to come up with something that qualifies as a major crisis. Second, what you say needs to reflect well on you – after all, you don't want to start talking about a crisis at work that you caused and were unable to sort out. ❁

So when it comes to answering the question, 'What would you do in a crisis?', I have a few pieces of advice. First off, it's important to understand what the recruiter is really asking you. The word 'crisis' is a highly emotive one but essentially the recruiter wants to know if you're the sort of person they want on board when the going gets tough – or if you'll go to pieces as soon as you experience stress. What they're looking for is evidence of a calm, practical approach under pressure, so try to talk about a time where you used common sense, initiative, and your problem-solving abilities to manage a tricky situation. This isn't just limited to workplace scenarios. It could be in any sphere of life. ❁

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 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 the trees in their city. For questions 9 – 13, choose from the list of options (A – H) what each person says they value most about the trees in their city. Use the letters only once. There are three extra letters which you do not need to use.

You will hear the extracts three times.

Now read questions 9 – 13. ⌘

Speaker One

There's an ancient tree I cycle past every morning. It's strangely bent over, as if it hasn't realised trees are supposed to be straight and restrained, rather than spreading their branches right over the path – and also as if it wants to remind us of its presence, and how it helps keep our air clean! On an otherwise ordinary stretch of road, it's unexpected. And it's made me appreciate how trees like this bring a special identity to our city where, although the architecture is attractive, especially the historical buildings, it can seem uniform. And the natural seasonal changes the tree goes through are amazing. ⌘

Repeat.

Speaker Two

In my beautiful city, there's currently a competition for people to vote for their favourite tree. And there're plenty of special ones for us to choose from – like one huge tree that hides the fairly unappealing entrance to a new shopping mall. The role of trees in urban environments – like how they keep us cool in summer – is often overlooked though. In fact, I'd say their key contribution is attracting wildlife, which prevents city dwellers from being completely disconnected from other species, even when we're surrounded by buildings. And some people maintain being around trees makes us feel better, although I'm unsure whether that's scientifically proven. ⌘

Repeat.

Speaker Three

Having recently moved to a city, I've noticed how the mature trees, with their big canopies of leaves, provide shade on really hot days, or shelter from the rain. That prompted me to find out more about what trees bring to urban environments, like how they're thought to capture particles in the atmosphere, from car exhausts for example. On a more personal level, though, there's this calmness that comes over me when I'm sitting under a tree after a difficult day. It's something I don't get anywhere else. ❁

Repeat.

Speaker Four

The trees in my city put up with a lot, like poor soil, or even being used as noticeboards – treatment which local action groups have been objecting to. In fact, a mature tree can be a whole ecosystem in itself – so important in our depleted natural environment with its poor air quality. But I also think about what the trees have witnessed during their lifetimes. What's remarkable is that a few of them have been connected with significant events, some of which older inhabitants of the city will probably recall as they pass them. ❁

Repeat.

Speaker Five

My city has an amazing number of trees, although they're often seen by the authorities as getting in the way of construction projects, ignoring the fact that they improve the city's appearance so much. Luckily, though, when one massive and really old tree was threatened with being cut down, it was saved by a campaign launched by local people. Nature conservationists supported it too, as a very rare butterfly was discovered living in the tree. An unintended consequence of the campaign was the bonds that were formed between diverse groups from different neighbourhoods. I think that's priceless. ❁

Repeat.

Now listen again.

Repeat twice, inserting pauses in second reading. 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 part of a podcast in which a woman called Mel, who is a keen cyclist, is talking about a race called The Iron Horse Bicycle Classic.

For questions 14 – 18, complete the sentences by writing no more than three words in each gap.

You will hear the talk three times. Now read questions 14 – 18. ⌚

Hi, I'm Mel and I'd like to tell you about the Iron Horse Bicycle Classic race, which takes place every May in Colorado, USA. ⌚

The race grew out of a challenge between two brothers to race to a nearby town. One was on his bike and the other on the old-fashioned tourist train – that's the 'Iron Horse' of the name. ⌚

When you think about a train and a bike racing, you might assume that the train has an obvious advantage, especially as its route is slightly shorter and easier than the bike route. But you know what, if the train had feelings I'd say it's probably suffering from an inferiority complex, considering that the bikes are almost inevitably the winner. ⌚

One thing that really stands out about the Iron Horse Bicycle Classic is the fact that you get all kinds of riders participating in it. People with very diverse levels of fitness – professional riders with years of experience and some complete rookies; but with enough determination they all make it to the end. It means the race feels very inclusive. ⌚

Once a qualifying race for the Olympics, the Iron Horse Bicycle Classic has become more popular than professional. Prize money is modest in comparison to other races. Riders come for the opportunity to participate in a race with such unique history. It'd be rare to find an Iron Horse participant – however successful – who's motivated by money. ⌚

I took part in the race myself, two years ago, and I'm doing it again next year. I'd be hard pressed to say what I'm looking forward to most. There's the excitement at the beginning when you're almost parallel to the train line, but I've been training a lot and I'm eager to see if I find the mountain passes easier than they were the last time. Of course, there'll be the joy and relief of the downhill sections. ❁

In May, in Colorado, anything can happen weather-wise, both in terms of temperature and whether you get sun, wind, rain or snow. It's a perennial challenge, and the organizers have to have plans for all eventualities, like the 'show-stopper' year that everyone talks about. Other years there've been challenging storms, but back in 2008, they actually had to cancel the cycling because of the snow. So that was one of the few years the train won – but only really by forfeit. ❁

Now listen again.

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

That is the end of the General Listening Sample test.

Give candidate adequate time to transfer all their answers.