

Cambridge
English
Skills Test
General

Listening

Sample Test

SUITABLE FOR CANDIDATES WITH ACCESS ARRANGEMENTS

SUPERVISOR'S BOOKLET

(including instructions and Supervisor's script)

For the use of the Supervisor only

How to administer this test

A Supervisor's script containing everything heard by the candidate on the recording is included in this booklet. Supervisors **must** study this material carefully whilst **playing through** the recording **before** the test begins.

There are five parts to the test and each part will be heard **twice**.

CAUTION:

CANDIDATES MUST WRITE THEIR ANSWERS ON A SEPARATE BLANK ANSWER SHEET AND NOT ON THE PRE-PRINTED ANSWER SHEET.

BEFORE EACH PART OF THE TEST, PLEASE EXPLAIN TO THE CANDIDATE WHAT YOU ARE GOING TO DO. USE THEIR MOTHER TONGUE IF NECESSARY.

There are five tracks on the recording – parts 1 to 5 of the test.

Part One

- Candidates hear the recording for the question twice. Please pause the recording before the question to give the candidate adequate time to read the question, and after each hearing to give the candidate adequate time to write and check their answer. An asterisk (*) in the script will remind you when to do this.

Parts Two, Three, Four and Five

- Pause the recording **before** each part or extract to give the candidate adequate time to read through the questions. An asterisk (*) in the script will remind you when to do this.
- First hearing: play the whole of each part or extract without pausing the recording.
- Second hearing: pause the recording where indicated at each asterisk (*) in the script. Give the candidate time to record one or more answers.
- Pause the recording after each part or extract to give the candidate adequate time to check their answers. An asterisk (*) in the script will remind you when to do this.

The length of pauses is at your discretion. Please ensure candidates have sufficient time to read questions or write one or more answers.

You must not replay any part of the recording.

SUPERVISOR'S SCRIPT

GENERAL LISTENING SAMPLE TEST

This is the General Listening Sample Test – Access Arrangements version.

There are five parts to the test, and you will hear each part twice. The recording will be paused at various points to give you time to read the questions and to write and check your answers. Please note that you do not necessarily need to write an answer each time the recording is paused. Listen carefully to the instructions before each part.

There will now be a pause. Please ask any questions now, because you must not speak during the test. ⚙

Part 1, Question 1

In this part, the recording will be paused before the question to give you time to read the question. The recording will also be paused after the question to give you time to write your answer.

You will hear a short recording. For question 1, choose the best answer, A, B or C. Write the correct letter on your separate answer sheet, together with the number of the question.

Question 1

The recording will now be paused to give you time to read the question. ⚙

Which train is at the station now?

M: 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

The recording will now be paused to give you time to check your answer. ⚙

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

Part 2, Questions 2 – 6

In this part, the recording will be paused at the following points. First, before you hear the recording, to give you time to read the questions. Then, from time to time, during the second hearing of the recording, to give you time to write one or more answers. Finally, the recording will be paused after the second hearing to give you time to check your answers.

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 best answer, A, B or C. Write the correct letter on your separate answer sheet, together with the number of the question.

The recording will now be paused to give you time to read the questions. ❀

[Note to supervisors: Insert pauses during second hearing only.]

F: 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. Remember the recording will be paused from time to time to give you time to write your answers.

REPEAT

The recording will now be paused to give you time to check your answers. ⚙

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

Part 3, Questions 7 and 8

In this part, you will hear one recording. The recording will be paused at the following points. First, before you hear the recording, to give you time to read the questions. Then, from time to time during the second hearing of the recording, to give you time to write one or more answers. Finally, the recording will be paused after the second hearing to give you time to check your answers.

For questions 7 and 8, choose the best answer, A, B or C. Write the correct letter on your separate answer sheet, together with the number of the question.

Questions 7 and 8

Listen to part of a talk where a careers advisor talks about job interviews. You will hear the recording twice.

The recording will now be paused to give you time to read questions 7 and 8. ⚙

[Note to supervisors: Insert pauses during second hearing only.]

F: 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

The recording will now be paused to give you time to check your answers. ⚙

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

Part 4, Questions 9 – 13

In this part, the recording will be paused at the following points. First, before you hear the recording, to give you time to read the questions. Then, between each speaker, to give you time to write one or more answers. Finally, the recording will be paused after the second hearing to give you time to check your answers.

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

The recording will now be paused to give you time to read the questions. ❀

[Note to supervisors: Insert pauses during second hearing only.]

Speaker 1: 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. ❀

Speaker 2: 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. ❀

Speaker 3: 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. ❀

Speaker 4: 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. ❀

Speaker 5: 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. ❀

Now listen again. Remember the recording will be paused from time to time to give you time to write your answers.

REPEAT

The recording will now be paused to give you time to check your answers. ❀

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

Part 5, Questions 14 –18

In this part, the recording will be paused at the following points. First, before you hear the recording, to give you time to read the questions. Then, from time to time, during the second hearing of the recording, to give you time to write one or more answers. Finally, the recording will be paused after the second hearing to give you time to check your answers.

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. Write the missing words on your separate answer sheet, together with the number of the question.

The recording will now be paused to give you time to read the questions. ⌘

[Note to supervisors: Insert pauses during second hearing only.]

F: 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. Remember the recording will be paused from time to time to give you time to write your answers.

REPEAT

The recording will now be paused to give you time to check your answers. ❁

That is the end of Part 5.

That is the end of the General Listening Sample test.

Give candidate adequate time to transfer all their answers.