

Cambridge

English Skills Test

Business

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 – Business 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

- 3 Hearing-impaired (lip-reading) versions of listening tests are provided for candidates with hearing difficulties, which may range from partial to complete hearing loss.
- 4 All cases must be notified to and approved by Cambridge Assessment English. Notification must be made **before the examination is taken**.
- 5 The following materials are provided:
 - Question Paper
 - Supervisor's Booklet.
- 6 Please follow the instructions carefully. Do not read each part more times than indicated, and pause only where indicated on the script.
- 7 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.
- 8 It is advisable to listen **beforehand** to a recording of a standard Linguaskill Business Listening test, then practise reading at a slightly slower rate.
- 9 Try to maintain the intonation and patterns of normal spoken English and make your speech sound as natural as possible.
- 10 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 (*). 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.

Please note that this material is **confidential** and must be stored at all times under lock and key so that no unauthorised person has access to it.

SUPERVISOR'S SCRIPT

Cambridge English Skills Test: Business – Listening Sample Test

LISTENING

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 **without pausing**.
- (5) Read the extract again, **pausing as indicated** (⌚).
- (6) Read the extract a third time followed by a **pause** for checking the answer.
- (7) Repeat steps (2) to (6) for the other extracts.

This is the Business Listening Sample Test – Hearing impaired version.

There are four parts to the test.

Part 1

For each question, listen and choose the correct answer.

You will hear each extract three times. ⌚

Question 1. What would the woman like to do when she leaves college? ⌚

I started my teacher-training course last year, and though I love children, I realise now I wouldn't be happy working in a school. I thought of changing my course and training to be a cook in a restaurant because I enjoy cooking, but I decided that wasn't a good idea. I'd really love to sell children's toys, have a little shop somewhere. My teacher training would help me with ideas. ⌚

Now listen again.

Repeat twice and then pause. ⌚

Question 2. Listen to a man talking about mistakes in business. What advice does the man give about mistakes in business?

In any business, mistakes are made – I'm here to tell you that failure isn't as terrible as it may seem. The biggest issue isn't the mistake itself, but the time wasted worrying about it afterwards. A better plan is to analyse where things went wrong, work out how to avoid it happening again and then, in time, move on. Maybe write a report about what happened to share with your team members – by being open and honest, you build respect in the workplace. Don't let past failures negatively influence the future of the business. You can't work out how to learn from mistakes unless you're continually trying new things and developing your business. ⌚

Now listen again.

Repeat twice and then pause. ❄

That is the end of Part 1.

INSTRUCTIONS TO SUPERVISOR

- (1) Read the **instructions** (in **bold** print below) **once**.
- (2) Announce and read the **question** for Extract Two once.
- (3) Give the candidate time to refer to the question paper and read through the question.
- (4) Read the extract **without pausing**.
- (5) Read the extract again, **pausing as indicated** (⌚).
- (6) Read the extract a third time followed by a **pause** for checking the answer.
- (7) Repeat steps (2) to (6) for the other extracts.

Part 2, Questions 3 – 8

Listen to part of a talk on improving presentation skills with an expert called Mark Parker. Choose the best answer (A, B, or C).

For questions 3 – 8, choose the correct answer. ⌚

You will hear the talk three times. ⌚

I'm Mark Parker and I want to share with you some of my thoughts on giving better presentations. I've just written a book called 'Speak Up' which looks at why people are often so terrified of giving presentations. People often worry they'll go blank and forget everything. But in my experience the biggest mistake people seem to make isn't that they fail to get their message across – where they go wrong is in rushing through all their material. They insist on including everything that's on their notes at the expense of being clear. It's a mistake I used to make myself. ⌚

I decided to enrol on a public speaking course because I wasn't satisfied with my performance as a speaker – and also because I found giving presentations such a stressful ordeal. The course involved videoing and then analysing each participant's presentation. I discovered that while I didn't have any annoying habits, like waving my arms around, I did tend to say ok and right [don't emphasise] an awful lot. Not too upsetting really. And at least my clothes and appearance didn't come in for any criticism. ⌚

However, despite the helpful feedback, I don't think it had a very positive impact on my performance. In fact it made it worse. When I was preparing my presentations, I was more focused on delivery than the message – which wasn't a good thing. And I was trying so hard to be natural, and to become the perfect performer, I ended up feeling, looking and sounding incredibly unnatural. ⌚

So how did I get over my fear of giving presentations? Well it didn't happen overnight. It took years before I could finally stand up on a stage in front of hundreds of people without panicking. It was just good old-fashioned hard work and practice that got me there in the end. ⌚

I didn't have the benefit of all the online self-help tools that are around today. And I know I would have found them really useful. For one thing, you can focus on your own needs more efficiently. In a group situation you're dealing with other people's problems, as well as your own, and these may be completely irrelevant to you. It might not be as much fun, but you won't have to worry about trying out a new presentation style in a room full of strangers either. ❀

For anyone that does experience a lot of anxiety before giving a presentation, you need to find a way of managing your stress. What worked for me was feeling in control. That meant making sure I was there well ahead of the audience, so I could check the equipment, read through my notes and deal with any last-minute issues. This will help to make you feel more relaxed, so you can be ready to greet your audience with a smile as they arrive. You may not believe me when I say... ❀

Now listen again.

Repeat twice and then pause. ❀

That is the end of 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**.

Part 3

Listen to a podcast about turning a hobby into a business by Lisa Mansfield.

For questions 9 and 10, choose the correct answer.

You will hear the podcast three times.

Now read the questions. ⌚

Hello, I'm Lisa Mansfield and today I'm talking about how I turned my hobby of keeping bees into a successful business and how I made the leap from hobby to business. ⌚

I was an accountant by profession, but my family always kept bees and made honey. It was a hobby, but we sold it at markets if we had extra. What I found was that people at the market were super interested in how to set up their own hives and keep bees, more so than buying honey really. I spent a lot of time giving hands-on guidance and I realised that was something I could charge for. Plus, I was ready for a change. My husband was really supportive, so I gradually eased my way out of accountancy and into private consultancy for people establishing beehives. ⌚

My financial background helped me make that transition. ⌚

But for those on the brink of quitting their day jobs, I'd say do your research. I mean don't be blinded by your passion for your hobby; you need to think beyond your own interest in the subject and really ask yourself if you're offering a unique product or service. You don't want to replicate what existing companies already provide. ⌚

Now listen again.

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

That is the end of 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 extract **without pausing**.
- (4) Read the extract again, **pausing as indicated** (⌚).
- (5) Read the extract a third time **without pausing**.

Part 4

Listen to part of a podcast with a computer games developer called Rachel Karlsson.

For questions 11 – 15, choose the correct answer.

You will hear the presentation three times.

Now read the questions. ⌚

Hello listeners! I'm Rachel Karlsson, a computer games developer, and in my first podcast episode, I'm going to tell you how it all started. Seven years ago, I finished university and with a little help from a couple of classmates, I set up my own computer games company. ⌚

My company's been developing games ever since and amazingly, some mobile games have reached half a million downloads. Sometimes I laugh to myself about this – despite enjoying playing games myself, I'd never actually planned to make my own games! ⌚

You see, in my final year at high school one of my teachers gave a talk about a variety of courses that he thought would be of interest to us, but none particularly appealed to me. He said we should do something that excited us, not just what we were good at. Now, chemistry is widely recognised as a difficult subject, but I was getting top marks and could have done that at university. I knew about all the possible jobs in that area, too. But when I asked myself if it excited me, my answer was 'not really'. So, chemistry wasn't the degree for me. ⌚

Then one day, while playing online games on my mobile, I saw an ad for computer science courses at a local university. That's when I first thought it might actually be a useful skill to know how to write code and then be able to create programs for phones and other devices. So I had a look at some university courses. The course descriptions listed areas of study like 'algorithm analysis', 'data mining', and so on. At that time, I had no idea what those terms meant (laughs), but I did understand that studying computer science would give me some important skills for the world of work. So I started visiting universities. ⌚

And I actually found that several nearby universities were offering degree courses in computer science. So, after doing a bit of research, I got in my car and spent some time visiting the universities I liked the sound of. The nearest ones to home were within an hour's drive, but one university was two and a half hours away. Anyway, when I finally arrived, the site was really nice, with beautiful trees and fields all around. And while the first one I'd visited was ultra-modern and well-equipped, and very tempting, I felt I'd found my favourite. ⌚

So, I applied for – and got onto – a computer science course. And I met lots of interesting students on the course. Most of them were also doing a short course in computer games development, but to my surprise, you didn't need to know how to make games to do it, you

just needed a passion for gaming. Well, like them, I was a keen gamer so, the following month, I went from studying computer science as a single subject to studying computer science with games development.

And the rest, as they say is history. So I would say to anyone who is wondering.... [fade to silence] ❄

Now listen again. Remember, the recording will be paused from time to time to give you time to write one or more answers.

Now listen again.

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

That is the end of Part 4.

That is the end of the Business Listening Sample Test.

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