

Cambridge

English Skills Test

Business

Listening

SAMPLE TEST

SUITABLE FOR CANDIDATES WHO ARE VISUALLY IMPAIRED

SUPERVISOR'S BOOKLET

(including instructions and Supervisor's script)

For the use of the Supervisor only

Selection of Supervisors administering Access Arrangement 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.

How to administer this test

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

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

There are four tracks on the audio – parts 1 to 4 of the test. Remember to press the 'pause' button and not the 'stop' button on the audio player when a pause is indicated in the script (*). If the 'stop' button is pressed, the audio will return to the start of track 1.

Parts One and Two

Candidates hear the recording for each question twice. Pause the audio as instructed.

Parts Three and Four

- Pause the audio **before** Parts Three and Four of the test 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 section without pausing the audio.
- Second hearing: pause the audio where indicated at each asterisk (*) on the script. Give the candidate time to write one or more answers.
- Pause the audio **after** each part to give the candidate adequate time to check his/her answers. An asterisk (*) in the script will remind you when to do this.

The lengths of pauses are at your discretion. However, please ensure candidates have sufficient time to read the questions or write their answers.

Please tell the candidate that a pause does not necessarily mean that an answer is required at that point.

Do not replay any part of the audio.

SUPERVISOR'S SCRIPT

Cambridge English Skills Test: Business - Listening Sample Test

LISTENING

This is the Business Listening Sample Test - Access Arrangements Version.

There are four 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 audio 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, Questions 1 and 2

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 two short recordings. For questions 1 – 2, choose the best answer A, B or C. Write the correct letter on your separate answer sheet, together with the number of the question.

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

You will hear each recording twice.

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

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

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

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

That is the end of Part 1. Turn to Part 2.

Part 2, Questions 3 – 8

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.

For questions 3 to 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).

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

You will hear the recording twice.

The recording will now be paused to give you time to read questions 3 to 8.

M: 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. 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 9 and 10.

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 9 and 10, choose the best answer, (A, B or C). Write the correct letter on your separate answer sheet, together with the number of the question.

Listen to a podcast interview about turning a hobby into a business. You will hear the recording twice.

The recording will now be paused to give you time to read questions 9 and 10.

Note to supervisors: insert pauses during second hearing only.

M: Today we're talking to Lisa Mansfield about how she turned her hobby of keeping bees into a successful business. Lisa, how did you make the leap from hobby to business? ❁

F: Well Mark 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. ❁

M: Your financial background must have helped you make that transition Lisa. ❁

F: It did – 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. ❁

REPEAT

Now listen again.

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 11 – 15

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.

You will hear part of a podcast with a computer games developer called Rachel Karlsson.

For questions 11 – 15, listen and choose the correct answer (A, B or C) that best fits according to what you hear. Write the correct letter on your separate answer sheet together with the number of the question.

You will hear the recording twice. The audio will now be paused to give you time to read the questions. ❁

Now listen to the podcast.

Note to supervisors: insert pauses during second hearing only.

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.

REPEAT

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

That is the end of Part 4.

That is the end of the Business Listening Sample test.

BLANK PAGE