



Cambridge Assessment English

Preliminary for Schools

Listening

Sample Test H

SUITABLE FOR CANDIDATES WITH A HEARING IMPAIRMENT

SUPERVISOR'S BOOKLET

(including instructions and supervisor's script)

For the use of the Supervisor only

**Two supervisors are required to administer this version of Preliminary for Schools.
Two copies of this booklet are supplied.**

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 Assessment English. Notification must be made **before the examination is taken**.
- 3 The following materials are provided:
 - Question Paper
 - Supervisor's Booklet.
- 4 Please follow the instructions carefully. Do not read each 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.
 - 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.
- 6 It is advisable to listen **beforehand** to a recording of a standard Preliminary for Schools Listening test, then practise reading at a slightly slower rate.

Sample recordings can be found on the website.
- 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 Assessment English Help Desk.

How to administer this test

Two supervisors are required to administer this version of the test.

NB: Do not administer this test to more than one candidate at a time.

- Ask the candidate to read the instructions on the cover of the question paper.

Ensure the candidate understands what he/she must do.

- Give the candidate adequate time to read through the instructions and questions at the beginning of each part. An asterisk (*) will remind you when to pause.

- Procedure:

(i) It is recommended that the **same supervisor** reads out all instructions shown in bold in the script (Pages 5 – 14).

(ii) **DIALOGUES:** Part 1 (Questions 1, 2, 5 and 7) and Part 2 and Part 4.
Two supervisors read the dialogues.

Make sure you face the candidate and stand no more than 2 metres away.

(iii) **MONOLOGUES:** Part 1, (Questions 3, 4 and 6) and Part 3.
One supervisor only is required to read each text.

(iv) Read each talk or conversation straight through. Please speak a little slower than normal.

Read the talk or conversation again, stopping at each asterisk (*). When you stop, give the candidate time to look at the question paper and answer the questions, or make notes, etc.

Do not start reading again until the candidate looks up.

Finally, read the talk or conversation again (without inserting pauses).

(v) Repeat the same procedure for each talk or conversation in the test.

At the end of each part, give the candidate adequate 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

Preliminary for Schools

LISTENING

HEARING-IMPAIRED VERSION

Sample Test H

Rubric: Cambridge Assessment English, Preliminary for Schools
Listening, Sample Test. Hearing-impaired version.

There are four parts to the test. You will hear each part three times.

The first time we read each talk or conversation, we will not stop. The second time, we will stop sometimes so that you can look at the questions and make notes. The third time, we will not stop.

Now look at the instructions for part 1. ☼

Questions 1 – 7

Rubric: For each question, choose the correct answer.

Note to supervisors: insert pauses during second reading only.

Look at question one.

Rubric: 1 – What will the boy bring for the barbecue?

Speaker 1 : Hi, it's Jack. Just phoning to see if I should bring anything for the barbecue? Mum's got some chicken she says we can have.

Speaker 2: Chicken's everyone's favourite, so we've got loads thanks.

Speaker 1 : I could bring some burgers.

Speaker 2: Well, Anna's made about twenty.

Speaker 1 : Oh, that'll be plenty.

Speaker 2: How about some sausages?

Speaker 1 : Hold on, I'll just look in the fridge...ah, there aren't any left.

Speaker 2: Well, don't worry. We've probably got enough here.

Speaker 1 : I could pick some up on my way over. It's no trouble.

Speaker 2: Well if you don't mind.

Speaker 1 : Sure, no problem. ☼

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 2 – Which part of the boy’s body hurts now?

Speaker 1: How are you?

Speaker 2: I was walking on the ice last week, and I wasn’t really concentrating because I had a terrible headache. Anyway, I slipped and fell and I landed on my shoulder. At the time when I fell, my shoulder really hurt but that pain soon wore off. I think maybe I damaged something a bit more serious in my ankle though. I’m going to get my ankle checked at the doctor’s, because the pain still hasn’t gone. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 3 – What will the visitors see last?

Now, everyone, follow me into the museum. This room is where the ancient jewellery’s displayed – some fantastic pieces here – and next door are paintings of rock stars by the artist Ben Soper. We’ll visit that at the end of the tour, for the talk I’m going to give you about them. But before that, I’ll take you into the garden where you can have a look at the old racing car we’ve got there! It was generously given to us by a famous racing team when the museum was built... ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 4 – Where did the police catch the zebra?

And finally we have a story about a zebra, which escaped from the local zoo this morning. Surprised motorists saw the animal walking down the side of the road during rush hour and reported it to the police, who followed it as it walked right through a shopping centre and on down to the river. They succeeded in catching it when it stopped to eat some grass. The zebra is now back in the zoo, and doesn’t seem at all worried by its trip into town and the busy traffic it saw. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 5 – What did the girl do yesterday?

Speaker 1: Did you have a good weekend?

Speaker 2: Yes, I went out with a couple of friends yesterday.

Speaker 1: Where did you go?

Speaker 2: Well, they wanted either to see a movie or to go swimming. I said I'd rather go to the science museum, but they weren't so keen on the idea. Anyway we tried to get into the pool, but there was a big swimming competition going on there, and by that time the film had already started. So I got what I wanted in the end – and it was fun actually. ❀

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 6 – Which computer game does the girl like most?

Okay here are this week's new computer games. *Dance Moves* teaches you how to dance. There's a great range of moves and a great choice of classic hits from the last 5 years. The only problem is knowing when to quit. *Pet Project* has a choice of baby zoo animals to care for. Although they're super cute, you'll quickly feel as though you've seen it all before. The last game is *Cooking Star*, it seems a nice choice for anyone who's passionate about food, but imaginary food has a limited attraction. ❀

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: 7 – Which sport did the boy do for the first time on holiday?

Speaker 1: Hi Pat, how was the holiday at the watersports centre? Did you do lots of sailing?

Speaker 2: I did yeah. I'm pleased I did a course last year...it meant I could go straight out on the water. And I was able to try windsurfing too. It's actually quite easy if you've already sailed. I just had to learn how to keep my balance.

Speaker 1: Did you do any other sports?

Speaker 2: Yeah, water skiing. My little brother was old enough to do it too this time, so he was really happy about that!

Speaker 1: Great. ❁

Rubric: Now listen again.

<i>Repeat twice, inserting pauses in the second reading. Pause after the third reading.</i>

❁

Rubric: That is the end of part 1.

❁

Rubric: Now look at part 2. Questions 8 – 13. For each question, choose the correct answer.

8 – Two friends are talking about a campsite they have been to.

❁

Speaker 1: So, how did you like the campsite?

Speaker 2: Brilliant! Thanks for telling my dad about it! It's got everything – shops, swimming pool, games room. And a beautiful beach five minutes away.

Speaker 1: I knew you'd love that. The pool's good enough for me. I had the best time ever – so much to do!

Speaker 2: When we first got there, I felt a bit lost. But then I started hanging out with loads of other teenagers.

Speaker 1: That's why I'd go back any day – in other camps you don't get that sort of crowd. I remember one where it was mostly families with little kids.

Speaker 2: I know what you mean. ❁

Rubric: **Now listen again.**

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

9 – Two friends are talking about homework.

❁

Speaker 1: I've got a friend who wants us to do homework together. I'm not sure it's a good idea.

Speaker 2: Well, I've tried it and it works for me, depending on the subject. But if it's something you really need to concentrate on, then you're better off on your own.

Speaker 1: I suppose it would make it less boring, having a few laughs and some jokes here and there ...

Speaker 2: That's exactly it, and you can do it in half the time it takes you on your own, because you're helping each other. ❁

Rubric: **Now listen again.**

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

10 – You will hear a boy telling his friend about a rock-climbing trip.

❁

Speaker 1: So, how did your rock-climbing trip go?

Speaker 2: It was harder than I expected. It's all very well climbing on an indoor climbing wall. I've always been pretty pleased with the way I've climbed there. But out on real rocks in the hills, it's a lot scarier. You need to have someone with you who's got a lot of experience, who can tell you what to do or give advice.

Speaker 1: I can imagine.

Speaker 2: I'm looking forward to having another try, though. But next time I'll tell whoever I'm

with that I need support. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

11 –Two friends are talking about learning to play the guitar.

❁

Speaker 1: Wow, it's so hard to get any better at the guitar. It feels like I'm not making any progress.

Speaker 2: Well, you seem to spend a lot of time practising. I don't see how you could do much more. Don't you think it's better to focus on one type of music rather than on lots of different types?

Speaker 1: I don't know. Maybe it's good to go for lots of different ones.

Speaker 2: Well, anyway, you ought to pay attention to the really top players. They've been along the same path that you're on. Just notice how they do things.

Speaker 1: I think I do that already really. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

12 –Two friends are talking about a book they've read.

❁

Speaker 1: I've just finished reading that book. It's brilliant – so much happens. It's exciting all the way through.

Speaker 2: Yeah, though it does get slower in the middle, when the hero Alan is trying to decide whether to tell his mum about the baby lion he found. Alan's personality seems really true to life, and so does his mum's – like the way she reacts when he tells her all about it.

Speaker 1: I know what you mean – it reminds me of my mum and me. I never thought she'd let him keep the lion though. That was a nice surprise.

Speaker 2: I kind of thought that might happen actually. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



13 –Two friends are talking about a concert they’ve been to.



Speaker 1: What a great concert. I listen to that band a lot, but I’d never seen them live before.

Speaker 2: Me neither. But why didn’t they play their greatest hits, especially if you think what we paid to get in.

Speaker 1: I liked what they did, though. As for the price, it was definitely more than I’d normally be willing to pay.

Speaker 2: And the organisers didn’t do a very good job. It was awful waiting so long for the main act to start.

Speaker 1: Don’t blame the organisers. It’s simply that the band hadn’t arrived. There was nothing they could do about that. ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.



Rubric: That is the end of part 2.



Rubric: Now look at part 3. Questions 14 – 19.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.



Rubric: A man called Phil Lamb is telling a group of students about his work as a TV news presenter.

Hi, many thanks for inviting me. I've been a TV news presenter for four years now. I did a couple of other jobs after university, first in radio in my home city and then as a journalist on a magazine. I enjoyed both jobs very much. ❁

I present the five o'clock evening news. There's a lot of preparation to do before I start. First I get the newspapers and go through each one carefully. That way I understand what's in the news reports I have to present that day. Then I have meetings with the editor of the news programme in the TV studio. ❁

After that I have to spend a bit of time choosing the right jacket to put on! I think it's really important, because that's what you see when I'm sitting at my desk, reading the news. But at least I don't need to worry about my trousers or my shoes as no-one gets to look at those! ❁

What do I find particularly difficult? Well, I sometimes say things wrongly! I don't often make mistakes with the names of cities or countries, whatever the language, but it's names of people which I sometimes find a real challenge to get exactly right! ❁

Now, I can't choose what news to present of course! But I do have my favourite topic. I really enjoy business, so reading news about that is always interesting to me. For some of my colleagues, the most interesting subject is politics or even fashion. We're all different! ❁

What about the future? I've been told I could make a good actor. I've never been attracted by that, though. As a teenager, I always dreamt of becoming a producer. I still think it would be exciting if I get the chance. Maybe I'll do that one day.

Now, any questions... ❁

Rubric: Now listen again.

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: That is the end of part 3.

❁

Rubric: Now look at part 4. Questions 20 – 25. For each question, choose the correct answer.



Rubric: This is an interview with a young singer called Mandy.

Speaker 1: Hi Mandy. You started off as a successful disc jockey and now you're a singer in a great new band! When did you get your first job as a DJ?

Speaker 2: Well, when I finished school, I trained as a nurse for a year, but I wasn't very good at that. I'd always loved music, and I wanted to save money to buy equipment, so I started looking after elderly people. As soon as I had enough, I bought what I needed. I got my first job as a disc jockey almost immediately. ❀

Speaker 1: But then you started singing instead. How did that happen?

Speaker 2: Well, I'd been a disc jockey for about four years, then last year, I read about a DJ competition in Ireland and I entered. I did some live singing on stage that night and one of the judges asked me if I'd be interested in singing professionally. I was very lucky, really. ❀

Speaker 1: So now you're in a band called 'Dish'. Tell us about your new record, the one that's in the shops now...

Speaker 2: Yes. It's called 'Up and Down'. It's about a girl who is never really happy with her life. She's always up and down, wanting too much and never being satisfied. I'm not that kind of person fortunately, nor are my friends! It does have a nice ending. ❀

Speaker 1: And you're working on a new CD?

Speaker 2: Yes, but we haven't finished recording that yet. There are still two more songs to do but I'm very proud of it. It's traditional rock but we've included some electronic music too to make it really unusual. I just hope the public will buy it! We think it's great! ❀

Speaker 1: And what kind of music do you listen to at home?

Speaker 2: That's difficult. The music I like best has words that mean something to me, I suppose. I love dance music too, but you can't listen to it all the time and I generally prefer female artists to male, I think too. But that depends on the singer. ❀

Speaker 1: And your future plans?

Speaker 2: Oh! I've got so much work to do at the moment – television performances and concerts, it's hard to plan. But I'd really like to own a night club one day... somewhere great to dance, so that's my next project. One day, perhaps I'll try to learn to play the guitar – that would be nice – but I'm too busy to think about it at the moment. I can write and sing, that's what I do best.

Speaker 1: Well, lots of luck with your new CD and thanks for coming.

Speaker 2: You're welcome! ❁

Rubric: **Now listen again.**

Repeat twice, inserting pauses in the second reading. Pause after the third reading.

❁

Rubric: **That is the end of part 4.**

❁

Rubric: **You now have time to write your answers on the answer sheet.**

❁

Rubric: **That is the end of the test.**

Now give the candidate adequate time to transfer all their answers to the separate answer sheet.