

CAMBRIDGE ASSESSMENT ENGLISH

CAMBRIDGE ENGLISH

MOVERS LISTENING

Sample test

SUITABLE FOR CANDIDATES WHO ARE HEARING IMPAIRED

SUPERVISORS' BOOKLET

(including instructions and Supervisors' script)

For the use of the Supervisors only

<p>Two supervisors are required to administer this version of Movers. Two copies of this booklet are supplied.</p>

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 (two copies).
- 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 Movers 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 Help Desk.

How to administer this test

Two supervisors are required to administer this version of Movers.

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

- 1 Ask the candidate to read the instructions on the cover of the question paper. **Check the candidate understands what he/she must do.**
- 2 Give the candidate adequate time to read the instructions and any following questions, and look at the pictures for each part.
- 3 **Procedure:**
 - (i) It is recommended that the **same supervisor** reads out all instructions shown **in bold** in the following script.
 - (ii) For all parts, **two supervisors** should read the **dialogues** (in boxes). Make sure you both **face the candidate** and stand no more than **2 metres** away with a good source of light on your faces.
 - (iii) Read the first dialogue. Please speak a little slower than normal.
 - (iv) Read the dialogue 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.**
 - (v) Finally, read the dialogue again (without stopping).
 - (vi) Repeat the same procedure for each dialogue.
- 4 At the end of each part, give the candidate adequate time to write his/her answers and at the end of the test, give the candidate time to write or check his/her answers.

CAMBRIDGE ASSESSMENT ENGLISH

MOVERS LISTENING

HEARING IMPAIRED SAMPLE TEST

Supervisors' Script

This is the Cambridge English Movers hearing impaired sample listening test.

Look at Part One.

Now look at the picture. ☼

Listen and look.

There is one example. ☼

Example

1	Look, Grandpa. My friend's family are in the garden.
2	What's your friend's name?
1	It's Sally. Can you see her? She's got glasses. ☼
2	Is she opening a present?
1	That's right. It's her birthday today. ☼

Read three times, inserting pauses in the second reading. Pause after the third reading.

Can you see the line? This is an example. Now you listen and draw lines.

One

2	That boy's carrying the birthday cake. It's very big.
1	That's Nick. ☼
2	He's not walking very carefully with it.
1	I know. Oh dear! ☼

Read three times, inserting pauses in the second reading. Pause after the third reading.

Two

2	Is that boy your friend's brother?
1	Which boy?
2	He's sitting on the mat. ☼
1	Oh, yes. And he's playing with a toy truck.
2	That's right.
1	That boy's name's Ben. He's Sally's cousin. ☼

Read three times, inserting pauses in the second reading. Pause after the third reading.

Three

2	I know that man. Look at his hat.
1	You mean the man with the sandwiches?
2	Yes. He's called Paul. ☼
1	He's got lots.
2	Yes. People get hungry at parties. ☼

Read three times, inserting pauses in the second reading. Pause after the third reading.

Four

2	And is that your friend's mum?
1	The woman who's cleaning the table?
2	Yes. ❀
1	That's right. Her name's Mary.
2	That table's very dirty.
1	Yes. That's because it's always outside. ❀

Read three times, inserting pauses in the second reading. Pause after the third reading.

Five

2	Look at that woman!
1	Where?
2	She's putting something in the tree. ❀
1	Oh, that's Aunt Jane. She's putting some lamps there for this evening.
2	What a nice party! ❀

Read three times, inserting pauses in the second reading. Pause after the third reading.

That is the end of Part One. ❀

Part Two.

Listen and look.

There is one example. ❁

Note for Supervisors: Please speak slowly and deliberately when you spell out a name or say a number.

Example

1 Come quickly, children. The train's waiting to take us to the zoo.
2 Great, Mrs White. It's exciting going to the zoo. ❁
1 Yes. And I love going by train.
2 Me too. ❁

Read three times, inserting pauses in the second reading. Pause after the third reading.

Can you see the answer? Now you listen and write.

One

2 Is the zoo called 'Jungle' something?
1 That's right. It's Jungle Hill. ❁
2 Jungle what?
1 Hill. That's H-I-double L.
2 OK. ❁

Read three times, inserting pauses in the second reading. Pause after the third reading.

Two

2 Are there hundreds of different animals at the zoo?
1 Not so many. It says in this book there are 89 different kinds of animals. ❁
2 89?
1 Yes. And they all have to have food every day. ❁

Read three times, inserting pauses in the second reading. Pause after the third reading.

Three

2 Are there tigers?
1 Yes.
2 Can we give food to them?
1 No, we can't. But we can give food to the parrots. ❁
2 Great. I love parrots. They're very funny. ❁

Read three times, inserting pauses in the second reading. Pause after the third reading.

Four

- | | |
|---|---|
| 2 | Where can we buy food for them? |
| 1 | At the zoo store. ❁ |
| 2 | Where's that? |
| 1 | Next to the café. |
| 2 | Next to the café? OK. I'd like to go and do that. ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Five

- | | |
|---|---|
| 2 | Can we eat at the zoo? |
| 1 | You've got your lunch with you, I think. |
| 2 | Yes, my mom gave it to me. ❁ |
| 1 | Well, you can eat that at the zoo and then in the evening, on the train, we can buy burgers and lemonade. |
| 2 | Burgers and lemonade. Great! My favourites. ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

That is the end of Part Two. ❁

Part Three. Listen and look. ❁

Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example. ❁

Example.

- | | |
|---|--|
| 1 | Hello, Mrs Castle. |
| 2 | Hello Sally ... Oh I'm tired. I went to see my parents today. They never stop talking! ❁ They told me all about their new sailing boat! They love going to different places in it. It's their favourite hobby! ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Can you see the letter H? Now you listen and write a letter in each box.

- | | |
|---|---|
| 1 | What does your son like doing, Mrs Castle? He's in my class at school, I think. |
| 2 | That's right! He loves movies ... but not watching them on TV ... At the cinema. ❁ He often goes with his friends. He likes funny films most. Do you? |
| 1 | Not always ... ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

- | | |
|---|--|
| 2 | I've got a daughter too. |
| 1 | I didn't know that! ❁ |
| 2 | Well, she's three years older than you. We bought her some new skates for her birthday. She's really good, but she enjoys cooking most of all! |
| 1 | Wow! ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

- | | |
|---|---|
| 2 | My uncle enjoys being outside more than inside! He catches me a fish for dinner every weekend! That's his favourite hobby. ❁ He lives near a river now. He moved there last year. |
| 1 | Wow! |
| 2 | Yes. He likes it there. It's easier for him to get to his favourite place really quickly now. ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

- | | |
|---|---|
| 1 | Have you got any brothers or sisters? |
| 2 | I've got a brother. |
| 1 | What's his favourite hobby? Walking in the mountains? I know you do that sometimes. ❁ |
| 2 | No, he loves dancing. He's got lots of great music at home. He goes to classes on Saturday evenings, too! ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

2	I've got a cousin, too. I really like him. He makes me laugh. He loves sport.
1	Does he?
2	Yes. He can swim really well ... on his back or his front. ✿ He goes to the pool in Hall Road. Do you go there sometimes?
1	Yes, I do. ✿

Read three times, inserting pauses in the second reading. Pause after the third reading.

That is the end of Part Three. ✿

Part Four.

Look at the pictures. ☼

Listen and look.

There is one example. ☼

Example. What is the DVD about?

- | | |
|---|---|
| 1 | Dad, come and watch this DVD with me. |
| 2 | What's it about? |
| 1 | It's a story about the sea. ☼ |
| 2 | What – sharks and fish and things? |
| 1 | No, it's about a boy and some dolphins. ☼ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Can you see the tick? Now you listen and tick the box.

One. Who is Vicky's piano teacher?

- | | |
|---|-------------------------------------|
| 1 | Oh, look. There's my piano teacher. |
| 2 | The man with the moustache? |
| 1 | Yes. And he's very thin. ☼ |
| 2 | Is he nice? |
| 1 | Yes. Very. ☼ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Two. What clothes does Nick want to wear at school today?

- | | |
|---|--|
| 1 | Mum, we can go to school in funny clothes today. You know, like a pirate or something. ☼ |
| 2 | Great. What do you want to wear, Nick? |
| 1 | I want to wear those clown clothes from my birthday. ☼ |
| 2 | They're dirty. I know. Get your dad's white coat and you can be a doctor. |
| 1 | OK. ☼ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Three. Where did Peter find the shell?

- | | |
|---|---|
| 1 | This shell's beautiful, Peter. You can find lots of beautiful shells on the beach. |
| 2 | Yeah, and sometimes you find them near waterfalls. |
| 1 | That's right. ☼ |
| 2 | Yeah. But I found this one in a different place. In a big forest. Isn't that great? |
| 1 | Wow, I <u>am</u> surprised. ☼ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Four. What is Daisy doing now?

- | | |
|---|---|
| 1 | Is Daisy getting dressed? We must go. |
| 2 | She's eating her breakfast. |
| 1 | Oh, that's good. ☼ |
| 2 | Yes. I woke her up when you were in the bathroom. ☼ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Five. What sport did Anna get a cup for?

- | | |
|---|---|
| 1 | Mum, Anna got a cup today for sport. |
| 2 | Did she? She's very good at skating. Was it for that? |
| 1 | No, it was for table tennis. ☼ |
| 2 | That's great. |
| 1 | Yes. And her sister got one for the long jump, too. ☼ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

That is the end of Part Four. ☼

Part Five.

Look at the picture. ✿

Listen and look.

There is one example. ✿

Example

1	Can you colour this mountain picture now?
2	Yes! Those children went for a swim in the lake, I think. ✿
1	That's right. The girl's got a wet towel in her hand. Colour that please.
2	OK.
1	Make it orange. ✿

Read three times, inserting pauses in the second reading. Pause after the third reading.

Can you see the orange towel? This is an example. Now you listen and colour and write.

One

1	Now, I'd like you to colour the rock. Can you see it?
2	Yes. It's on the ground. ✿
1	That's right. Colour it with your blue pencil, please.
2	OK! ... I can see a lizard on it!
1	Yes! Me too! ✿

Read three times, inserting pauses in the second reading. Pause after the third reading.

Two

2	Can I colour a cloud now?
1	All right. Colour the cloud that's got the sun behind it. ✿
2	Can I colour it pink?
1	Yes. That's a very good idea.
2	Great! ✿

Read three times, inserting pauses in the second reading. Pause after the third reading.

Three

2	I love the panda! The girl looks really surprised to see it!
1	Yes, she does! I'd like you to colour a leaf now. ✿
2	The one in the panda's mouth?
1	No. Colour the one at the top of the picture. It's on the tree. Make it red.
2	OK. ✿

Read three times, inserting pauses in the second reading. Pause after the third reading.

Four

- | | |
|---|--|
| 2 | Can I do some writing too? |
| 1 | Yes. I'd like you to write the word 'Windy'! ❁ |
| 2 | Where? On the kite? |
| 1 | Yes please! Kites like that kind of weather! ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

Five

- | | |
|---|---|
| 1 | And now, colour the boy's sweater. ❁ |
| 2 | All right. Can I colour it yellow? |
| 1 | That's a nice colour but I'd like you to make it brown, please. ❁ |
| 2 | Oh! OK. |
| 1 | Thank you! Well done! ❁ |

Read three times, inserting pauses in the second reading. Pause after the third reading.

That is the end of the Movers Listening Test. ❁