



# Cambridge Assessment English

**Key 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 Key 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 English. Notification must be made **before the examination is taken**.
3. The following materials are provided:
  - Question Paper
  - Supervisors' 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 Key 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.

## How to administer this test

**Two supervisors are required to administer this version of Key for Schools.**

**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. **Ensure the candidate understands what he/she must do.**
2. 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.
3. Procedure:
  - (i) It is recommended that the **same supervisor** reads out all instructions shown in **bold** in the following script.
  - (ii) For Parts 1, 3, 4 and 5, **two supervisors** should read the **dialogues** (in boxes). Make sure you **face the candidate** and stand no more than **2 metres** away with a good source of light on your faces. Read the first dialogue. Please speak a little slower than normal.
  - (iii) Only one supervisor is required for the monologue in Part 2 and some monologues in Part 4. Please follow the same procedure.
  - (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 transfer his/her answers to the separate answer sheet.

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.

**Tell the candidate that they may not need to write an answer each time you pause.**

**Key for Schools**

**Listening**

**HEARING-IMPAIRED VERSION**

**Supervisors' Script**

**Sample Test**

**Cambridge Assessment English – Key for Schools Listening Sample Test – Hearing-impaired Version.**

There are five parts to the test.

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

Now look at the instructions for Part One.

Questions 1 – 5. ❁

For each question, choose the correct answer.

*Note to supervisors: insert pauses during **second reading** only.*

Look at question one. ❁

**1 What's Julia going to do tonight?**

- |    |  |
|----|--|
| 1: | Are you going to go to the party tonight, Julia?   |
| 2: | I'd love to, but I can't. I couldn't go to school when I was ill last week, so I have a lot of homework to do. |
| 1: | But you are feeling better?  |
| 2: | Much better, but I still feel tired.*  |

Now listen again.

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

Look at question two. ❁

**2 What time does the art lesson start?**

- |    |   |
|----|---|
| 1: | What time is it, Maria?   |
| 2: | It's half past two. Why?  |
| 1: | I want to go to that extra art lesson this afternoon. It starts at three, doesn't it? |
| 2: | It's starting now and you're late! Be quick because it finishes at half past three.*  |

Now listen again.

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

**Look at question three. ❁**

**3 What will Chloe do on Saturday?**

- |    |  |
|----|--|
| 1: | I've just been to the new skate park. It's great!  |
| 2: | Really, Chloe. I'm going there on Saturday. I'm going to go by bike. Do you want to come too?                                    |
| 1: | I'd really like to but I'm playing in the school basketball team on that day. Why don't you ask Pete, he's got a new skateboard. |
| 2: | Okay, I will.*   |

**Now listen again.**

<i>Repeat twice, inserting pauses in the second reading. Pause after the third reading.</i>
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**Look at question four. ❁**

**4 How much will the girl pay for her cinema ticket?**

- |    |  |
|----|--|
| 1: | Would you like to see a film this evening?   |
| 2: | How much are the tickets? I haven't got much money this week.  |
| 1: | All tickets tonight are four pounds thirty for students like us. Usually they're five pounds eighty. |
| 2: | Let's go then. I've got seven pounds sixty to spend. We can have a coffee afterwards.*               |

**Now listen again.**

<i>Repeat twice, inserting pauses in the second reading. Pause after the third reading.</i>
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**Look at question five. ❁**

**5 Who will meet Peter at the airport?**

- |    |  |
|----|--|
| 1: | Will someone meet you when you arrive at the airport, Peter?                                   |
| 2: | Yes. My parents will be at work, but my older sister will. She's just passed her driving test! |
| 1: | That's good news.  |
| 2: | And my grandfather lives near the airport so we're going to visit him on the way home.         |
| 1: | That's nice.   |

**Now listen again.**

<i>Repeat twice, inserting pauses in the second reading. Pause after the third reading.</i>
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**That is the end of Part One.**

**Now look at Part Two.**

**Questions 6 – 10** ☼

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

*Note to supervisors: insert pauses during **second reading** only.*

**Look at questions 6 – 10 now.** ☼

**A teacher is telling students about a school camping trip.**

1: Morning everyone. I hope you're all looking forward to our camping trip next week. Please remember that now we are staying an extra day the trip costs thirty nine pounds, not thirty four.\* You need to give your money to our new school secretary by the end of the week. Her name is Mrs Fairford. That's F A I R F O R D. Please go to see her soon.\*

As you know, we are leaving on Tuesday but we're returning on Friday instead of Thursday.\* Now - you must get to school for half past seven on Tuesday because we'll leave at a quarter to eight and we can't wait for anyone.\*

We usually go by coach on school trips but because the campsite is near a station, we're going to go by train for a change.\* You don't need to bring tents or anything like that, but you will need boots. We will do lots of walking by rivers so don't bring trainers because your feet will get wet. Is that clear to everyone?\*

**Now listen again.**

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

**That is the end of Part Two.**

Now look at Part Three.

Questions 11 – 15 ❁

For each question, choose the correct answer.

*Note to supervisors: insert pauses during **second reading** only.*

Look at questions 11 – 15 now. ❁

Annie is talking to her friend Tony about a film she saw.

- 1: Annie! I tried to phone you on Saturday afternoon, but your phone was off.  
2: Sorry, Tony! I was at home all morning and in the evening.  
1: Oh, so what did you do on Saturday?  
2: I went to see a film actually. But before that I was at the shops for about two hours. Then I went to the cinema for the 3.15 show and I didn't come out until half past five.\*  
1: What was the film?  
2: An old one from many years ago called 'The Black Lions'. It's the story of a top basketball player.\*  
1: Did you enjoy it?  
2: Actually, it's an interesting story, but it's a shame there are no really good actors in it. Anyway, it's not too long!\*  
1: Don't you prefer funny films?  
2: Well, my favourite film ever is 'Bird Boy', which actually isn't funny and has nothing amazing in it. But the reason I love it is because it all really happened.  
1: Oh. I haven't seen it.  
2: I've only seen it on TV. I think it's best to see films on a big cinema screen, but I usually just watch them on my laptop at home.  
1: Me too.\*

Now listen again.

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

That is the end of Part Three.

Now look at Part Four.

Questions 16 – 20 ❁

For each question, choose the correct answer.

*Note to supervisors: insert pauses during **second reading** only.*

Look at question 16. ❁

**16 A teacher is talking to her class. What does the teacher want her class to do?**

1: I'm very pleased with your work. You're getting good marks and working together well. But you really must remember that other classes in rooms near us can't do their work if you shout at one another. Let's all show a bit more respect for other people – OK? Now – everyone has something to finish. Don't hurry, you have lots of time.\*

Now listen again.

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

Look at question 17. ❁

**17 Two friends are talking about their day. What have they just done?**

1: That was great, wasn't it?  
2: Yes – everyone did really well today but I'm exhausted now and my legs really hurt! I'm going to go straight home and ask mum if I can have a pizza for dinner.  
1: I'm going to lie on my bed and listen to music all evening.  
2: Good idea! We've done so much exercise today!\*

Now listen again.

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

**Look at question 18.** ☼

**18 A teacher is talking to one of his students called Sarah. Why must Sarah do her homework again?**

- 1: I'm afraid you need to do this maths homework again, Sarah.  
2: Oh no! Didn't I finish it, Mr Hall? I'm sure I did! So – are some of my answers incorrect?  
1: Not at all. You understood my lesson perfectly – but I told you to do exercise two on page six, not page sixteen!  
2: Oh dear – I must be much more careful!\*

**Now listen again.**

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

**Look at question 19.** ☼

**19 A girl, Lara, is talking about shopping. Why did Lara buy the bag?**

- 1: Let's see your new bag, Lara. Oh, why did you get that one? You wanted a pale colour.  
2: I know! But this was the only one in the shop that was big enough for all my school stuff!  
1: Right. Well, it looks good. Did it cost a lot?  
2: Yeah, much too much. Mum had to lend me some money.\*

**Now listen again.**

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

**Look at question 20.** ☼

**20 A man is talking to his daughter before she goes out. What's the weather like today?\***

- 1: Have you looked out of the window this morning, Kate?  
2: Why, Dad? What do you mean?  
1: You won't need your warm coat today. The weather forecast says the temperature's definitely going to be higher than yesterday.  
2: Great. I'm going to the city centre with Diana this morning.  
1: But take an umbrella because it's just starting to rain.  
2: All right, no problem.

**Now listen again.**

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

**That is the end of Part Four.**

**Now look at Part Five.**

**Questions 21 – 25** ✻

**For each question, choose the correct answer A – H. The help A – H follows the people 21 – 25.**

*Note to supervisors: insert pauses during **second reading** only.*

**Look at questions 21 – 25 now.** ✻

**Julia is talking to her mother about a school fashion show. What will each person help with?**

- 1: We're having a fashion show at school again...  
2: Great. What are you helping with, Julia?  
1: I'm doing the make-up. I want it to be really good.  
2: That will be fun.\*  
1: Anton wanted to have special lights but the teacher says we don't need them. So he's finding CDs to play in the show.  
2: Oh.\*  
1: Emma chose really good music last year but she wants to take some pictures with her new camera this time.\*  
2: Karl's a good photographer too, isn't he?  
1: Yes, but he's drawing some posters. He's brilliant at art.\*  
2: Is Sarah helping?  
1: She's deciding what everyone will wear.  
2: Oh, will she be good at that? She was so good at selling tickets last time.  
1: Well, she's very interested in fashion now.\*  
2: Will there be a party afterwards?  
1: George is going to get some snacks. It's difficult to know how many we'll need because we haven't sold many tickets yet.  
2: I'll buy one, how much are they... [Fade]?\*

**Now listen again.**

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

**That is the end of Part Five and the end of the test.**

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