



Key

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

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

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

Listening

HEARING-IMPAIRED VERSION

Supervisors' Script

Sample Test H

Cambridge Assessment English – Key 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 Where will Claire meet Alex?

- | | |
|----|---|
| 1: | Hi Claire. Are you in the city centre? |
| 2: | Hi Alex. Yes, I'm just having a sandwich in the café. How about you? ☼ |
| 1: | I'm at the museum, looking at a really great art exhibition. Why don't you come and meet me here? |
| 2: | OK, but just for an hour. I've got to go to the hairdresser's at 2. ☼ |

Now listen again.

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

Look at question two. ☼

2 What time should the man telephone again?

- | | |
|----|--|
| 1: | Can I speak to Fred Warner, please? |
| 2: | He's in a meeting now. I'll ask him to call you at quarter past ten when he comes out. |
| 1: | I'm seeing a customer then. ☼ I can phone at twelve o'clock. |
| 2: | He'll be in another meeting then. Call at half past before he goes for lunch. |
| 1: | OK. ☼ |

Now listen again.

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

Look at question three. ❄

3 When are they going to have the party?

- | | |
|----|--|
| 1: | Shall we have a party this month? A Friday night is best. How about July the eighteenth? |
| 2: | I have to work late that day. The eleventh will be better. ❄ |
| 1: | We've got theatre tickets for then. Are we doing anything on the twenty-fifth? |
| 2: | That's fine. Let's make it then. The eleventh is too soon anyway. ❄ |

Now listen again.

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

Look at question four. ❄

4 What was the weather like on the picnic?

- | | |
|----|---|
| 1: | Did you have a good picnic yesterday? It was so sunny and hot! |
| 2: | Yes, but we almost didn't go because the television weatherman was talking about rain. ❄ |
| 1: | So did you take umbrellas with you? |
| 2: | Yes, but of course we didn't use them. It's good we didn't go today - there's such a strong wind! ❄ |

Now listen again.

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

Look at question five. ❄

5 How much are the shorts?

- | | |
|----|---|
| 1: | Excuse me, are these shorts in the sale? |
| 2: | Yes, sir. Everything on that shelf is five pounds. |
| 1: | I'll take this shirt too. ❄ |
| 2: | That's fifteen pounds, so with the shorts that will be twenty pounds. ❄ |

Now listen again.

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

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 talking to a group of students about summer jobs.

1: Several students from this college went to work for Sunshine Holidays last year and enjoyed it. So I'm going to give you some information about working in their summer camps this year.

The camps start on the fifteenth of June so you must be free from then until August the twentieth. Most students then spend September travelling around and having a holiday before they come home. ✻

The camps are for children who are between ten and fifteen years old and to work there you have to be nineteen. So that's OK for most of you. ✻

You don't need to be good at sports or languages but they only want people who can drive. That's because you'll take the children out on trips by car. ✻

Each week you'll get sixty-five pounds, so you could save over five hundred pounds during your time there. ✻

If you're interested, you need to write a letter and send it with a photo to Sunshine Holidays. So, does anyone have any questions...? ✻

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. ✻

Robert is talking to his friend, Laura, about a trip to Dublin.

- | | |
|----|---|
| 1: | Hi Laura. Some of us are going for a weekend in Dublin this year. Are you free at the beginning of next month? |
| 2: | Yes, I'd love to come. |
| 1: | Great! |
| 2: | Who else is going? |
| 1: | I asked my cousins, but they're playing in a tennis competition – so there'll be four of us from my office, and you. ✻ |
| 2: | Where are we staying? |
| 1: | I tried to book a guest-house. It was full, but visitors can rent rooms in the university during the holidays. We'll do that – it's cheaper than a hotel. ✻ |
| 2: | Excellent. ✻ Are you taking your new camera? |
| 1: | Yes, some maps of the city too. But you'll need a coat! It often rains. |
| 2: | OK! ✻ |
| 1: | Have you been before? |
| 2: | Yes! The centre's busy - the shops are always full of people! My friends and I loved all the beautiful buildings - I really enjoyed learning about their history. |
| 1: | Yeah! ✻ |
| 2: | So, are you excited about the trip? |
| 1: | Yeah but it's a pity the music festival won't be on. When I'm in Dublin I always have lots of fun – it's fantastic. There's a new art exhibition - you might like it, but I'm not interested. |
| 2: | Yeah, maybe! ✻ |

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 You will hear a woman talking to her friend about why she bought a motorbike. Why did she buy it?

- | | |
|----|---|
| 1: | So, you've got a motorbike, Sally? |
| 2: | Yeah, what do you think? |
| 1: | Cool! |
| 2: | Thanks! I paid quite a lot for it, but I'll be able to get to college in ten minutes now. Remember how I was always late last year? ❁ |
| 1: | And you were always having to repair your old bicycle, weren't you? |
| 2: | Yeah. It was just too slow, really. ❁ |

Now listen again.

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

Look at question 17. ❁

17 You will hear two friends talking about going to university. What subject is the man going to study?

- | | |
|----|---|
| 1: | So do you think you'll enjoy university? |
| 2: | Yes, especially the trips! I loved science at school, but I won't need it much. I thought about studying history but couldn't find a course I really liked. ❁
We're learning about mountains and rivers in the first term, which'll be great. And I'm looking forward to finding out about cities and how they've developed over time. ❁ |

Now listen again.

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

Look at question 18. ❄

18 You will hear two friends talking about a photograph. What's the photograph of?

- | | |
|----|--|
| 1: | What a great photo! |
| 2: | Thanks! They were all moving around so quickly – running and jumping about. ❄ |
| 1: | Is that a group of mothers over there? |
| 2: | Yes, and the little ones were all ready to go home. Their lessons were over for the day. It was raining, but they just wanted to run around after being indoors for so many hours. ❄ |

Now listen again.

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

Look at question 19. ❄

19 You will hear a woman talking on the phone. Why's she upset?

- | | |
|----|--|
| 1: | I feel so upset! I can't see it anywhere. It probably fell out of my bag on the way to the station. ❄
I can't buy a ticket now! I'm going back to work to ask if anybody has seen it, or can lend me some money. I have an appointment for an eye test this afternoon – I'll be late now! ❄ |
|----|--|

Now listen again.

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

Look at question 20. ❄

20 You will hear a woman talking to her friend, David, about something she's bought. What has she bought?

- | | |
|----|---|
| 1: | Did you buy something nice, Kate? |
| 2: | Yes, David, I'm delighted! We're having a special meal tomorrow for my sister's birthday. My cousin's cooking and we'll play some board games afterwards. The whole family will be there and I want to look nice. ❄ |
| 1: | Sure! |
| 2: | I wanted something green, and this is so comfortable! Of course we'll all argue about the games! ❄ |

Now listen again.

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

That is the end of Part Four.

Now look at Part Five.

Questions 21 – 25 ✻

For each question, choose the correct answer A – H.

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

Look at questions 21 – 25 now. ✻

You will hear Simon talking to Maria about a party. What will each person bring to the party?

- | | |
|----|---|
| 1: | Are you nearly ready for your birthday party on Saturday, Maria? |
| 2: | I think so, Simon. I've made a cake and my friends are bringing the other food. |
| 1: | That's a good idea. |
| 2: | Barbara's going to bring some oranges and grapes. ✻ |
| 1: | And I'll bring some bread and cheese from the market if you like. Everyone gets hungry at parties, don't they? |
| 2: | Thanks, Simon. But you don't need to bring bread because Anita's bringing that. She wanted to bring ice cream but I think the weather's too cold! ✻ |
| 1: | Mm, it is. Perhaps Peter can help. He likes cooking, doesn't he? |
| 2: | Yes, he emailed me and asked me to choose roast chicken or fish. I chose chicken because it's more popular than fish. What do you think? |
| 1: | That sounds great! ✻ What's Michael bringing – he's coming, isn't he? |
| 2: | Yes, he loves parties! I telephoned him and he's going to make a big bowl of sliced tomatoes and onions. |
| 1: | Lovely! ✻ |

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.