

**CAMBRIDGE ASSESSMENT ENGLISH**

**CAMBRIDGE ENGLISH**

**STARTERS LISTENING**

**Sample test**

**SUITABLE FOR CANDIDATES WHO ARE HEARING IMPAIRED**

**SUPERVISORS' BOOKLET**

**(including instructions and Supervisors' script)**

**For the use of the Supervisors only**

**Two supervisors are required to administer this version of Starters.  
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
  - 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 Starters Listening test, and 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 Starters.

**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**

**STARTERS LISTENING**

**HEARING IMPAIRED SAMPLE TEST**

**Supervisors' Script**

**This is the Cambridge English Starters hearing impaired sample listening test.**

**Look at Part One.**

**Now look at the picture. ☼**

**Listen and look.**

**There is one example. ☼**

- |   |                                                                      |
|---|----------------------------------------------------------------------|
| 1 | Here's a photo of me and my friends in the park, Miss Box.           |
| 2 | Oh yes! Who's that? The boy with the cats... ☼                       |
| 1 | His name's Pat. He's holding one cat in his arms! Pat loves animals. |
| 2 | That's good. ☼                                                       |

*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 | There's a girl here, too. She's behind the pear tree! |
| 1 | Yes. She's funny. Her name's Lucy. ☼                  |
| 2 | And what's Lucy doing behind that tree?               |
| 1 | Sorry! I don't know. Playing a game? ☼                |

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

**Two**

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | And there's Jill. She's got some bread in her hand. ☼ |
| 2 | Is she giving it to the ducks?                        |
| 1 | Yes! Jill loves ducks.                                |
| 2 | Me too! ☼                                             |

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

**Three**

- |   |                                    |
|---|------------------------------------|
| 2 | That's a great kite!               |
| 1 | Yes, that's Dan's kite. ☼          |
| 2 | Is Dan the boy in the red T-shirt? |
| 1 | Yes, that's right. ☼               |

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

**Four**

- |   |                                                           |
|---|-----------------------------------------------------------|
| 2 | One person is reading. What's her name?                   |
| 1 | The girl with the book?                                   |
| 2 | Yes. ☼                                                    |
| 1 | That's my friend Ann. Reading is Ann's favourite hobby. ☼ |

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

## Five

2	And what's that boy's name? The boy on the bike.
1	That's Nick. Nick's in my class at school. ❁
2	Oh! He's got a nice bike!
1	I know! It's new. He loves it. ❁

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

**That is the end of Part One. ❁**

## Part Two.

Look at the picture. ✿

Listen and write a name or a number.

There are two examples. ✿

### Note for Supervisors:

Please speak slowly and deliberately when you spell out a name.

### Examples One and Two

- |   |                                                               |
|---|---------------------------------------------------------------|
| 1 | Hello.                                                        |
| 2 | Hello. I want some new football shirts for my school, please. |
| 1 | OK. What's the name of your school?                           |
| 2 | It's Hall Street School. ✿                                    |
| 1 | H-A-L-L?                                                      |
| 2 | That's right. Hall Street School. It's new. ✿                 |
| 1 | And how many shirts do you want?                              |
| 2 | Twelve, please. ✿                                             |
| 1 | Twelve. That's a lot.                                         |
| 2 | They're for my class. ✿                                       |

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

**Can you see the answers? Now you listen and write a name or a number.**

### One

- |   |                                         |
|---|-----------------------------------------|
| 1 | Do you want small shirts or big shirts? |
| 2 | I'd like eleven small shirts, please. ✿ |
| 1 | Eleven?                                 |
| 2 | Yes, please. ✿                          |

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

### Two

- |   |                                                      |
|---|------------------------------------------------------|
| 2 | And I'd like one big shirt for our teacher, please.  |
| 1 | Oh, yes. What's your teacher's name?                 |
| 2 | It's Mr Cross. ✿                                     |
| 1 | Is that C-R-O-S-S?                                   |
| 2 | Yes, that's right. Mr Cross is our sports teacher. ✿ |

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

### Three

1	And which class are you in?
2	I'm in Class 8. ✪
1	Class 8?
2	Yes. ✪

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

### Four

1	And what's your name?
2	It's Ben. That's B-E-N. ✪
1	Thank you, Ben.
2	OK. ✪

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

### Five

1	And where do you live?
2	I live in White Street. ✪
1	White Street? W-H-I-T-E?
2	That's right.
1	Thank you. ✪

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

**That is the end of Part Two. ✪**

**Part Three.**

**Look at the pictures.** ✿

**Now listen and look.**

**There is one example.** ✿

**What is Pat doing?** ✿

- |   |                                         |
|---|-----------------------------------------|
| 1 | Is Pat at your house?                   |
| 2 | Yes, she is. ✿                          |
| 1 | Is she playing in the garden?           |
| 2 | No. She's reading in the living room. ✿ |

*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. Which is May?**

- |   |                                          |
|---|------------------------------------------|
| 1 | Where's May, Mum?                        |
| 2 | Is that her, wearing trousers? ✿         |
| 1 | No, she's wearing a skirt.               |
| 2 | Oh yes and a T-shirt. She looks great! ✿ |

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

**Two. Which is Nick's favourite ice-cream?**

- |   |                                   |
|---|-----------------------------------|
| 1 | Is that an apple ice-cream, Nick? |
| 2 | No, it's pineapple. ✿             |
| 1 | Is that your favourite?           |
| 2 | No. My favourite's banana. ✿      |

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

**Three. What's Ben doing?**

- |   |                               |
|---|-------------------------------|
| 1 | Is Ben on the beach?          |
| 2 | Yes. He's with his friends. ✿ |
| 1 | Are they swimming?            |
| 2 | No, they're kicking a ball. ✿ |

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

**Four. Where's Kim's doll?**

- |   |                                                     |
|---|-----------------------------------------------------|
| 1 | Why are you sad, Kim?                               |
| 2 | I can't find my doll. ✿                             |
| 1 | Is it in the toy box?                               |
| 2 | No! Oh look. I can see it. It's behind the chair. ✿ |

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

### Five. What is Dad doing?

- |   |                                      |
|---|--------------------------------------|
| 1 | Is Dad in the bedroom?               |
| 2 | No, he's in the bathroom. ✿          |
| 1 | Oh yes, he's listening to the radio. |
| 2 | No, he's singing. That's nice. ✿     |

*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 picture. ✿

Listen and look.

There is one example. ✿

- |   |                                                                               |
|---|-------------------------------------------------------------------------------|
| 1 | Look! It's the girl's birthday today.                                         |
| 2 | I can see lots of balloons! I've got my pencils here. Can I colour one?       |
| 1 | Yes! A balloon is next to the photo of the family. Colour that one, please. ✿ |
| 2 | OK. What colour?                                                              |
| 1 | Make the balloon next to the photo red. ✿                                     |

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

**Can you see the red balloon next to the photo? This is an example.**

**Now you listen and colour.**

#### One

- |   |                                                 |
|---|-------------------------------------------------|
| 1 | Colour the balloon in the small boy's hand now. |
| 2 | Sorry? The balloon in the boy's hand?           |
| 1 | Yes. ✿ Have you got a yellow pencil?            |
| 2 | Yes, I have.                                    |
| 1 | Great! Colour it with that pencil, then. ✿      |

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

#### Two

- |   |                                                |
|---|------------------------------------------------|
| 1 | And can you see a balloon between the boxes?   |
| 2 | Yes!                                           |
| 1 | Well done! Colour that balloon now, please. ✿  |
| 1 | What colour for the balloon between the boxes? |
| 2 | Would you like to colour it pink?              |
| 1 | Yes! ✿                                         |

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

#### Three

- |   |                                          |
|---|------------------------------------------|
| 1 | Now, colour the balloon under the table. |
| 2 | The balloon under the table? OK! ✿       |
| 1 | You can choose the colour!               |
| 2 | Green! I love that colour!               |
| 1 | Me too! ✿                                |

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

## Four

- |   |                                                            |
|---|------------------------------------------------------------|
| 1 | There's a balloon on the chair. Find that one, please.     |
| 2 | I can see it. ❄                                            |
| 1 | Good. Make that balloon brown.                             |
| 2 | OK! I'm colouring that balloon, the one on the chair, now. |
| 1 | Great! ❄                                                   |

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

## Five

- |   |                                                |
|---|------------------------------------------------|
| 2 | And which balloon can I colour now?            |
| 1 | The one behind the cat. Colour that balloon! ❄ |
| 2 | Can I make it orange?                          |
| 1 | Yes. Thank you! ❄                              |

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

**That is the end of the Starters Listening Test. ❄**