

CAMBRIDGE ASSESSMENT ENGLISH

CAMBRIDGE ENGLISH

FLYERS 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 Flyers. 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 Flyers 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 Flyers.

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

FLYERS LISTENING

HEARING IMPAIRED SAMPLE TEST

Supervisors' Script

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

Part One.

Listen and look.

There is one example. ☼

- | | |
|---|--|
| 1 | I took this photo by the lake last Saturday, Grandma. |
| 2 | It looks lovely. Do you know any of these people? |
| 1 | Yes, I do. The man who's reading the newspaper is William. ☼ |
| 2 | He's wearing a nice hat. |
| 1 | He is, isn't he? Grandpa knows him, I think! ☼ |

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

- | | |
|---|---|
| 1 | Look at that boy! |
| 2 | The one with the striped sweater? |
| 1 | Yes. That's Richard. ☼ His dad teaches me geography. |
| 2 | At your school? |
| 1 | Yes. I think he's drinking lemonade. He's always thirsty. ☼ |

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

Two

- | | |
|---|--|
| 2 | Who's that girl on the bike? |
| 1 | The one with the short blonde hair? |
| 2 | No, not her. The one who's laughing. ☼ |
| 1 | Oh, that's Sally. She's my best friend. |
| 2 | That's nice. |
| 1 | Yes, we often do our math homework together. ☼ |

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

Three

- | | |
|---|---|
| 1 | Do you know my cousin David? |
| 2 | Is he in the photo, too? |
| 1 | Yes. Look at his red belt. ☼ |
| 2 | Oh, I see. Is that his toy helicopter? |
| 1 | Yes, it's new. It's excellent. He loves it. ☼ |

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

Four

2	Do you know the woman who's giving bread to the swans?
1	No, but I know the other woman behind her. ❁
2	Oh, do you? What's her name?
1	It's Sarah. She's got a puppy with her – look! She works at Mom's office. ❁

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

Five

1	Can you see the boy who's waving his arms?
2	Oh yes, he looks very angry. ❁
1	Yes, he does. That's Harry. The other boy's taken his volleyball away!
2	Oh dear.
1	It's OK. They're brothers! ❁

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. ❁

Example.

- | | |
|---|---|
| 1 | Now, listen, boys and girls, I want to tell you about an interesting club here at school. |
| 2 | What is the club? |
| 1 | It's called The Space Club. ❁ It's at 6.30 on Tuesday evenings. |
| 2 | Oh, I think I'd like to come to that. ❁ |

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

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

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

- | | |
|---|---|
| 2 | What do people do at this club? |
| 1 | Well, they can learn about the stars, and they can make new friends, too. ❁ |
| 2 | Oh ... that sounds great! |
| 1 | And sometimes they go out when it's dark. They look at the moon when there are no clouds in the sky. ❁ |
| 2 | Do people have to bring anything to the club meetings? Pens and paper? |
| 1 | No, but it's a good idea to bring a torch. It'll be dark outside and they must be careful when they go out. ❁ |
| 2 | And what happens if it's a cloudy night and you can't see anything? Do the children watch TV programmes? |
| 1 | No, Michael. But the club has some very interesting DVDs. So we watch those on nights like that. |
| 2 | Oh good! I'll enjoy that! ❁ |
| 1 | And a friend of mine from the university sometimes comes to talk about space in the future. His name's Mr Bailey. |
| 2 | How do you spell his surname? |
| 1 | B-A-I-L-E-Y. He's very famous! He's written lots of books. ❁ |

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. ❁

Where did Uncle Robert get each of these things?

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

Example.

- | | |
|---|--|
| 1 | You've got some lovely things in this room, Uncle Robert. Where did you get that painting? |
| 2 | The one of the mountain? ❁ Well, in my job, I have to go to lots of different places. I found it in a market that I visited last year. It wasn't expensive. I was quite surprised. |
| 1 | It's so beautiful! ❁ |

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

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

- | | |
|---|---|
| 1 | Those gloves look very warm, Uncle Robert. Who gave you those? |
| 2 | I can't remember but I got them when I had to visit a factory. ❁
Someone gave them to me when I left. I don't wear them because they're too small. |
| 1 | Can I have them? |
| 2 | Sure! ❁ |

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

- | | |
|---|--|
| 1 | And, wow! That fan looks like a rainbow! When did you buy that? |
| 2 | When I was working in a castle. ❁
The building was six hundred years old! You could buy all kinds of things there. I might give it to your grandmother. ❁ |

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

- | | |
|---|---|
| 1 | What's your favourite thing here? |
| 2 | Well, I heard some really great music at a theatre I travelled to. ❁
Later, at the airport, I found a store that sold drums. They were just like the ones a man played in the concert. |
| 1 | So you bought them! |
| 2 | Yes. I love them but your aunt says they're too noisy! ❁ |

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

- | | |
|---|---|
| 2 | And this is a birthday present for your mother. I had a meeting in a nice town in the middle of a forest last week. There's a little store there full of interesting things! ❁
It's made of glass! Be careful with it. |
| 1 | Don't worry! Mum loves swans! I'm sure she'll like it. ❁ |

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

- | | |
|---|--|
| 1 | Why haven't you opened this box of chocolates? Are they a present, too? |
| 2 | Yes! I was waiting for you to arrive! I had some in my favourite café in London. They tasted so good! ✿
These are the same. They're for you. I got them from the hotel where I stayed last night. |
| 1 | Wow! Thanks! ✿ |

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

That is the end of Part Three. ✿

Part Four.

Listen and look.

There is one example. ❁

Example. What was Grandma's favourite job?

- | | |
|---|--|
| 1 | You've had many different jobs, haven't you, Grandma? |
| 2 | Yes, Jack. I was a secretary for many years but I didn't like it much. ❁ |
| 1 | Weren't you a nurse too? |
| 2 | That was only for a short time when I was very young. ❁ |
| 1 | Did you like doing that? |
| 2 | Yes, but I think I enjoyed working in the chemist's in my village most of all. ❁ |

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 museum is Jack's grandma going to work in?

- | | |
|---|--|
| 2 | I've got a new job now, Jack. In a museum. I'm going to start today! |
| 1 | So where is this museum? Is it the one next to my school? |
| 2 | No, not that one. ❁ |
| 1 | I know! Is it that big one opposite the hospital? |
| 2 | No, it's the one in the park. ❁ |
| 1 | Wow! My class is going to visit that museum next month! ❁ |

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

Two. What does Jack enjoy doing most in museums?

- | | |
|---|---|
| 1 | I enjoy visiting museums. |
| 2 | That's good. Do you like drawing the things that you can see there? |
| 1 | Yes, but I like finding out about different things most of all. There's always something interesting to read. ❁ |
| 2 | I agree. |
| 1 | I'd like to pick things up and hold them too, but you can't do that in every museum, can you? |
| 2 | No, that's right, Jack. ❁ |

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

Three. What is the most interesting thing in the museum?

- | | |
|---|---|
| 2 | It's a very exciting museum. You can learn a lot about history there. |
| 1 | Are there any dinosaurs? |
| 2 | No. The most interesting thing in the museum is a boat that sailed all round the world 400 years ago. ❁ |
| 1 | Wow! What else? |
| 2 | Well, there are a lot of old gold and silver things. Some of them are 1,000 years old! ❁ |

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

Four. What is Jack's grandma going to do in the museum?

- | | |
|---|---|
| 1 | But what are you going to do there? Are you going to work in the shop there? |
| 2 | No. I wanted to sell food to people who are visiting. |
| 1 | That's a nice job. ☼ |
| 2 | Yes, but they asked me to do something different. I'm going to show children who visit the museum interesting things and explain the history to them. |
| 1 | That's excellent. You're very clever, Grandma! ☼ |

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

Five. How will Jack's grandma get to work?

- | | |
|---|--|
| 1 | Are you going to take the bus to the museum every day? |
| 2 | No, it's sometimes too slow. ☼ |
| 1 | What about a taxi? That's very quick. |
| 2 | Yes, but it's too expensive. ☼ |
| 1 | So what will you do? |
| 2 | I'll take the train. That's the best way to get there. ☼ |

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

That is the end of Part Four. ☼

Part Five.

Listen and look at the picture.

There is one example. ❁

Example.

- | | |
|---|---|
| 1 | I went to a city like this on vacation last year. There were lots of high buildings next to the river there, too! |
| 2 | Oh! Well, would you like to colour some of this picture? |
| 1 | Sure! There's a man on a seat. Can I colour his newspaper? ❁ |
| 2 | All right. Make it pink! |
| 1 | Fine! ❁ |

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

Can you see the pink newspaper? This is an example. Now you listen and colour and write.

One

- | | |
|---|---|
| 1 | What else would you like me to colour? |
| 2 | How about a suitcase? You could colour one of those. ❁ |
| 1 | Which one? The one on the ground by the entrance to the building? |
| 2 | Yes, please. ❁ |
| 1 | OK. How about making that blue? |
| 2 | Good idea! Use that colour. ❁ |

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

Two

- | | |
|---|--|
| 2 | I'd like you to write something here too, please. |
| 1 | OK. I hope it's not a long word! |
| 2 | Don't worry! Write a name on the front of the boat for me. ❁ |
| 1 | OK. What do you want me to call it? |
| 2 | 'Sunny'... like the weather! |
| 1 | That's an excellent name. OK! ❁ |

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

Three

- | | |
|---|--|
| 1 | Can I do some more colouring? I'm quite good at that. |
| 2 | Of course! The boy who's looking over the bridge has got a backpack on his back. ❁ |
| 1 | Yes. Do you want me to colour that, then? |
| 2 | Only its pocket, nothing else. Make it orange. I love that colour. |
| 1 | So do I. All right! I can do that. ❁ |

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

Four

- 2 I'd like you to write something else now. We need a name for the hotel, too.
1 OK. That's a good idea.
2 Well, there's a board above its double doors. Can you see it? It's got plants on it. Write it there.
1 All right. ✿
2 We'll call it 'Star' hotel – lots of famous people stay there!
1 OK! That sounds good. I'll write that now.
2 Thank you. ✿

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

Five

- 2 And perhaps you should colour one of the flags before we finish.
1 The one at the back of the boat?
2 I don't think so. Colour the one in the park, by the path, please. ✿
1 What colour?
2 You've got a yellow pencil, I think. Use that one!
1 OK. There! I've finished.
2 Great! ✿

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

That is the end of the Flyers Listening Test. ✿

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