



**Preliminary for Schools**

Listening

**Sample Test S**

**SUITABLE FOR CANDIDATES WITH SPECIAL ARRANGEMENTS**

**SUPERVISOR'S BOOKLET**  
**(including instructions and supervisor's script)**

**For the use of the Supervisor only**

## How to administer this test

A supervisor's script containing everything heard by the candidate in the audio is included in this booklet. Supervisors **must** study this material carefully whilst **playing through** the audio **before** the examination begins.

There are three parts to the test and each part will be heard **twice**.

### **CAUTION:**

**CANDIDATES MUST WRITE THEIR ANSWERS ON A SEPARATE BLANK ANSWER SHEET AND NOT ON THE PRE-PRINTED ANSWER SHEET.**

**BEFORE EACH PART OF THE TEST, PLEASE EXPLAIN TO THE CANDIDATE WHAT YOU ARE GOING TO DO. USE THEIR MOTHER TONGUE IF NECESSARY.**

There are three tracks – parts 1 to 3 of the test. Remember to press the 'pause' button and not the 'stop' button when a pause is indicated in the script (\*). If the 'stop' button is pressed, the audio will return to the start of track 1.

### **Parts One, Two, and Three**

- Pause the audio **before** each part of the test to give the candidate adequate time to read through the questions. An asterisk (\*) in the script will remind you when to do this.
- First hearing: play the whole of each part without pausing.
- Second hearing: pause where indicated at each asterisk (\*) on the script. Give the candidate time to record one or more answers.
- Pause **after** each part to give the candidate adequate time to check their answers. An asterisk (\*) in the script will remind you when to do this.

The lengths of pauses are at your discretion. Please ensure candidates have sufficient time to read questions or write one or more answers or to check their answers.

**You must not replay any part of the audio.**

**Preliminary for Schools**

**Listening**

**Supervisor's Script**

**Special Arrangements Version**

**Sample Test S**

**Rubric:** Cambridge Assessment English, Preliminary for Schools Listening, Sample Test Special Arrangements Version.

**There are three parts to the test. You will hear each part twice.**

**The audio will stop before each question so you can read the question. The audio will stop at other times and after the question so you can write your answer.**

**We will now stop for a moment before we start the test. Please ask any question now.**

**Now read the instructions for Part 1. ❁**

**Questions 1 – 6.**

**For each question, choose the correct answer.**

Note to supervisors: insert pauses during second hearing only.

**Read question 1** 🌀

**You will hear two friends talking about a campsite they have been to.**

- M:** So, how did you like the campsite?
- F:** Brilliant! Thanks for telling my dad about it! It's got everything – shops, swimming pool, games room. And a beautiful beach five minutes away. 🌀
- M:** I knew you'd love that. The pool's good enough for me. I had the best time ever – so much to do!
- F:** When we first got there, I felt a bit lost. But then I started hanging out with loads of other teenagers.
- M:** That's why I'd go back any day – in other camps you don't get that sort of crowd. I remember one where it was mostly families with little kids.
- F:** I know what you mean. 🌀

**Rubric: Now listen again.**

*REPEAT inserting pause in second hearing. At the end, pause and give candidate time to write and check their answer.*

**Rubric: Read question 2** 🌀

**You will hear two friends talking about homework.**

- M:** I've got a friend who wants us to do homework together. I'm not sure it's a good idea.
- F:** Well, I've tried it and it works for me, depending on the subject. But if it's something you really need to concentrate on, then you're better off on your own. 🌀
- M:** I suppose it would make it less boring, having a few laughs and some jokes here and there ...
- F:** That's exactly it, and you can do it in half the time it takes you on your own, because you're helping each other. 🌀

**Now listen again.**

*REPEAT inserting pause in second hearing. At the end, pause and give candidate time to write and check their answer.*

**Read question 3** 🎧

**You will hear a boy telling his friend about a rock-climbing trip.**

**F:** So, how did your rock-climbing trip go?

**M:** It was harder than I expected. It's all very well climbing on an indoor climbing wall. I've always been pretty pleased with the way I've climbed there. But out on real rocks in the hills, it's a lot scarier. You need to have someone with you who's got a lot of experience, who can tell you what to do or give advice.

**F:** I can imagine. 🎧

**M:** I'm looking forward to having another try, though. But next time I'll tell whoever I'm with that I need support. 🎧

**Now listen again.**

*REPEAT inserting pause in second hearing. At the end, pause and give candidate time to write and check their answer.*

**Read question 4** 🎧

**You will hear two friends talking about learning to play the guitar.**

**M:** Wow, it's so hard to get any better at the guitar. It feels like I'm not making any progress.

**F:** Well, you seem to spend a lot of time practising. I don't see how you could do much more. Don't you think it's better to focus on one type of music rather than on lots of different types?

**M:** I don't know. Maybe it's good to go for lots of different ones. 🎧

**F:** Well, anyway, you ought to pay attention to the really top players. They've been along the same path that you're on. Just notice how they do things.

**M:** I think I do that already really. 🎧

**Now listen again.**

*REPEAT inserting pause in second hearing. At the end, pause and give candidate time to write and check their answer.*

**Read question 5 ❁**

**You will hear two friends talking about a book they've read.**

- M:** I've just finished reading that book. It's brilliant – so much happens. It's exciting all the way through.
- F:** Yeah, though it does get slower in the middle, when the hero Alan is trying to decide whether to tell his mum about the baby lion he found. Alan's personality seems really true to life, and so does his mum's – like the way she reacts when he tells her all about it. ❁
- M:** I know what you mean – it reminds me of my mum and me. I never thought she'd let him keep the lion though. That was a nice surprise.
- F:** I kind of thought that might happen actually. ❁

**Now listen again.**

*REPEAT inserting pause in second hearing. At the end, pause and give candidate time to write and check their answer.*

**Read question 6 ❁**

**You will hear two friends talking about a concert they've been to.**

- F:** What a great concert. I listen to that band a lot, but I'd never seen them live before.
- M:** Me neither. But why didn't they play their greatest hits, especially if you think what we paid to get in.
- F:** I liked what they did, though. As for the price, it was definitely more than I'd normally be willing to pay. ❁
- M:** And the organisers didn't do a very good job. It was awful waiting so long for the main act to start.
- F:** Don't blame the organisers. It's simply that the band hadn't arrived. There was nothing they could do about that. ❁

**Rubric: Now listen again.**

*REPEAT inserting pauses in second hearing. At the end, pause and give candidate time to write and check their answer.*

**That is the end of part 1.**

**Now turn to part 2.**

**Questions 7 to 12. ❁**

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

**The audio will now be paused to give you time to read the questions. ❁**

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

**You will hear a man called Phil Lamb telling a group of students about his work as a TV news presenter.**

Hi, many thanks for inviting me. I've been a TV news presenter for four years now. I did a couple of other jobs after university, first in radio in my home city and then as a journalist on a magazine. I enjoyed both jobs very much. ❁

I present the five o'clock evening news. There's a lot of preparation to do before I start. First I get the newspapers and go through each one carefully. That way I understand what's in the news reports I have to present that day. Then I have meetings with the editor of the news programme in the TV studio. ❁

After that I have to spend a bit of time choosing the right jacket to put on! I think it's really important, because that's what you see when I'm sitting at my desk, reading the news. But at least I don't need to worry about my trousers or my shoes as no-one gets to look at those! ❁

What do I find particularly difficult? Well, I sometimes say things wrongly! I don't often make mistakes with the names of cities or countries, whatever the language, but it's names of people which I sometimes find a real challenge to get exactly right!

Now, I can't choose what news to present of course! But I do have my favourite topic. I really enjoy business, so reading news about that is always interesting to me. For some of my colleagues, the most interesting subject is politics or even fashion. We're all different! ❁

What about the future? I've been told I could make a good actor. I've never been attracted by that, though. As a teenager, I always dreamt of becoming a producer. I



still think it would be exciting if I get the chance. Maybe I'll do that one day.

Now, any questions... (fade) ❀

**Now listen again.**

*REPEAT inserting pauses in the second hearing. At the end, pause and give candidate time to write and check their answers.*

**That is the end of part 2.**

**Now turn to part 3.**

**Questions 13 to 18. ❀**

**For each question, choose the correct answer.**

**You will hear a radio interview with a young singer called Mandy.**

**The audio will now be paused to give you time to read the questions. ❀**

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

**Int:** Hi Mandy. You started off as a successful disc jockey and now you're a singer in a great new band! When did you get your first job as a DJ?

**Mandy:** Well, when I finished school, I trained as a nurse for a year, but I wasn't very good at that. I'd always loved music, and I wanted to save money to buy equipment, so I started looking after elderly people. As soon as I had enough, I bought what I needed. I got my first job as a disc jockey almost immediately. ❀

**Int:** But then you started singing instead. How did that happen?

**Mandy:** Well, I'd been a disc jockey for about four years, then last year, I read about a DJ competition in Ireland and I entered. I did some live singing on stage that night and one of the judges asked me if I'd be interested in singing professionally. I was very lucky, really. ❀

**Int:** So now you're in a band called 'Dish'. Tell us about your new record, the one that's in the shops now...

**Mandy:** Yes. It's called 'Up and Down'. It's about a girl who is never really happy with her life. She's always up and down, wanting too much and never being satisfied. I'm not that kind of person fortunately, nor are my friends! It does have a nice ending. ❀

**Int:** And you're working on a new CD?

**Mandy:** Yes, but we haven't finished recording that yet. There are still two more songs to do but I'm very proud of it. It's traditional rock but we've included some electronic music too to make it really unusual. I just hope the public will buy it! We think it's great! ✨

**Int:** And what kind of music do you listen to at home?

**Mandy:** That's difficult. The music I like best has words that mean something to me, I suppose. I love dance music too, but you can't listen to it all the time and I generally prefer female artists to male, I think too. But that depends on the singer. ✨

**Int:** And your future plans?

**Mandy:** Oh! I've got so much work to do at the moment – television performances and concerts, it's hard to plan. But I'd really like to own a night club one day... somewhere great to dance, so that's my next project. One day, perhaps I'll try to learn to play the guitar – that would be nice – but I'm too busy to think about it at the moment. I can write and sing, that's what I do best.

**Int:** Well, lots of luck with your new CD and thanks for coming.

**Mandy:** You're welcome! ✨

**Now listen again.**

<i>REPEAT inserting pauses in the second hearing. At the end, pause and give candidates time to write and check their answer.</i>
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**That is the end of part 3. The audio will now be paused to give you time to check your answers. ✨**

**That is the end of the test.**