



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

CERTIFICATE IN ADVANCED ENGLISH

Listening

**D261/03, D262/03
D263/03, D268/03**

Sample Test

SUITABLE FOR CANDIDATES WHO HAVE SPECIAL REQUIREMENTS

SUPERVISOR'S BOOKLET

(including instructions and Supervisor's script)

For the use of the Supervisor only

IMPORTANT NOTICE FOR SUPERVISORS

ALL CANDIDATES TAKING THIS VERSION OF CAE LISTENING MUST WRITE THEIR ANSWERS, TOGETHER WITH THE QUESTION NUMBER, ON A SEPARATE SHEET OF PAPER AND NOT ON THE COMPUTER-READ ANSWER SHEET.

IF THE CANDIDATE IS WORKING WITH AN AMANUENSIS, THE AMANUENSIS MUST ALSO WRITE THE CANDIDATE'S ANSWERS, TOGETHER WITH THE QUESTION NUMBER, ON A SEPARATE SHEET OF PAPER.

How to administer this test

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

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

There are four tracks on the CD – Parts 1 to 4 of the test. Remember to press the 'pause' button and not the 'stop' button on the CD player when a pause is indicated in the script (*). If the 'stop' button is pressed, the CD will return to the start of track 1.

Parts One, Two, Three and Four

- Pause the CD **before** each recording 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 recording without pausing the CD.
- Second hearing: pause the CD where indicated at each asterisk (*) on the script. Give the candidate time to write one or more answers.
- Pause the CD **after** each recording to give the candidate adequate time to check their answers. An asterisk (*) in the script will remind you when to do this.

Please tell the candidate that a pause does not necessarily mean that an answer is required at that point.

The lengths of pauses are at the discretion of the Supervisor. However, ensure candidates have sufficient time to read questions or write their answers.

Do not replay any part of the CD.

CERTIFICATE IN ADVANCED ENGLISH

LISTENING

SUPERVISOR'S SCRIPT

SAMPLE TEST

This is the Cambridge English Certificate in Advanced English, Listening.
Special Requirements Version, Sample Test.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to read and answer the questions.

There are four parts to the test, and you will hear each recording twice.

The CD will be paused at the following points.

First, before each recording to give you time to read the questions. Then, from time to time during the second hearing of each recording, to give you time to write one or more answers. Finally, the CD will be paused after each recording to give you time to check your answers.

Please note that you do not necessarily need to write an answer each time the CD is paused.

At the start of each recording, you will hear this sound.

*FX******

The CD will now be paused. Please ask any questions now because you must not speak during the test. ⚙

Now turn to Part 1.

You will hear three different extracts. For questions 1 to 6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.

Extract One.

You hear two friends discussing the topic of marketing.

The CD will now be paused to give you time to read questions 1 and 2. ⚙

<p>Note to Supervisors: insert pauses during second hearing only.</p>

- F: Hi, Daniel – how are things? Have you applied for college yet?
- M: Well, I can't decide which one to go for. Lots of colleges have sent me their glossy brochures... and I see they now go on about how environmentally friendly they are. In fact they've got a star rating system for this one...
- F: Mmm ... they're trying to attract as much interest as possible, though I'm not sure that would have much impact on my choice. Ultimately the course has to be the right one, though I can see they need to compete.
- M: Well, yes, but if I was torn between two courses the new rating could decide it. It's good they're thinking about these issues... and the marketing people are certainly shouting about it! ☼
- F: It's getting like the commercial sector – those companies who sponsor a charity for example – trying to persuade consumers that just by buying their products, they're doing their bit for charity and can ignore other causes. I don't know if it increases sales, but the cynic in me reckons many companies just want to appear softer in the public eye, so they make a lot of noise about their charitable credentials. ☼

Now you will hear the recording again.

Extract 1 is repeated.

The CD will now be paused to give you time to check your answers. ☼

Extract Two.

You hear two friends talking about ways of keeping fit.

The CD will now be paused to give you time to read questions 3 and 4. ☼

Note to Supervisors: insert pauses during second hearing only.

- F: Are you still going to the gym, Frank?
- M: Yes, but not as often as I should be.
- F: That's the problem, isn't it? I've heard that the dropout rate among gym members is very high, even in those really expensive, luxury health centres. Anyway, gyms aren't the answer. I'm sure the real key is to build exercise into your daily routine, by doing something simple like walking to the mall or taking the stairs rather than the elevator – or doing sport. And another thing, people tend to think that a sixty-minute workout entitles them to laze around for the rest of the day, or eat a lot and then undo all the good they might've done, but people who exercise little and often don't fall into the same trap. ☼
- M: That's all very well, Mary, but what about the people who don't give up on the gym and who actually feel the benefit, and quite enjoy the comradeship? Each to his own, you know. If you'd just give it another shot, you might find it suited you too! ☼

Now you will hear the recording again.

Extract 2 is repeated.

The CD will now be paused to give you time to check your answers. ⚙

Extract Three.

You hear a woman telling a friend about living in her capital city as a student.

The CD will now be paused to give you time to read questions 5 and 6. ⚙

<p>Note to Supervisors: insert pauses during second hearing only.</p>

M: What did you study at university, Alicia?

F: Horticulture – plants and things. I was based at a regional one, but I also spent time studying in the capital.

M: Seems a strange place to go if you want to grow things – the middle of a huge city...

F: Mmm, that's what my fellow students said! I mean, I know it wasn't ideal. It's a harsh climate – winters are bitterly cold, and the summer's sweltering, with little rain. But folks in the city are just determined to grow stuff – on rooftops, balconies, wherever. They'll just garden anywhere they can. It was a reminder of the strong spirit of gardeners. ⚙

M: Come to think of it, I do remember noticing the way some of the trees were looked after there. Instead of bare bits of ground around urban trees, they seem to take great pride in filling the earth around them with flowers.

F: And all that's done by the residents themselves! It's as if every tree is to be celebrated.

M: I wouldn't go that far. Not all parts of the city are like that. ⚙

Now you will hear the recording again.

Extract 3 is repeated.

The CD will now be paused to give you time to check your answers. ⚙

That is the end of Part One. Now turn to Part Two.

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 to 14, complete the sentences with a word or short phrase.

The CD will now be paused to give you time to read the questions. ⚙

<p>Note to Supervisors: insert pauses during second hearing only.</p>
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Hi everyone. My name's Josh Brady, and recently I was lucky enough to go on a botany trip to South Africa with my tutor and other students from my university, to gather data for the research project we'd been involved in all year. I didn't post my diary or blog on the university website, because I'd promised to submit a report on my return, which would appear there, and I was working on that from Day One. ✿

We were going to explore a beautiful region of coastal countryside that had previously been affected, not by drought as is common on some parts of the African continent I've studied, but by fire. We wanted to see how the flora and other life forms there had recovered – in fact, some plants growing there are dependent on this kind of event to trigger their germination. ✿

When we first saw the landscape, however, we felt rather confused. Much of the area seemed to be cultivated fields, principally of red tea rather than the colourful flowers we'd been led to expect. Sensing our confusion, our tutor reassured us that we'd soon be off to a wilder area where we'd see a more striking range of specimens. ✿

We'd imagined this would involve being taken around in a kind of minibus, or even a van and trailer, but in fact what we boarded was what I can only describe as a safari truck, and we headed out into the natural vegetation. ✿

When we arrived and started walking through the vegetation, I found the shape of the leaves rather a surprise. Coastal plants can often be tough, with leaves coming to a point like sharp knives, but these resembled needles more than anything else. That meant I was inadequately dressed for walking through them in thin trousers. ✿

I was also totally unprepared for the amazing scent that the plants gave off. By the end of that trip, I'd lost count of how many species we'd come across – small delicate pink specimens, bright yellow heathers – one with deep orange blooms, the mental image of which will stay with me forever – and bright crimson wild specimens. ✿

The local farmers are totally committed to protecting the flowers and plants that have colonised the area. Conservationists call it shrubland – in other words, a vast area of vegetation that now has a rich array of plant species – but that sounds a bit negative for a place that to me seemed like a paradise. ✿

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One drawback was that, although the bedrooms in our hostel each had a balcony, the view was of the back yard, with a small garden beyond – which was hardly impressive. But by way of compensation, the roof offered a spectacular vantage point over the surrounding scenery. We spent every evening watching the sun go down from there – a magical end to each fantastic day. Anyway, the trip was the most amazing one... ❁

Now you will hear the recording again.

Part 2 is repeated.

The CD will now be paused to give you time to check your answers. ❁

That is the end of Part 2. Now turn to Part 3.

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

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

Note to Supervisors: insert pauses during second hearing only.

Int: Today we're looking at careers in journalism. My guests are Jenny Langdon and Peter Sharples, both regular columnists on major publications. Jenny, you made your name really young, didn't you?

F: Relatively, yes. I was a raw recruit on the local paper when a scandal broke, concerning a celebrity living nearby. Out of the blue, I found myself with a scoop on my hands. Basically, I found the guy, interviewed him, then hid him some place where reporters on rival papers wouldn't find him. When the story broke next day, the editorial team had actually cobbled the front-page story together from my notes, but it was attributed to me by name. Before I knew what was happening, I'd been headhunted by a national daily. It was a turning point all right – but I can hardly claim it as a shrewd career move or anything! ❁

Int: And the editor at that national daily was a notoriously bad-tempered individual...

F: Well, there's no denying he deserved that reputation! I mean, having landed a dream job, I was really thrown in at the deep end! My desk was right outside his office, so I was first in the firing line if anything went wrong – even stuff I'd had no hand in! But I knew better than to argue, and was thick-skinned enough not to take it personally. Anyway, that's what the paper was like, always on the edge, and I really flourished in that environment. ❁

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Int: Eventually getting your own daily column...

F: ...and that's where I really came into my own. I mean, I'd done stints on the sports desk, been celebrity correspondent – the works. Actually, I only got offered the column as a stop-gap when my predecessor left under a cloud. But I was desperate to hold on to it. And it came at just the right time – if it'd been earlier, I'd never have had the nerve or the experience to make it my own. ✿

Int: Let's bring Peter in here. You started off on the celebrity magazine called *Carp*, didn't you?

M: I did. Ostensibly thanks to a speculative letter to the editor when I was still a student. Actually, I'd been doing stuff for a student newspaper all through university. Skills I learnt there stood me in good stead. When *Carp Magazine* called me for interview, my approach to college news convinced them I was in touch with reality – you know, budgets, deadlines, all that – that's what swung it in my favour – it wasn't just having my finger on the pulse as far as youth culture was concerned – important as that was at *Carp*. ✿

Int: Can I ask you both whether you'd say courses in journalism are worth doing? Jenny?

F: Well, I wanted to write and a journalism course seemed a reasonable enough starting point. Journalism is at least paid up front – unlike some forms of writing, and there's no denying that was an incentive. So, yes, I did one. And, you know, if I hadn't, who knows if I'd have been able to handle the stuff thrown at me when I first arrived at the newspaper. It does give you that grounding. But I wouldn't say it taught me everything I needed. Fortunately a stint on the student newspaper filled in the gaps.

M: ...as is so often the case. They're often criticised for taking too strong a line on issues, but they're invaluable because they give you that free rein, and you're generally writing from the heart rather than for the money. I'd say by all means do a course, theorise all you like in the classroom, but just bear in mind that it's no substitute for getting out there – for developing your own style. ✿

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- Int: Now you've both recently published novels, is this a change of direction?
- F: People keep asking that. I like to think that, much as I rate myself as a journalist and feel I have nothing left to prove, I'm still up for the next thing that comes along. I'll never be a prize-winning novelist, but having a go at it keeps me on my toes. It would be easy enough to get stale doing a column like mine, but that does remain my grand passion. I don't know about you Peter, but I'm hardly thinking of moving on.
- M: Well, I expect there's people who'd say we should stand aside, to give up-and-coming writers a chance. But, no, I'm not. I'd go along with the idea of diversification keeping you nimble though, and I'm not making great claims for my novel either. But I would take issue with the idea that journalism itself holds no further challenge. I wish I had your confidence, Jenny! I'm always telling myself that I'm only as good as my last piece and there's no room for complacency. ☼
- Int: And there we must leave it. Thank you both...

Now you will hear the recording again.

Part 3 is repeated.

The CD will now be paused to give you time to check your answers. ☼

That is the end of Part 3. Now turn to Part 4.

Part 4 consists of two tasks.

You will hear five short extracts in which people are talking about changing their jobs.

Read Task 1. For questions 21 to 25, choose from the list (A to H) the reason each speaker gives for changing job. For example, if you think Speaker 1's reason is poor holiday entitlement, write B for question 21. ☼

Now read Task 2. For questions 26 to 30, choose from the list (A to H) what each speaker feels about their new job.

While you listen you must complete both tasks.

The CD will now be paused to give you time to read the questions. ☼

Note to Supervisors: insert pauses during second hearing only.

Speaker One

After college I worked in a bank to make money. It's a great job if you like sitting at the same desk every day, surrounded by the same familiar faces. I got plenty of annual leave, and the work itself was quite demanding, but one day I woke up and realised that it didn't amount to much, and was really pretty pointless. Handing in my notice was the next logical step. I set up as a freelance photographer – a job I'd always dreamed of. After the first six months or so of sheer panic, I feel much calmer. This will always be a risky job, but ultimately a far more rewarding one – not financially, mind you! ☼

Speaker Two

The family car sales business was the obvious and safe career route for me, even though we didn't always see eye to eye. I'd no complaints about the money, but that didn't stop me looking at what other people were doing and thinking: 'Now that's something I'd really like to get my teeth into'. And that's how I got into rally driving, really. I went to rally school part-time, then got signed up by a rally team. That's when I left the motor business, not without a bit of soul-searching! I miss the family, but looking at myself now – travelling the world, maybe even having the chance to make millions, living on the edge – what's not to love? ❁

Speaker Three

I've always worked in the music industry – but was never made to feel very welcome in the marketing department. I guess my face didn't fit, although I was doing well enough. Then by chance, I heard a band playing in my local venue and thought they were great. I got them signed up and suddenly realised this was exactly the type of work that suited me and my abilities – searching for talent, giving kids a start in the business I loved. So, after a while, I left the company to do just that, on a freelance basis. Pay's not bad – it's possible to negotiate good percentages – but that's not why I do it. ❁

Speaker Four

I worked in a busy studio as a radio copywriter. It was challenging and fun, but frustrating because it wasn't leading anywhere career-wise. I was spotted by one of the radio executives. He liked my way with words and gave me the chance of a presenting slot on a general interest show. I jumped at it, but underestimated the skills involved. Without training it's proving a steep learning curve! It would've been better to work as an intern for free for a while to learn the ropes, but it's all about seizing the moment – too good an opportunity to miss. Now I've got a foot in the door, I'm pretty optimistic about making a go of it. ❁

Speaker Five

I had a responsible job that I'd worked hard for – most people would consider being an eye surgeon pretty rewarding, both financially and emotionally. I wasn't keen to leave, but the long shifts and the sheer volume of patients got me down. I wanted to use my knowledge and experience in other ways. I did some research on the effects of sunlight on children's eyes, and eventually started up my own business. We manufacture a range of sunglasses designed to protect children's eyes against harmful rays. I'm my own boss, so I call the shots, which suits me down to the ground. I have to be strict with myself about taking holidays though! ❁

Now you will hear the recording again. Remember, you must complete both tasks.

Part 4 is repeated.

The CD will now be paused to give you time to check your answers. ⚙

That is the end of Part 4 and the end of the test. Please stop now.