

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 1 Past Paper 1

Please note: With the exception of the task cards in Phases 1b and 2b, this sample test frame will be used only by the interlocutor. It will not be shown to the candidates.

🕒 3 mins overall

Phase 1a

Hello. My name is _____ (Interlocutor), and this is my colleague _____ (Assessor). And what are your names? [Look at both candidates in turn.]

Thank you. Could I have your mark sheets? [Collect mark sheets and hand to assessor.] Thank you.

The first part of the test will be about the advantages and disadvantages of different ways of working, and you will each give a formal presentation, but first I'd like you to talk together to share your ideas on the subject.

Find out from each other about how important you think it is to have a pleasant working environment. You have about two minutes to ask each other about this, so don't worry if I interrupt you.

[Withdraw eye contact to signal that candidates should start. If necessary, prompt candidates with questions from the box below (e.g. if candidates are experiencing difficulty in continuing the interaction, if they stray from the topic or if the language produced is clearly below L1 level). Adapt if necessary. Encourage candidate-candidate interaction by eliciting agreement or alternative opinions from candidates by asking questions such as "What do you think?", "Tell us what you think.", "And you?"]

Ways of working – prompts

Talk about:

- the importance of the workplace.
- whether you like working alone, or with others.
- the other things which make working enjoyable.
- how much time you want to spend working each week.
- whether work is the most important part of your life.

Thank you.

🕒 9 mins overall

Phase 1b

Now you are each going to give a **formal** presentation for about two minutes on the topic of work. While you are talking, we will listen to you. Your partner and the assessor [*Indicate assessor.*] will then comment or ask you questions about what you have said.

_____ (*Candidate A*), [*Hand Candidate A a candidate booklet – open at correct page – and point at task.*] you are going to talk about whether you think most people will work from home in the future.

"In the future, most people won't have to go to work at all. They'll work from home."

What do you think?

For example, think about:

- the advantages and disadvantages of working from home.
- the role of modern communication, eg. email.
- the importance of team-building at work.

_____ (*Candidate B*), [*Hand Candidate B a candidate booklet – open at correct page – and point at task.*] you are going to talk about whether you think working part-time is better than working full-time.

"Working part-time is better than working full-time."

What do you think?

For example, think about:

- the advantages and disadvantages of working part-time.
- when it may be necessary to work full-time.
- whether some jobs are easier to do on a part-time basis.

🕒 1 min

You both have one minute to think about what you want to say. You can make notes if you want to. [*Indicate paper and pencil.*] If there's anything you don't understand, please ask me.

[*Withdraw eye contact to signal start of preparation.*]

🕒 2 mins

_____ (Candidate A), are you ready, or would you like to look at your notes again? [Allow up to 15 seconds.] **All right? Please tell us all [Indicate using hand gesture.] about whether you think most people will work from home in the future.** _____ (Candidate B), please listen, and then comment or ask questions at the end. **All right?**

[If the candidate stops before 2 minutes, allow a 5-second pause. If the candidate shows no sign of continuing, move on.]

Thank you.

🕒 1 ½ mins

_____ (Candidate B), please comment or ask _____ (Candidate A) any questions that you have.

Thank you. _____ (assessor), do you have any comments or questions? [Wait for end of interaction.]

Assessor: **Thank you.**

[Retrieve Candidate A's booklet.]

🕒 2 mins

_____ (Candidate B), are you ready, or would you like to look at your notes again? [Allow up to 15 seconds.] **All right? Please tell us all [Indicate using hand gesture.] about whether you think working part-time is better than working full-time.** _____ (Candidate A), please listen, and then comment or ask questions at the end. **All right?**

[If the candidate stops before 2 minutes, allow a 5-second pause. If the candidate shows no sign of continuing, move on.]

Thank you.

🕒 1 ½ mins

_____ (Candidate B), please comment or ask _____ (Candidate A) any questions that you have.

Thank you. _____ (assessor), do you have any comments or questions? [Wait for end of interaction.]

Assessor: **Thank you.**

[Retrieve Candidate B's booklet.]

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In this part of the test, you are going to listen to two recordings [*Indicate CD player.*] and answer some questions. All right?

You are listening to the radio and hear two advertisements for health products and services.

Listen to the first advertisement, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), what is the speaker advertising? [*Short pause*] And where can listeners look for more information?

_____ (*Candidate B*), according to the speaker, who is entitled to cheaper rates? [*Short pause*] And what does she say about the staff?

[*Pause for up to 10 seconds to allow time for notes.*]

Listen to the advertisement. [*Indicate CD player and play CD.*]

Track 7

'Get to the end of the day and find you have no energy left? Worried about those extra kilos you just don't seem to be able to get rid of? Then come along to Parkside leisure centre. We'll help you to be the healthy person you want to be.

Whatever your needs, we're sure to have something to suit you and at a price that won't hurt your pocket. There are even special discounts for the unemployed and children under 12.

To find out what's available, just log on to our website where you'll find complete timetables and price lists. You'll be surprised at the range of activities offered.

All our programmes are led by qualified, enthusiastic people who will be happy to give you advice and the benefit of their experience. So what are you waiting for? Put on your training shoes today and make that first leap towards a new, healthy you.'

_____ (*Candidate A*), what is the speaker advertising? [*Wait for response.*] And where can listeners look for more information?

_____ (*Candidate B*), according to the speaker, who is entitled to cheaper rates? [*Wait for response.*] And what does she say about the staff?

Thank you.

Now listen to the second advertisement, for a health product, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), what kind of product is the speaker advertising? [*Short pause*] And what additional product do customers receive?

_____ (*Candidate A*), according to the speaker, how did most of their customers feel before they tried this product? [*Short pause*] And what does she suggest the listeners should do now?

[*Pause for up to 10 seconds to allow time for notes.*]

Listen to the advertisement. [Indicate CD player and play CD.]

Track 8

'Now, many people have said just how discouraged they'd become – endlessly counting calories and never seeing the rewards. 83% of our customers said that was their experience – until they heard about 'Be-slim', the new, revolutionary dieting system.

After only two days, you'll begin to feel the difference. After a week, your friends'll be asking you the secret to your dieting success! Thousands of people have found the answer to their weight problems in the 'Be-slim' range of low fat, nutritious meals and drinks.

Based on powerful scientific research, 'Be-slim' combines all the vitamins and minerals you need without the headache of counting calories or weighing portions. We do all that for you, and we give you the free 'Be-slim Guide to Slimming Success' to help you along the way.

So phone us today on 0800 37940 and be part of the 'Be-slim' success story ...' [fade]

_____ (Candidate B), what kind of product is the speaker advertising? [Wait for response.] And what additional product do customers receive?

_____ (Candidate A), according to the speaker, how did most of their customers feel before they tried this product? [Wait for response.] And what does she suggest the listeners should do now?

Thank you.

Key to Phase 2a

Track 7:

Candidate A:

What is the speaker advertising?

***(Parkside) leisure centre**

Where can listeners look for more information?

(leisure centre's) website

Candidate B:

Who is entitled to cheaper rates?

***unemployed and children under 12**
(both needed for correct answer)

What does she say about the staff?

qualified, enthusiastic, experienced
(only two needed for correct answer)

Track 8:

Candidate B:

What kind of product is the speaker advertising?

***Be-Slim / dieting system**

What additional product do customers receive?

***(a) (Be-Slim) Guide to Slimming Success**

Candidate A:

How did most of their customers feel before they tried this product?

discouraged

What does she suggest the listeners should do now?

(tele)phone/call/ring (0800 37940 / Be-slim)

***accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about health and fitness. Look at this list *[Hand out candidate booklets open at correct page.]* **and discuss why each of these things is important.** *[Read out list whilst pointing at task in candidate booklets.]*

Task 5

food and diet

exercise

health education in school

time to relax

**government campaigns
e.g. against smoking**

regular health checks

You have two minutes to talk to each other about this, so don't worry if I interrupt you.

*[Withdraw eye contact to signal that candidates should start. If candidates do not start within 10 seconds, ask: **Would you like to start now?**]*

[If necessary, prompt candidates with questions from the box below (e.g. if students are experiencing difficulty in continuing the interaction, if they stray from the topic or if the language produced is clearly below L1 level). Adapt if necessary. Encourage candidate-candidate interaction by eliciting agreement or alternative opinions from candidates by asking questions such as "What do you think?", "Tell us what you think.", "And you?"]

Health and fitness – prompts

Talk about:

- whether people's attitudes to health and fitness are changing.
- the importance of educating children about health issues.
- why so many people eat unhealthy food these days.
- what governments could do to encourage people to lead healthier lives.

Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Now we're going to talk together about facilities for sport and leisure in this area. Have you joined, or would you join, a sports club?

[Using the prompts below, and adapting where necessary to respond naturally to contributions, engage in three-way discussion.]

Sports and leisure facilities – extension questions

- How can people be encouraged to take more exercise?
- What sport and leisure facilities are available in this area?
- Do you think sport and leisure activities should be provided for individuals, or for groups of people, families for example?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b, Task 1

Candidate A

"In the future, most people won't have to go to work at all. They'll work from home."

What do you think?

For example, think about:

- the advantages and disadvantages of working from home.
- the role of modern communication, eg. email.
- the importance of team-building at work.

Candidate B

"Working part-time is better than working full-time."

What do you think?

For example, think about:

- the advantages and disadvantages of working part-time.
- when it may be necessary to work full-time.
- whether some jobs are easier to do on a part-time basis.

Level 1, Phase 2b, Task 1

food and diet	exercise	health education in school
time to relax	government campaigns e.g. against smoking	regular health checks