

# Cambridge ESOL Certificates in Skills for Life

## Speaking and Listening Mode

### Level 1 Past Paper 2

*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 interests and leisure activities, 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 your interests and leisure activities, and how these have changed as you've got older. 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 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?"]*

#### Interests and leisure activities – prompts

Talk about:

- how important leisure time is to you.
- the leisure activities you enjoy, and why.
- whether your leisure interests have changed as you've got older.
- how much time you spend on leisure activities.
- whether you've tried a new leisure activity recently.

**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 **leisure activities**. 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 society places too much importance on leisure.

**"Society places too much importance on leisure."**

What do you think?

For example, think about:

- the time and the money which people put into their leisure activities.
- other things which are important in life.
- the level of importance placed on leisure by different cultures.

\_\_\_\_\_ (*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 it is important to spend leisure time with other people.

**"We should spend our leisure time with other people, not alone."**

What do you think?

For example, think about:

- activities that it is good to do with other people.
- why it might be better to do certain things alone.
- the role of leisure in forming relationships with other people.

🕒 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.*]

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🕒 2 mins

\_\_\_\_\_ (Candidate A), are you ready? Please tell us all [Indicate using hand gesture.] about whether you think society places too much importance on leisure. \_\_\_\_\_ (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.

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🕒 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.]

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🕒 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 it is important to spend leisure time with other people. \_\_\_\_\_ (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.

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🕒 1 ½ mins

\_\_\_\_\_ (Candidate A), please comment or ask \_\_\_\_\_ (Candidate B) 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 a radio programme in which two people are discussing buying and selling cars.

Listen to the first part of the programme, about buying cars, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (*Candidate A*), according to the speaker, what is the best place to look for advertisements? [*Short pause*] And what is the most important thing to find out from the seller before you buy a car?

\_\_\_\_\_ (*Candidate B*), according to the speaker, who should you take with you if you go to a car auction? [*Short pause*] And where should you take a car on a test drive?

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

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

### Track 9

**Presenter:** 'Today we're talking about buying and selling cars, and James Griffiths is here to give us some advice. James, where should we look when buying a car?'

**James Griffiths:** 'There are various places to look for advertisements. Some people go to specialist car magazines, which are good. But in this area, your best bet is actually the local newspaper. I wouldn't advise going to garages, who charge a lot for second-hand cars.'

Then again, some people buy cars at auctions. It's fun to go with a group of friends — but if you're serious, it's better to take a mechanic with you.

Oh, ... once you've found a car you like, what questions should you ask the seller? It's a good idea to ask: how well has it been looked after? And how many owners has it had? But the key thing to ask is: has it been involved in an accident? — because that really affects the value.

Finally, do test drive the car if possible, but this is only really worthwhile if you go into the city centre. Going onto the motorway or round the block is a waste of time ...' [*fade*]

\_\_\_\_\_ (*Candidate A*), according to the speaker, what is the best place to look for advertisements? [*Wait for response.*] And what is the most important thing to find out from the seller before you buy a car?

\_\_\_\_\_ (*Candidate B*), according to the speaker, who should you take with you if you go to a car auction? [*Wait for response.*] And where should you take a car on a test drive?

Thank you.

Now listen to the second part of the programme, about selling cars, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (Candidate B), according to the speaker, how can you get the most money for your car? [Short pause] And what does he say is the most important thing to get from somebody who wants to buy the car?

\_\_\_\_\_ (Candidate A), what does the speaker suggest you do to your car before selling it? [Short pause] And what did he forget to take out of one car he sold?

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

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

### Track 10

'Now selling a car is an entirely different matter. Many garages will encourage you to trade your old car in but they won't offer you much at all for it – so in my experience you'll get more for it if you go for a private sale. Obviously, you'll need to make sure you have all the relevant documents to hand, but what does surprise me is that many people don't realise just how important it is to give the car a good clean. It's really worth spending a bit of time on this because it could make all the difference.

And then if someone actually offers to buy the car, they're unlikely to have all the money on them there and then, but don't settle for a promise to buy, or just their name and address — make sure you ask for a deposit. That way, you can be sure they'll come back. Oh ... and one more thing ... do check you haven't left anything in the car. People leave all sorts of things – umbrellas, CDs – I even managed to leave a pair of glasses in mine and never got them back ... Well, good luck ...' [fade]

\_\_\_\_\_ (Candidate B), according to the speaker, how can you get the most money for your car? [Wait for response.] And what does he say is the most important thing to get from somebody who wants to buy the car?

\_\_\_\_\_ (Candidate A), what does the speaker suggest you do to your car before selling it? [Wait for response.] And what did he forget to take out of one car he sold?

Thank you.

### Key to Phase 2a

#### Track 9:

##### **Candidate A:**

What is the best place to look for advertisements?  
**(the) local (news)paper**

What is the most important thing to find out from the seller before you buy a car?  
**\*has it been involved in an accident?**

##### **Candidate B:**

Who should you take with you if you go to a car auction?  
**a mechanic**

Where should you take a car on a test drive?  
**(the) city/town centre**

#### Track 10:

##### **Candidate B:**

How can you get the most money for your car?  
**\*(go for a) private sale / sell it privately**

What does he say is the most important thing to get from somebody who wants to buy the car?  
**a deposit**

##### **Candidate A:**

What does the speaker suggest you do to your car before selling it?  
**\*clean it**

What did he forget to take out of one car he sold?  
**(a pair of / his) glasses**

**\*accept paraphrasing**

🕒 approx. 3 mins

**Now you're going to talk together about what makes a successful advertisement. Look at this list** *[Hand out candidate booklets open at correct page.]* **and discuss whether you think these things are important and why.** *[Read out list whilst pointing at task in candidate booklets.]*

**Task 8**

**famous celebrities**

**music and images**

**originality**

**product information**

**humour**

**where and when you see the advert**

**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?"]*

**A successful advertisement – prompts**

Talk about:

- advertisements you think are very effective or memorable, and why.
- whether you think you are influenced by advertisements.
- how important it is for companies to choose carefully where they advertise.
- whether seeing someone famous using a product would encourage you to buy it.

**Thank you.**

*[Retrieve candidate booklets.]*

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🕒 approx. 4 mins

**Now you're going to talk together about the broader effects of advertising. What are the positive and negative effects of advertising for people in general?**

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

**Benefits of advertising – extension questions**

- Do you think that the number of advertisements on television affects our enjoyment of the programmes?
- Should advertising be allowed in all places and for all products?
- Are government health and safety adverts effective?

*[Ask further questions as necessary.]*

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



## Level 1, Phase 1b, Task 2

### Candidate A

**"Society places too much importance on leisure."**

What do you think?

For example, think about:

- the time and the money which people put into their leisure activities.
- other things which are important in life.
- the level of importance placed on leisure by different cultures.

**Candidate B**

**"We should spend our leisure time with other people, not alone."**

What do you think?

For example, think about:

- activities that it is good to do with other people.
- why it might be better to do certain things alone.
- the role of leisure in forming relationships with other people.

**Level 1, Phase 2b, Task 2**

**famous celebrities**

**music and images**

**originality**

**product information**

**humour**

**where and when you  
see the advert**