

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 1 Past Paper 3

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 transport, 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 what you like and dislike about different methods of transport. 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?"]

Different methods of transport – prompts

Talk about:

- how you travel around every day.
- whether you think riding bicycles is becoming more popular.
- which type of transport is best for long journeys.
- the improvements you'd like to see in public transport in your area.

Thank you.

Now you are each going to give a **formal** presentation for about two minutes on the topic of travel and transport. 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 people should be allowed to drive their cars into city centres.

"People should not be allowed to drive their cars into city centres."

What do you think?

For example, think about:

- reasons for keeping cars out of city centres.
- other ways of travelling around cities.
- whether we need to improve public transport.

 (*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 the best way to get to know a city is to walk round it.

"The best way to get to know a city is to walk round it."

What do you think?

For example, think about:

- the advantages of walking in a city.
- why some people don't like walking.
- other ways of getting to know a city.

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? Please tell us all [Indicate using hand gesture.] about whether you think people should be allowed to drive their cars into city centres. _____ (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 the best way to get to know a city is to walk round it. _____ (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 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.]

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

You will hear part of a radio programme about a charity called 'New Paths' which helps young people.

Listen to the first speaker giving some general information about the charity, and answer these questions. You can make notes *[Indicate paper.]* if you want to.

_____ (Candidate A), when did the charity start? *[short pause]* And who helped the charity to raise money in 2004?

_____ (Candidate B), which was the first business helped by the charity? *[short pause]* And how do we know that the music festival was popular?

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

All right? Listen to the first speaker. *[Indicate CD player and play CD.]*

Track 7

' ... Well, I'm here today to explain a bit about the charity New Paths. We first had the idea back in 1982, but it wasn't until 1986 that it officially began. We help young people from poor backgrounds to start up their own businesses. In fact our very first project was a coffee shop set up by two friends who have since gone on to open a chain of restaurants.

We run lots of fundraising programmes too – you know, really getting young people involved. In 2004, young fashion designers got together to put on an event called 'Our Style', which raised over ten thousand pounds for our charity.

And, more recently, the 'Living Music' courses for talented young musicians have taken off. Last summer they organised the City Music Festival, a fantastic free event – amazingly, there were no tickets left! With luck, they'll do the same again next year, with equal success ... '

_____ (Candidate A), when did the charity start? *[Wait for response.]* And who helped the charity to raise money in 2004?

_____ (Candidate B), which was the first business helped by the charity? *[Wait for response.]* And how do we know that the music festival was popular?

Thank you.

Now listen to a man talking about a music course run by the charity, and answer these questions. Again, you can make notes *[Indicate paper.]* if you want to.

_____ (Candidate B), why was the man worried about his future? *[short pause]* And what did he like most about the course he took?

_____ (Candidate A), how much money did the charity give the man? *[short pause]* And what must you be able to do to join the course?

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

All right? Listen to the second speaker. [Indicate CD player and play CD.]

Track 8

' ... Hi! My name's Jack and, like a lot of kids, I had a difficult childhood. I left home in my teens, which was hard, and I was worried about what I was going to do next because I had no qualifications. But, my luck definitely began to change when I contacted the New Paths organisation. I'd always been interested in music and wanted to work with it.

I applied for a development award from New Paths. I was actually hoping to get five hundred pounds but in the end I only got three hundred, which was enough for a keyboard. And I met Mick one of their advisors, who told me about the Living Music course. So that was it ... I started the course. It was brilliant. You try new musical styles, meet loads of new people, but for me, the best thing about it was playing in a band.

The course is free, but you can only do it if you are able to play an instrument, and you get your food, accommodation and travel costs refunded. The best way to find out about New Paths ...'

_____ (Candidate B), why was the man worried about his future? [Wait for response.] And what did he like **most** about the course he took?

_____ (Candidate A), how much money did the charity give the man? [Wait for response.] And what must you be able to do to join the course?

Thank you.

Key to Phase 2a

Track 7:

Candidate A:

When did the charity start?
1986

Who helped the charity to raise money in 2004?
(young) fashion designers

Candidate B:

Which was the first business helped by the charity?
a coffee shop

How do we know that the music festival was popular?
***(there were) no tickets left**

Track 8:

Candidate B:

Why was the man worried about his future?
***he had no qualifications/he didn't know what to do next**

What did he like **most** about the course he took?
***playing in a band (with others)**

Candidate A:

How much money did the charity give the man?
£300

What must you be able to do to join the course?
***play an instrument**

***accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about improving society. Look at this list [Hand out candidate booklets open at correct page.] and discuss what these people or groups can do to make the world a better place. [Read out list whilst pointing at task in candidate booklets.]

charities	individuals	the government
the police	businesses	schools

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 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?"]

<p>Improving society – prompts</p> <p>Talk about:</p> <ul style="list-style-type: none">- whether you think the government can do more than other groups.- how businesses can help society.- whether you think charities are necessary.
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Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Finally we're going to talk together about different things that can improve people's lives. What do you think is important for a happy life?

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

Improving people's lives – extension questions

- What do you find enjoyable in your home life? ... Why?
- What could be done to improve people's working lives?
- What other things do you think are necessary for a good life? ... Why?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b

Candidate A

"People should not be allowed to drive their cars into city centres."

What do you think?

For example, think about:

- reasons for keeping cars out of city centres.
- other ways of travelling around cities.
- whether we need to improve public transport.

Candidate B

"The best way to get to know a city is to walk round it."

What do you think?

For example, think about:

- the advantages of walking in a city.
- why some people don't like walking.
- other ways of getting to know a city.

