

Cambridge ESOL Certificates in Skills for Life
Speaking and Listening Mode
Level 1 Past Paper 4

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 food and health, 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 different ways of keeping fit and healthy. 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?"]

Keeping fit and healthy – prompts

Talk about:

- your favourite foods and how healthy they are.
- food you avoid.
- exercise you enjoy doing.
- places you can go to take exercise where you live.

Thank you.

Now you are each going to give a **formal** presentation for about two minutes on the topic of food and health. 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 advertising unhealthy food should be banned.

"Advertising unhealthy food should be banned."

What do you think?

For example, think about:

- how advertising influences people.
- a person's right to choose what they eat.
- why people buy 'convenience' or 'junk' foods.

 (*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 modern life makes it difficult to keep fit and healthy.

"Modern life makes it difficult to keep fit and healthy."

What do you think?

For example, think about:

- the amount of free time people have.
- how modern technology has changed lifestyles.
- the benefits to society of a fit and healthy population.

🕒 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? Please tell us all [Indicate using hand gesture.] about whether you think advertising unhealthy food should be banned. _____ (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 modern life makes it difficult to keep fit and healthy. _____ (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, which gives advice about buying things.

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

_____ (*Candidate A*), who does the woman work for? [*short pause*] And what does her research **mainly** show?

_____ (*Candidate B*), which product is the woman looking at now? [*short pause*] And where can you read her full reports?

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

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

Track 15

Presenter: 'Today, I'm talking to Jasmin Green. Jasmin, welcome – tell us a bit about what you do.'

Jasmin: 'Well, some of your listeners may have seen me on television, but that's not my main job. I'm actually employed by a magazine – I write and do research for the page that gives advice to consumers about buying different sorts of products. We look at all sorts of things: last month it was washing machines, at the moment it's digital cameras and next month we'll be looking at mobile phones. Of course we do compare prices, but most of my research concerns how well things work rather than which is cheapest. For each product we look at, we produce a report, and that forms the basis of my monthly feature. If you want to see the full length reports, however, you need to go to my website because there's not always enough space to include all the information in the article.'

_____ (*Candidate A*), who does the woman work for? [*Wait for response.*] And what does her research **mainly** show?

_____ (*Candidate B*), which product is the woman looking at now? [*Wait for response.*] And where can you read her full reports?

Thank you.

Now listen to another part of the programme, in which listeners ask questions over the telephone, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), where did the man buy his computer? [*short pause*] And what was **not** included with the computer?

_____ (*Candidate A*), how much did the man pay for his computer? [*short pause*] And who **didn't** help him with his problem?

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

All right? Listen to the second part of the programme. [Indicate CD player and play CD.]

Track 16

Woman: 'Hello. How can I help you?'

Man: 'Yes, I bought a new computer last week and I can't get it to work properly. I looked on the internet and got information about lots of different models, and this one looked the best for me, so I went along to a local department store and bought one. I was really lucky because normally they cost £800, but I got it for £725 in the sale. In some shops you see them for as much as £850! Anyway, the problem was, it came in its box and it had all the leads and everything, but the instruction booklet was missing – that's why it was reduced. I thought I would just be able to phone the manufacturer and get a new one, but the helpline's always engaged. I've tried emailing but haven't heard anything back. What can I do?'

Woman: 'In a situation like this, the first thing you should do is to find out ...'

_____ (Candidate B), where did the man buy his computer? [Wait for response.] And what was not included with the computer?

_____ (Candidate A), how much did the man pay for his computer? [Wait for response.] And who didn't help him with his problem?

Thank you.

Key to Phase 2a

Track 15:

Candidate A:

Who does the woman work for?
a magazine

What does her research mainly show?
***how well things work**

Candidate B:

Which product is the woman looking at now?
digital cameras

Where can you read her full reports?
***on her website**

Track 16:

Candidate B:

Where did the man buy his computer?
(a local) department store

What was not included with the computer?
(the) instruction booklet

Candidate A:

How much did the man pay for his computer?
£725

Who didn't help him with his problem?
***the manufacturer/helpline**

***accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about your shopping experiences. Look at this list [Hand out candidate booklets open at correct page.] and discuss whether or not you think these things make shopping enjoyable. [Read out list whilst pointing at task in candidate booklets.]

large shopping centres	helpful assistants	new products
good transport services	cheap prices	friends to go with

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>Shopping experiences – prompts</p> <p>Talk about:</p> <ul style="list-style-type: none">- what you like or dislike about going shopping.- the sort of things you like to buy.- whether you prefer shopping alone or with other people.
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Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Finally we're going to talk together about other things you do in your local area. Do you work in this area? ... (What sort of job do you do?)

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

Your local area – extension questions

- Is there a place you really enjoy visiting? ... (What do you like about it?)
- Where would you go to have a good evening out? ... Why?
- If you had a free afternoon, what would you choose to do?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b

Candidate A

"Advertising unhealthy food should be banned."

What do you think?

For example, think about:

- how advertising influences people.
- a person's right to choose what they eat.
- why people buy 'convenience' or 'junk' foods.

Candidate B

"Modern life makes it difficult to keep fit and healthy."

What do you think?

For example, think about:

- the amount of free time people have.
- how modern technology has changed lifestyles.
- the benefits to society of a fit and healthy population.

**large shopping
centres**

helpful assistants

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services**

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friends to go with