

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 1 Past Paper 5

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 how we communicate with others, and you will each give a formal presentation, but first I'd like you to talk together and share your ideas on the subject.

Find out from each other about the things you do to keep in touch with people you know. 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 saying things such as "What do you think?", "Tell us what you think.", "And you?"]

Keeping in touch – prompts

Talk about:

- how often you get in touch with friends and family.
- how important it is to stay in contact with friends.
- how technology helps us to keep in touch.
- the people you keep in touch with.

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 how we communicate with others. 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 mobile phones are an essential part of modern life.

"Mobile phones are an essential part of modern life."

What do you think?

For example, think about:

- the reasons why people need mobile phones.
- the problems caused by the use of mobile phones.
- other ways of contacting people.

_____ (*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 we need to write letters these days.

"There's no need to write letters these days."

What do you think?

For example, think about:

- why sometimes it's a good idea to write a letter.
- the disadvantages of writing letters.
- the differences between writing a letter and sending an email.

🕒 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? [Allow up to 15 seconds.] Please tell us all [Indicate using hand gesture.] whether you think mobile phones are an essential part of modern life. _____ (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.] whether you think we need to write letters these days. _____ (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 are listening to a radio programme about an organisation called Medic Alert, which helps people with long-term medical problems.

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

_____ (*Candidate A*), how many people belong to Medic Alert today? [*short pause*] And what is written on the Medic Alert bracelet?

_____ (*Candidate B*), what's the **main** reason for people joining Medic Alert? [*short pause*] And how much do members pay each year?

[*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.*]

Recording A

Woman: 'Today, I'd like to introduce Dr Mark Lennox, who's going to tell us something about Medic Alert, an organisation whose membership has grown to 250,000 over the last ten years. Is that right?'

Man: 'Yes, and the reason it's popular is our members know they'll be safe in a medical emergency.'

Woman: 'And how does that work?'

Man: 'Well, Medic Alert members carry a bracelet. On each bracelet there's an emergency phone number. And anybody would immediately be able to find out which medicines were needed, just by contacting Medic Alert. But there are other reasons. Take my case. I became a member because I have an unusual blood group and this information would be essential if I was in an accident and needed blood.'

Woman: 'And what about the cost?'

Man: 'Well, membership costs vary. It costs nineteen ninety to join, and the fee for twelve months is thirty-five pounds, which I think you will agree is a small price to pay for such an important service, which not only ...'

_____ (*Candidate A*), how many people belong to Medic Alert today? [*Wait for response.*] And what is written on the Medic Alert bracelet?

_____ (*Candidate B*), what's the **main** reason for people joining Medic Alert? [*Wait for response.*] And how much do members pay each year?

Thank you.

Now listen to the second part of the programme, about a problem a woman had in a restaurant, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), what is the speaker allergic to? [*short pause*] And what type of soup did she order?

_____ (*Candidate A*), who did the speaker have dinner with last week? [*short pause*] And who rang Medic Alert?

[*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.]

Recording B

Woman: 'Ever since I was a child I've had to be very careful about what I eat. I have an allergy to nuts and that's a problem because you can find them in all sorts of things – even in bread. I'm very, very careful about what I eat – you know, checking all the small print on the food labels, spending ages going through the menu when I eat out. Well, anyway last week I had to take two business clients to dinner. I took them to a restaurant I often go to, where they know about my problem. But the waiter made a mistake. You see I ordered the mushroom soup, which I know was the only one that was safe for me to eat. But he gave me the celery and one mouthful was all it took. I started to have a very strong allergic reaction. Of course my guests were really worried, but because she knew about my bracelet, the restaurant manager rang the emergency number and Medic Alert told her what to do. Fortunately, it was all sorted out without any problem and my guests and I enjoyed a very pleasant ...'

_____ (Candidate B), what is the speaker allergic to? [Wait for response.] And what type of soup did she order?

_____ (Candidate A), who did the speaker have dinner with last week? [Wait for response.] And who rang Medic Alert?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

How many people belong to Medic Alert today?
250,000

What is written on the Medic Alert bracelet?
emergency phone number

Candidate B:

What's the *main* reason for people joining Medic Alert?
***they know they will be safe (in a medical emergency)**

How much do members pay each year?
£35.00

Recording B:

Candidate B:

What is the speaker allergic to?
nuts/peanut(s)

What type of soup did she order?
mushroom (soup)

Candidate A:

Who did the speaker have dinner with last week?
***(two) business clients/men (from the company)**

Who rang Medic Alert?
the (restaurant) manager

***accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about dangers in everyday life. Look at this list *[Hand out candidate booklets open at correct page.]* **and discuss which of these are the biggest dangers for people living in cities nowadays.** *[Read out list whilst pointing at task in candidate booklets.]*

road safety	house burglary	mobile-phone theft
house fires	car crime	pollution

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 saying things such as "What do you think?", "Tell us what you think.", "And you?".]

<p style="text-align: center;">Risks in cities – prompts</p> <p>Talk about:</p> <ul style="list-style-type: none">- the importance of teaching people about safety.- which of these things is a problem in your area and why.- how we can avoid these dangers.

Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Finally we're going to talk together about dangerous sports like rock climbing or deep-sea diving. Would you like to learn sports like these? (Why? / Why not?)

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

Dangerous sports – extension questions

- Do you like to take risks? (Why? / Why not?)
- Which kind of person enjoys doing dangerous sports?
- Some people think children should not be allowed to do any dangerous sports. What do you think?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b

Candidate A

"Mobile phones are an essential part of modern life."

What do you think?

For example, think about:

- the reasons why people need mobile phones.
- the problems caused by the use of mobile phones.
- other ways of contacting people.

Level 1, Phase 1b

Candidate B

"There's no need to write letters these days."

What do you think?

For example, think about:

- why sometimes it's a good idea to write a letter.
- the disadvantages of writing letters.
- the differences between writing a letter and sending an email.

Level 1, Phase 2b

road safety

house burglary

mobile-phone theft

house fires

car crime

pollution