

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 1 Past Paper 6

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 finding information you need, 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 different ways you get the information you need. This could be for your job, for your coursework or for things to do in your free time. 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?"]

Finding information – prompts

Talk about:

- whether you use a library to find information.
- how useful the radio is for learning about your local area.
- whether you prefer to phone or email to get information.
- the best ways to find out about the latest news.

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 information technology. 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 computers could ever replace teachers.

"Computers could never replace teachers."

What do you think?

For example, think about:

- the things which computers cannot teach.
- the subjects which computers are most useful for.
- when computers can help teachers.

_____ (*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 internet has made people lazy.

"The internet has made people lazy."

What do you think?

For example, think about:

- students looking for information.
- shopping and entertainment.
- communicating with 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.*]

🕒 2 mins

_____ (Candidate A), are you ready? [Allow up to 15 seconds.] Please tell us all [Indicate using hand gesture.] whether you think computers could ever replace teachers. _____ (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 the internet has made people lazy. _____ (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 hear a talk about the District Officer Service. This is a department of the local council which helps the community.

Listen to the first speaker, who is giving a talk about what the Service does, and answer these questions. You can make notes *[Indicate paper.]* if you want to.

_____ (Candidate A), which other organisation are District Officers in contact with? *[short pause]* And what do **most** people call about?

_____ (Candidate B), how many calls does the Service deal with each week? *[short pause]* And how do officers show that property has been damaged?

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

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

Recording A

Man: 'Good morning everyone. I'm Phil Dawes and this is my colleague, Tessa Collins. We're here to let you know what the District Officer Service actually does in your local community. We work independently of central government, but sometimes we have direct communication with the police if we need their help. Our job is to make sure people aren't breaking the rules and regulations laid down by the local council. We work a thirty-eight-hour week and people phone us all the time – I'd say in the average working week we handle about twenty-five phone queries. People do sometimes ring to tell us about rubbish dumping and so on, but the vast majority phone about graffiti.

Sometimes we have to show evidence in court of the damage that's been caused to council property, so with digital cameras available these days we find it's easier just to take photographs, rather than using report forms and taking notes. Now, here's Tessa to tell you a ...'

_____ (Candidate A), which other organisation are District Officers in contact with? *[Wait for response.]* And what do **most** people call about?

_____ (Candidate B), how many calls does the Service deal with each week? *[Wait for response.]* And how do officers show that property has been damaged?

Thank you.

Now listen to the second speaker talking about her work as a District Officer, and answer these questions. Again, you can make notes *[Indicate paper.]* if you want to.

_____ (Candidate B), why does the speaker love her job so much? *[short pause]* And what annoys her **most**?

_____ (Candidate A), what **particularly** pleased the speaker last week? *[short pause]* And what does she fine people for?

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

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

Recording B

Woman: 'Thank you Phil. Hi, my name's Tessa Collins and I've been a District Officer for three years. I really enjoy my work because each day is different. This week, for instance, I've been checking all the park equipment, making sure it's safe and meets all the regulations. And then last week, I was dealing with a woman who had lost her dog. We actually managed to find it, and what I was really delighted about was that, along with all the complaints and problems I get in the post each day, I received a letter of thanks from her, and that's quite unusual. However, it's not all so pleasant. Some people can be rude to me and I'm used to that, but what makes me more angry than anything else is all the rubbish. There really is no excuse for leaving it lying around everywhere and we never seem to catch people. But I do give people fines for not paying to park their cars and some people can get quite annoyed, believe me! Personally I think we should fine people for having really untidy and unsightly gardens, but that's just my ...'

_____ (Candidate B), why does the speaker love her job so much? [Wait for response.] And what annoys her **most**?

_____ (Candidate A), what **particularly** pleased the speaker last week? [Wait for response.] And what does she fine people for?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

Which other organisation are District Officers in contact with?

(the) police (officers)

What do **most** people call about?

graffiti

Candidate B:

How many calls does the Service deal with each week?

(about) 25

How do officers show that property has been damaged?

***(they) take photographs**

Recording B:

Candidate B:

Why does the speaker love her job so much?

***each day is different**

What annoys her **most**?

(all the) rubbish (left lying around)

Candidate A:

What **particularly** pleased the speaker last week?

***she received a letter of thanks**

What does she fine people for?

***not paying to park their cars**

***accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about local facilities and events. Look at this list [Hand out candidate booklets open at correct page.] and discuss how important these things are for community life. [Read out list whilst pointing at task in candidate booklets.]

clubs and groups	sports facilities and events	colleges and evening classes
music or theatre festivals	local radio stations	local newspapers

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>Our local environment – prompts</p> <p>Talk about:</p> <ul style="list-style-type: none">- the best way to meet new people in a community.- how local media can help a community.- which evening classes would be most popular in your area.
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Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Finally we're going to talk together about how important it is to have good neighbours. Do you get on well with the people living near you?

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

Good neighbours – extension questions

- What makes someone a good neighbour?
- How can neighbours help each other out?
- What's the best way of dealing with difficult neighbours?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b

Candidate A

"Computers could never replace teachers."

What do you think?

For example, think about:

- the things which computers cannot teach.
- the subjects which computers are most useful for.
- when computers can help teachers.

Level 1, Phase 1b

Candidate B

"The internet has made people lazy."

What do you think?

For example, think about:

- students looking for information.
- shopping and entertainment.
- communicating with people.

Level 1, Phase 2b

clubs and groups

**sports facilities and
events**

**colleges and evening
classes**

**music or theatre
festivals**

local radio stations

local newspapers