

# Cambridge ESOL Certificates in Skills for Life

## Speaking and Listening Mode

### Level 2 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 computers and information technology, 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 experiences of using computers and information technology. 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 L2 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?"]*

#### Computers and information technology – prompts

Talk about:

- whether technology has made your life easier.
- how easy it is to use computers without training.
- what you like/dislike about modern technology.
- which piece of technology you could not manage without.
- whether technology has helped you in your education.

**Thank you.**

🕒 10 mins overall

## Phase 1b

Now you are each going to give a **formal** presentation for about two minutes on the topic of computers and 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 and information technology have brought improvements to most working environments.

**"Computers and information technology have brought improvements to most working environments."**

What do you think?

For example, think about:

- office work.
- physical work.
- travel and communications.

\_\_\_\_\_ (*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 information technology has greatly improved communication between people.

**"Information technology has greatly improved communication between people."**

What do you think?

For example, think about:

- email.
- the internet.
- text messages.

🕒 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 computers and information technology have brought improvements to most working environments. \_\_\_\_\_ (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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🕒 2 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 information technology has greatly improved communication between 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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🕒 2 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 local radio programme about a new shopping centre called Meadowvale.

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

\_\_\_\_\_ (*Candidate A*), according to the speaker, how much delay did the bad weather cause? [*Short pause*] And why will there be so few small shops in the new shopping centre?

\_\_\_\_\_ (*Candidate B*), according to the speaker, how many chain stores will there be? [*Short pause*] And where can you find information about jobs in the new shopping centre?

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

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

**Track 29**

**Presenter:** 'Now, on to the new Meadowvale shopping centre, which has been fraught with problems from the outset. Finally after a 14-week delay due to industrial action, and a further 4-week delay thanks to the torrential rain we've been experiencing recently, the shopping centre opens its doors to the public this Saturday. Here in the studio, we have Emma Chaudray, the Marketing Director for Meadowvale. Emma, what can we expect to find?'

**Emma:** 'Well, there'll be lots of familiar names – you know, the large chains - there'll actually be 17 of these, 6 more than we were anticipating.'

**Presenter:** 'But, there are rumours that we won't be seeing many small retail outlets from the town. Is that right?'

**Emma:** 'Yes, I'm afraid most of these small businesses just can't afford the rent ... But, the project will have a very positive impact on the employment situation in the area. There'll be a wide range of jobs available – skilled and unskilled ... for example, there'll be three ...'

**Presenter:** 'I'm sorry, Emma, we'll have to finish there, but there's lots of information available about all these opportunities on the Meadowvale website, where you can also find ...'

\_\_\_\_\_ (*Candidate A*), according to the speaker, how much delay did the bad weather cause? [*Wait for response.*] And why will there be so few small shops in the new shopping centre?

\_\_\_\_\_ (*Candidate B*), according to the speaker, how many chain stores will there be? [*Wait for response.*] And where can you find information about jobs in the new shopping centre?

Thank you.

Now listen to the second part of the programme, an interview with customers, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (*Candidate B*), what doesn't the woman like about modern towns? [*Short pause*] And what does the man like about chain stores in general?

\_\_\_\_\_ (*Candidate A*), what doesn't the woman like about the facilities for children in the new shopping centre? [*Short pause*] And what does the man find particularly good about the shopping centre?

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

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

### Track 30

**Reporter:** 'Well, I've got a couple of people with me here at Meadowvale today to ask them for their initial reactions to the new shopping centre. So, what are **your** first impressions?'

**Woman:** 'Well, I'm not impressed, myself. The only good thing as far as I'm concerned is that there's a very nice children's play area, but even that's too far from the shops. And as for the shops themselves – well, it's not that they don't look attractive, it's just that all these towns look the same nowadays – same old chain stores; your M&S, your Boots, everywhere you go. You might as well ...'

**Man:** 'Oh, that's a bit harsh. I'm not one for shopping centres, but these chain stores do have their good points, you know. I mean, at least if you're not satisfied with something, they'll give you a refund. Mind you, even they're a bit pricey these days. But what I really like is that Meadowvale's going to be open late on a Tuesday you know, and I work long hours, so that's a real plus for me. I just wish the queues at the checkouts were a bit shorter.'

**Reporter:** 'So, a mixed response, then. And now an update on the weather ...'

\_\_\_\_\_ (Candidate B), what doesn't the woman like about modern towns? [Wait for response.] And what does the man like about chain stores in general?

\_\_\_\_\_ (Candidate A), what doesn't the woman like about the facilities for children in the new shopping centre? [Wait for response.] And what does the man find particularly good about the shopping centre?

Thank you.

### Key to Phase 2a

#### Track 29:

**Candidate A:**

How much delay did the bad weather cause?

**4 weeks**

Why will there be so few small shops in the new shopping centre?

**\*they can't afford the rent**

**Candidate B:**

How many chain stores will there be?

**17**

Where can you find information about jobs in the new shopping centre?

**(on the Meadowvale) website**

#### Track 30:

**Candidate B:**

What doesn't the woman like about modern towns?

**\*they all look the same**

What does the man like about chain stores in general?

**\*they'll give you a refund (if you're not satisfied)**

**Candidate A:**

What doesn't the woman like about the facilities for children in the new shopping centre?

**\*they're too far from the shops**

What does the man find particularly good about the shopping centre?

**\*it's open late on Tuesday**

**\*accept paraphrasing**

🕒 approx. 4 mins

**Now you're going to talk together about shops in the UK. Look at these statements [Hand out candidate booklets open at correct page.] and discuss whether you agree with them or not and why. [Read out statements whilst pointing at task in candidate booklets.]**

“Large supermarkets offer much better value for money than small shops.”

“Market stalls have more interesting products and are better for the community.”

**You have about three 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 L2 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?"]*

**Shops and shopping in society – prompts**

Talk about:

- why some people prefer large shops.
- whether you can find everything you want in large shops.
- whether small or large shops serve different social groups better.
- whether small shops play an important role in society.

**Thank you.**

*[Retrieve candidate booklets.]*

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🕒 approx. 4 mins

Now we're all going to talk together about the impact of shops on towns and society, and \_\_\_\_\_ (Assessor) is going to join the discussion and ask some questions. All right?

\_\_\_\_\_ (Assessor)?

*[Using the prompts below, and adapting where necessary to respond naturally to contributions, engage in four-way discussion, alternating questions with the assessor.]*

**The impact of shops on towns and on society – extension questions**

Talk about:

- the importance of shops for the economy of a town or city.
- the other things that attract people to towns and cities.
- whether there is too much consumerism in society these days.
- how you think shopping will change in the future.

*[Ask further questions as necessary.]*

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

## Level 2, Phase 1b

### Candidate A

**"Computers and information technology have brought improvements to most working environments."**

What do you think?

For example, think about:

- office work.
- physical work.
- travel and communications.



**Candidate B**

**"Information technology has greatly improved communication  
between people."**

What do you think?

For example, think about:

- email.
- the internet.
- text messages.

## Level 2, Phase 2b

“Large supermarkets offer much better value for money than small shops.”

“Market stalls have more interesting products and are better for the community.”