

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 1 Past Paper 10

Please note: With the exception of the task cards in Phases 1b and 2b, this 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 people you know, 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 friends you've made and how you met them. 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?"].

People you know – prompts

Talk about:

- the people you've met in the UK.
- whether it's good to have friends of different ages.
- people who have helped you.
- where you can meet people in this area.

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 the people you know. 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 task sheet and point at task.*] you are going to talk about whether you think people should always tell each other the truth.

"People should always tell each other the truth."

What do you think?

For example, think about:

- why it's important for people to be honest with each other.
- whether there are times when it's better not to tell the truth.
- whether children always need to know the truth.

_____ (*Candidate B*), [*Hand Candidate B a task sheet and point at task.*] you are going to talk about whether you think the friends you've known longest are always the best.

"The friends you've known longest are always the best."

What do you think?

For example, think about:

- the advantages of knowing someone for a long time.
- how important it is to make new friends.
- the best ways to keep in contact 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 people should always tell each other the truth. _____ (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 task sheet.]

🕒 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 friends you've known longest are always the best. _____ (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 task sheet.]

In this part of the test, you are going to listen to two recordings and answer some questions. All right?

You are listening to a talk about a group of young people who have created a website.

Listen to a woman, talking about how the group started the website, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), when did the group **first** meet? [*short pause*] And apart from the website, what **else** does the group produce?

_____ (*Candidate B*), how many people worked on the website at the **beginning**? [*short pause*] And what information does the website **not** include?

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

All right? Listen to the woman. [*Play recording A.*]

Recording A

Woman: 'Hello, I'm here today to talk to you about a website called "Press Gang", which is aimed at people in the local area aged between 11 and 19. Well, to get people interested in Press Gang we put an advert in the local newspaper in October 2007, and then we got together for the first time in February 2008 to talk about setting up the website. We come from all over the area and each person brings different skills and perspectives to the group, but it started out with only 9 of us doing absolutely everything. These days there are more than 20 people involved with the website in some way, we've had loads of training in journalism and interviewing techniques, and the website is the main part of what we do. We wanted to write a weekly newsletter to tell people about what we do but we just didn't have the time, so now we publish a monthly magazine instead which has been very popular. The website has information about courses and about local events and activities, but there's none of the usual things about celebrities, but there are plenty of other websites if that's what you're looking for. So if you're interested in finding out more about Press Gang, what you need to do is...'

_____ (*Candidate A*), when did the group **first** meet? [*Wait for response.*] And apart from the website, what **else** does the group produce?

_____ (*Candidate B*), how many people worked on the website at the **beginning**? [*Wait for response.*] And what information does the website **not** include?

Thank you.

Now listen to a man, talking about his experience of working on the website, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), according to the man, what was the **main** problem of working in a team? [*short pause*] And what is the team planning to arrange in **July**?

_____ (*Candidate A*), what **technical** problem did the man have? [*short pause*] And who can people phone for information about an event?

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

All right? Listen to the man. [Play recording B.]

Recording B

Man: 'I'm going to tell you about my experience of working in the Press Gang team. I was really worried before I started, because I'd never worked with such a large group of people before. I thought that finding time to meet would be a problem; as it turned out the only real difficulty was that there were too many good ideas – which was something we didn't expect! I worked on the technical side, because I know a bit about that sort of thing. I thought learning to use the software would be hard, but I soon got used to that. In the early days, though, the trouble was that the computers were very old, but luckily we found a sponsor to help us out. As for the future, well we're planning a big conference for young people in June, then in July we're going to organise a music festival to advertise the site. And if you do want to know more about what's going to be a very exciting occasion, you can email our editor, or alternatively you can ring the council. We're hoping that this event will be ...'

_____ (Candidate B), according to the man, what was the main problem of working in a team? [Wait for response.] And what is the team planning to arrange in July?

_____ (Candidate A), what technical problem did the man have? [Wait for response.] And who can people phone for information about an event?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

When did the group first meet?
(February) 2008

What else does the group produce?
a (monthly) magazine

Candidate B:

How many people worked on the website at the beginning?
9

Apart from the website, what information does the website not include?
***(things about) celebrities**

Recording B:

Candidate B:

According to the man, what was the main problem of working in a team?
***(there were) too many good ideas**

What is the team planning to arrange in July?
***(organise) a music festival (to advertise the site)**

Candidate A:

What technical problem did the man have?
***the computers were (very) old**

Who can people phone for information about an event?
(the) council

***accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about things that interest people of different ages. Look at this list *[Hand out task sheets.]* **and discuss why these things might not be popular with people of all ages.** *[Read out list whilst pointing at task.]*

sport	museums	computers
studying	gardening	television

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?"]

Activities for different ages – prompts

Talk about:

- activities which are not popular with people of certain ages.
- activities which are popular with people of all ages.
- which of these things would not interest you.

Thank you.

[Retrieve task sheets.]

🕒 approx. 4 mins

Finally we're going to talk together about whether older people are treated differently in different cultures. How are older people treated in your culture?

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

Attitudes to older people – extension questions

- How do you think older people are treated in the UK?
- Do you think the way older people are treated in your country has changed? (How?)
- How do you feel about getting older? (Why?)

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b

Candidate A

"People should always tell each other the truth."

What do you think?

For example, think about:

- why it's important for people to be honest with each other.
- whether there are times when it's better not to tell the truth.
- whether children always need to know the truth.

Level 1, Phase 1b

Candidate B

"The friends you've known longest are always the best."

What do you think?

For example, think about:

- the advantages of knowing someone for a long time.
- how important it is to make new friends.
- the best ways to keep in contact with people.

Level 1, Phase 2b

sport

museums

computers

studying

gardening

television