

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 1 Past Paper 9

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 everyday life, 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 what's important to you in everyday life. 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?"]

Everyday life – prompts

Talk about:

- how important your work or studies are.
- how important keeping fit and healthy is to you.
- how much you enjoy your leisure time.
- places you enjoy visiting.

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 everyday life today. 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 modern life prevents us from spending enough time with other people.

"Modern life prevents us from spending enough time with other people."

What do you think?

For example, think about:

- why it's important to spend time with other people.
- what people spend their time doing these days.
- how we can find more time to spend with other people.

_____ (*Candidate B*), [*Hand Candidate B a task sheet and point at task.*] you are going to talk about whether you think it's true that having a lot of money to spend ***doesn't*** always make you happy.

"Having a lot of money to spend doesn't always make you happy."

What do you think?

For example, think about:

- how money can help you to lead a happy life.
- things you can enjoy doing without spending money.
- other things that can make you happy.

🕒 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 modern life prevents us from spending enough time with other people. _____ (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 it's true that having a lot of money to spend doesn't always make you happy. _____ (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 college students giving talks about work experience they've done.

Listen to the first student, talking about her experience of working in a sports centre, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), where is the sports centre? [*short pause*] And what did the student find **most** difficult about her work experience?

_____ (*Candidate B*), how did the student feel about the job **before** she started it? [*short pause*] And what advice does she give to other students?

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

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

Recording A

Woman: 'I did my work experience last April. I was originally meant to work in a hotel near my college, but that didn't come to anything, so I tried the sports centre, and they had a vacancy for me which was convenient as it's very close to my house, but I wasn't sure I would like it. I was never very good at sport when I was at school – I was always worried I wouldn't be picked for matches – but in the time leading up to my work experience I was actually very excited and it all went well. They gave me a range of things to do like fitness training with children and various office tasks. It wasn't all great – cleaning the showers wasn't much fun, for instance, but my main problem was answering the phone at reception – it was just a bit frightening at first. Some students see work experience in a sports centre as a chance to get away from college and have a bit of fun, but anyone thinking of doing it should be prepared to work hard, that's my view. But having said that I really think that the time I spent there...'

_____ (*Candidate A*), where is the sports centre? [*Wait for response.*] And what did the student find **most** difficult about her work experience?

_____ (*Candidate B*), how did the student feel about the job **before** she started it? [*Wait for response.*] And what advice does she give to other students?

Thank you.

Now listen to the second student, talking about his work experience, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), how long did the student's work experience last? [*short pause*] And who did he make friends with during his work experience?

_____ (*Candidate A*), what kind of company did the student work for? [*short pause*] And how was his work experience useful to him?

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

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

Recording B

Man: 'I did my work experience 6 months ago and I got a lot out of it. I did it for three weeks at the end of the spring term. I'm studying accountancy because I'd like to work in a bank eventually, but I was offered this placement at a computer company, which seemed OK at the time because I thought I'd get to see some interesting software. As it turned out, they gave me mainly general office work – filing, photocopying and so on. I was treated well by most of the staff – including the office manager who supervised me – but I got to know another student who was working there at the time and I still meet up with him quite often. But getting back to the experience itself, I couldn't really say it helped my career a lot, but what it did do was it gave me more confidence and that was definitely a good thing in my case ...'

_____ (Candidate B), how long did the student's work experience last? [Wait for response.]
And who did he make friends with during his work experience?

_____ (Candidate A), what kind of company did the student work for? [Wait for response.]
And how was his work experience useful to him?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

Where is the sports centre?

(very) close to her/the woman's house

What did the student find *most* difficult about her work experience?

answering the phone (at reception)

Candidate B:

How did the student feel about the job *before* she started it?

(very) excited/she wasn't sure she'd like it

What advice does she give to other students?

(be prepared to) work hard

Recording B:

Candidate B:

How long did the student's work experience last?

three weeks

Who did he make friends with during his work experience?

(another) student (who was working there)

Candidate A:

What kind of company did the student work for?

(a) computer (firm/company)

How was his work experience useful to him?

(it gave him) (more) confidence

🕒 approx. 3 mins

Now you're going to talk together about choosing a job. Look at this list [*Hand out task sheets.*] and discuss why people should think about these things when they are deciding what job they want to do. [*Read out list whilst pointing at task.*]

working hours	personal interests	pay
training opportunities	job security	opportunities for promotion

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>Choosing a job – prompts</p> <p>Talk about:</p> <ul style="list-style-type: none">- how easy or difficult it is to find an interesting job.- what you think is the most important thing for a job to provide.- whether people should train while they're working.

Thank you.

[*Retrieve task sheets.*]

🕒 approx. 4 mins

Finally we're going to talk together about the experiences people have when they start a new job. What can be enjoyable about starting a new job?

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

Starting a new job – extension questions

- What problems can people face when they start a new job? (Why?)
- What can companies do to help people when they start a new job?
- How did you feel when you started to work? (What did you find difficult?)

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 1, Phase 1b

Candidate A

"Modern life prevents us from spending enough time with other people."

What do you think?

For example, think about:

- why it's important to spend time with other people.
- what people spend their time doing these days.
- how we can find more time to spend with other people.

Level 1, Phase 1b

Candidate B

"Having a lot of money to spend doesn't always make you happy."

What do you think?

For example, think about:

- how money can help you to lead a happy life.
- things you can enjoy doing without spending money.
- other things that can make you happy.

Level 1, Phase 2b

working hours	personal interests	pay
training opportunities	job security	opportunities for promotion