

# Cambridge ESOL Certificates in Skills for Life

## Speaking and Listening Mode

### Level 1 Past Paper 8

*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 travelling to different places, 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 different places you've travelled to, and what you enjoyed about going there. 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?"]*

#### Travelling – prompts

Talk about:

- what you think makes a place/country/town interesting to visit.
- a place you have particularly enjoyed visiting.
- places you hope to visit in the future.
- whether you prefer long or short trips.

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 travelling. 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 it's true that travelling by plane is not necessarily a good thing.

**"Travelling by plane is not necessarily a good thing."**

What do you think?

For example, think about:

- the advantages of flying.
- other ways of travelling.
- environmental problems.

\_\_\_\_\_ (*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 travel is the only way to get a real understanding of the world.

**"Travel is the only way to get a real understanding of the world."**

What do you think?

For example, think about:

- what we learn from travelling to other places.
- other ways to learn about the world.
- your experiences of travelling.

---

🕒 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 it's true that travelling by plane is not necessarily a good thing. \_\_\_\_\_ (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 travel is the only way to get a real understanding of the world. \_\_\_\_\_ (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 local radio and hear two people talking about a community café.

Listen to the first speaker talking about the history of the café, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (*Candidate A*), how long has the café been open? [*short pause*] And what is the **newest** part of the café?

\_\_\_\_\_ (*Candidate B*), what kind of food do they sell? [*short pause*] And what does the café organise on Thursdays?

[*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:** ' ... so we wanted to create a service that was a little bit different. It took six months to get all the money together, and then we were finally able to receive our first customers, and that was three and a half years ago now. There were two things that gave us the idea. First, we kept hearing from the media that the community was dead, so we thought, let's bring it back to life! Also, every food outlet seemed to be selling fried this and fried that, burgers, chips. No wonder the community was dying with all that sort of thing. We only sell vegetarian food. We used to include other things on the menu, but stopped because no one seemed to want them.

In the café, the most recent addition we have is a reading room, so that people can sit with a newspaper while they have a coffee or something to eat. We also have a T.V. room with a large screen television and what we use this room for, which is quite unusual for a café, is we run a film club on Thursday evenings. It seems to be popular and we think it's really good because it encourages people to get together ...'

\_\_\_\_\_ (*Candidate A*), how long has the café been open? [*Wait for response.*] And what is the **newest** part of the café?

\_\_\_\_\_ (*Candidate B*), what kind of food do they sell? [*Wait for response.*] And what does the café organise on Thursdays?

Thank you.

Now listen to the second speaker talking about how the café helped the area, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (*Candidate B*), when did the speaker move to the area? [*short pause*] And what was the **first** shop to open near the café?

\_\_\_\_\_ (*Candidate A*), what was the problem with the children's play area? [*short pause*] And what does the speaker plan to do next?

[*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:** ' ... but it's made such a difference to the area. Before the café opened this area was terrible. When I first came and bought a house here six and a half years ago, there were no shops, no facilities, and no focus for the people who lived around here. Even four years ago it was the same. I mean, the park was in a terrible state – full of rubbish and broken benches ... and in the kids' playground the equipment was damaged. The café opening made such a difference – suddenly the area really started to improve. A group of us met at the café to raise money to refurbish the park. Then a couple of shops opened near the café – first a newsagent's and a few months later a chemist's appeared. So that was all very positive ... but I still felt there wasn't enough for young people to do in the area. I did think about arranging lots of trips for them to go on but we really wanted something more regular. So I'm going to start a sports club. This means giving up a lot of my free time but I'm sure it'll be ... '

\_\_\_\_\_ (Candidate B), when did the speaker move to the area? [Wait for response.] And what was the **first** shop to open near the café?

\_\_\_\_\_ (Candidate A), what was the problem with the children's play area? [Wait for response.] And what does the speaker plan to do next?

Thank you.

---

**Key to Phase 2a**

**Recording A:**

**Candidate A:**

How long has the café been open?  
**3 ½ years**

What is the **newest** part of the café?  
**a reading room**

**Candidate B:**

What kind of food do they sell?  
**vegetarian (food)**

What does the café organise on Thursdays?  
**a film club**

**Recording B:**

**Candidate B:**

When did the speaker move to the area?  
**6 ½ years ago**

What was the **first** shop to open near the café?  
**a newsagent's**

**Candidate A:**

What was the problem with the children's play area?  
**\*the equipment/it was damaged**

What does the speaker plan to do next?  
**\*start/open a sport(s) club**

**\*accept paraphrasing**

🕒 approx. 3 mins

Now you're going to talk together about what shops and other services are important in a local area. Look at this list [*Hand out candidate booklets open at correct page.*] and discuss why you think each of these things is important. [*Read out list whilst pointing at task in candidate booklets.*]

big supermarkets	parks and green spaces	fast-food restaurants
libraries	museums	leisure centres

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;"><b>Local shops and services – prompts</b></p> <p>Talk about:</p> <ul style="list-style-type: none"><li>- whether there are any shops or services you would like to see in your area.</li><li>- the importance of having parks to go to.</li><li>- what services you think are important for young/old people.</li></ul>
--

Thank you.

*[Retrieve candidate booklets.]*

---

🕒 approx. 4 mins

**Finally we're going to talk together about towns and cities in general. Why do you think a lot of people enjoy living in cities?**

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

**Towns and cities – extension questions**

- What do you like most about the place where you live?
- What do you find more important: how an area looks, or the things you can do there? Why?
- People say that towns and cities all look the same these days. What do you think?

*[Ask further questions as necessary.]*

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

## Level 1, Phase 1b

### Candidate A

**"Travelling by plane is not necessarily a good thing."**

What do you think?

For example, think about:

- the advantages of flying.
- other ways of travelling.
- environmental problems.

## Level 1, Phase 1b

### Candidate B

**"Travel is the only way to get a real understanding of the world."**

What do you think?

For example, think about:

- what we learn from travelling to other places.
- other ways to learn about the world.
- your experiences of travelling.

## Level 1, Phase 2b

<b>big supermarkets</b>	<b>parks and green spaces</b>	<b>fast-food restaurants</b>
<b>libraries</b>	<b>museums</b>	<b>leisure centres</b>