

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 2 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 politeness and respect, 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 how polite you think people are in the UK. 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 L2 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?"]

Politeness and respect – prompts

Talk about:

- how polite people in the UK seem compared to people in *[Insert candidates' countries.]*.
- what being polite means to you.
- how important you think it is to be polite.
- whether politeness depends on a person's age.

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 politeness and respect. 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 it's true that the behaviour of some celebrities doesn't set a good example for young people.

"The behaviour of some celebrities doesn't set a good example for young people."

What do you think?

For example, think about:

- why young people look up to celebrities.
- how celebrities can influence young people.
- other influences on young people these days.

_____ (*Candidate B*), [*Hand Candidate B a task sheet and point at task.*] you are going to talk about whether you think it's a school's responsibility to teach children to respect other people.

"It's a school's responsibility to teach children to respect other people."

What do you think?

For example, think about:

- why it is important to teach children to be respectful.
- how schools could teach children to respect other people.
- the responsibilities parents have.

🕒 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 the behaviour of some celebrities doesn't set a good example for young 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.

🕒 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 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 a school's responsibility to teach children to respect other 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.

🕒 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 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 programme about a documentary film maker called Polly Jones.

Listen to the first part of the programme, about a documentary film made by Polly, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), what is the name of the film the woman is working on now? [*short pause*] And who does she **most** want to watch her film?

_____ (*Candidate B*), how many families are involved in making the film? [*short pause*] And how often will the woman go back and film them?

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

All right? Listen to the first part of the programme. [*Play recording A.*]

Recording A

Man: 'Polly Jones does her own thing. Her usual approach is to work alone, just her and her subject, with a small camera and without the usual crew of professionals that most documentary film makers have. And her one-to-one filming method has produced award-winning material, such as her first film "Holiday". Polly's latest undertaking, called "Making a home", will document the lives of four immigrant families living in three major cities in the UK. The film aims to show what it's like to start a new life in a new country. In the film, we see 11-year-old Assem, who has come to join her mother in Yorkshire from Kazakhstan. Though she speaks some English she's having problems at school. Polly thinks that the film will appeal to people of all ages but is particularly keen for young people to see the film and start to understand how life can be for kids like Assem. In this film Polly'll follow the challenges and joys of the families' lives. Polly and her camera will revisit them again every year over a period of 5 years to find out what they make of the UK and how they settle in.'

_____ (*Candidate A*), what is the name of the film the woman is working on now? [*Wait for response.*] And who does she **most** want to watch her film?

_____ (*Candidate B*), how many families are involved in making the film? [*Wait for response.*] And how often will the woman go back and film them?

Thank you.

Now listen to the second part of the programme, where Polly talks about filming the documentary, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), how did **most** of the families feel about communicating through translators? [*short pause*] And what was the **most effective** way they found to communicate?

_____ (*Candidate A*), how did the families react when the woman spoke their languages? [*short pause*] And what did the families think about the **first** part of the film?

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

All right? Listen to the second part of the programme. [Play recording B.]

Recording B

Interviewer: 'Tell us how you go about making a film like this, Polly.'

Polly: 'Well, the families spoke very little English when they arrived, so communicating during the first year was quite a challenge. I tried using translators to work with the families but this seemed to make them nervous and I started to get frustrated. I also tried to speak a few words of Urdu and Russian. I hoped they'd be impressed at my attempts, but they just laughed at me! So I found that the best way in the end to get the message across was just by drawing pictures and it was really fascinating just how much we could communicate to each other like that. Making this film's been a great opportunity to meet these wonderful people and I'm enjoying looking at the UK through their eyes. When the first part of the documentary was finished I showed it to each of the families in turn. I was worried at first that they didn't like it because they were so quiet, but to my great relief it turned out that they all loved it and I'm deeply impressed by how objective they were about it. I'm really getting to know so much more about ...'

_____ (Candidate B), how did most of the families feel about communicating through translators? [Wait for response.] And what was the most effective way they found to communicate?

_____ (Candidate A), how did the families react when the woman spoke their languages? [Wait for response.] And what did the families think about the first part of the film?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

What is the name of the film the woman is working on now?

"Making a home"

Who does she most want to watch her film?

young people/children

Candidate B:

How many families are involved in making the film?

four

How often will the woman go back and film them?

every year

Recording B:

Candidate B:

How did most of the families feel about communicating through translators?

nervous

What was the most effective way they found to communicate?

(by drawing) pictures

Candidate A:

How did the families react when the woman spoke their languages?

they (just) laughed (at her)

What did the families think about the first part of the film?

they (all) loved it

🕒 approx. 4 mins

Now you're going to talk together about television and films. Look at these statements [Hand out task sheets.] and discuss whether you agree with them or not. [Read out statements whilst pointing at task.]

"Television and films shouldn't just be entertaining, they should teach us something."

"Watching television is the best way to relax and forget the stresses of the day."

You have 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 candidates 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 saying things such as "What do you think?", "Tell us what you think.", "And you?".]

Television and films – prompts

Talk about:

- whether you think it is possible for television or films to entertain and educate at the same time.
- your opinion of the quality of television programmes and films in the UK.
- whether you think watching television is always a relaxing experience.

Thank you.

[Retrieve task sheets.]

🕒 approx. 4 mins

Finally we're going to talk together about the time we spend looking at television and computer screens, 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.]

Television and computers – extension questions

- Do you think that, generally, people spend too long watching television and looking at a computer? (Why? / Why not?)
- Do you think it is all right for children to watch the same things as adults do? (Why? / Why not?)
- What do you think people would do if they didn't have televisions and computers at home?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 2, Phase 1b

Candidate A

"The behaviour of some celebrities doesn't set a good example for young people."

What do you think?

For example, think about:

- why young people look up to celebrities.
- how celebrities can influence young people.
- other influences on young people these days.

Level 2, Phase 1b

Candidate B

"It's a school's responsibility to teach children to respect other people."

What do you think?

For example, think about:

- why it is important to teach children to be respectful.
- how schools could teach children to respect other people.
- the responsibilities parents have.

Level 2, Phase 2b

"Television and films shouldn't just be entertaining, they should teach us something."

"Watching television is the best way to relax and forget the stresses of the day."