

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 2 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 education and training, 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 courses you've done. 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?"]

Education and training – prompts

Talk about:

- what you most enjoy about studying.
- the advantages of part-time and full-time courses.
- the courses that are most useful for work.
- whether you prefer practical or academic courses.

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 education and training. 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 all college courses should give students practical work experience.

"All college courses should give students practical work experience."

What do you think?

For example, think about:

- work experience that would be useful for students to do.
- how working would help students with their studies.
- the disadvantages of taking time off from college to do work experience.

_____ (*Candidate B*), [*Hand Candidate B a task sheet and point at task.*] you are going to talk about whether you think all companies should provide training at work so that employees continue to improve their skills.

"All companies should provide training at work so that employees continue to improve their skills."

What do you think?

For example, think about:

- the advantages for employers of providing training.
- the type of training companies should provide.
- whether employees should pay for their training.

🕒 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 all college courses should give students practical work experience. _____ (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 all companies should provide training at work so that employees continue to improve their skills. _____ (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 radio programme about people’s experiences with their local councils.

Listen to the first interview with a man, talking about a problem he reported to his local council, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), who at the council did the man report the problem to? [*short pause*]
And how long did it take the council to sort out the problem?

_____ (*Candidate B*), what information was the man **unable** to give the council? [*short pause*]
And how does he feel about the way the council dealt with the problem?

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

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

Recording A

Interviewer: ‘Now we have Jim Hughes on the line. Jim, I understand that you complained to your local council recently.’

Jim: ‘Yes, well someone had left an old broken down car on the street just outside my house and it was there in the way for over 2 weeks. A friend of mine who has dealings with the council through his job, told me who I could contact about it. So I rang and spoke to an environment officer who asked me a few questions – you know, my details, what the problem was, how long exactly the car had been there, and also something I couldn’t help her with unfortunately, which was who was responsible for leaving it there. She said she’d try to deal with the matter as soon as she could, but that she’d write to me within four working days to let me know what was being done about it.’

Interviewer: ‘What would you say about the council’s response?’

Jim: ‘You won’t believe it, but it took them less than a day to remove it. I was very pleased with how they handled it. I just felt angry about the person who had just dumped the car there in the first place. I mean, how inconsiderate! People just don’t seem to give any thought these days about how they waste taxpayers’ money, and if I had my way...’

Interviewer: ‘Thank you Jim. Now, our next caller is ...’

_____ (*Candidate A*), who at the council did the man report the problem to? [*Wait for response.*]
And how long did it take the council to sort out the problem?

_____ (*Candidate B*), what information was the man **unable** to give the council? [*Wait for response.*]
And how does he feel about the way the council dealt with the problem?

Thank you.

Now listen to the second interview with a woman, talking about how she was fined for driving in a bus lane, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), where was the woman going when she used the bus lane? [*short pause*]
And how does she feel about the fine **now**?

_____ (*Candidate A*), how long did she stay in the bus lane? [*short pause*]
And what was the woman surprised to learn from the council website?

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

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

Recording B

Interviewer: 'Our next caller is Marcia. Go ahead Marcia.'

Marcia: 'Hello. Well, a few weeks ago I was fined for driving in a bus lane.'

Interviewer: 'And do you think that's unfair?'

Marcia: 'Well, what happened was I was late getting out of work and I was in a hurry to get to my daughter's nursery, and a camera caught me going into a bus lane. It wasn't as if I was stuck there for half an hour blocking traffic. I mean, I was actually there for no more than a minute. But two days later I got a letter from the council ordering me to pay a large fine.'

Interviewer: 'And how did you feel about that?'

Marcia: 'Well, naturally I was really upset at the time but it was a while ago and I'm pleased to say that I'm quite calm about it at the moment. But, the point I wanted to make actually is this. Because I was furious at the fine, I thought I'd do something about it, so I went to the council website, which gives you all sorts of information about how to appeal, but it also gives you more general information about roads and public transport. And what I was amazed to discover was just how much money the council gets from traffic fines. Anyway, I ended up paying as you do.'

_____ (Candidate B), where was the woman going when she used the bus lane? [Wait for response.] And how does she feel about the fine now?

_____ (Candidate A), how long did she stay in the bus lane? [Wait for response.] And what was the woman surprised to learn from the council website?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

Who at the council did the man report the problem to?
(an) environment officer/department

How long did it take the council to sort out the problem?
(less than) a day

Candidate B:

What information was the man unable to give the council?
***who was responsible (for leaving it/the car there)**

How does he feel about the way the council dealt with the problem?
(very) pleased

Recording B:

Candidate B:

Where was the woman going when she used the bus lane?

(to) her daughter's nursery

How does she feel about the fine now?

(quite) calm (about it/the fine)

Candidate A:

How long did she stay in the bus lane?
(no more than) a minute

What was the woman surprised to learn from the council website?

***how much money the council gets (from traffic fines)**

***accept paraphrasing**

🕒 approx. 4 mins

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

"The car is still the most convenient and best way to travel."

"Governments should do much more to encourage people to use public transport."

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?".]

Motorists and public transport – prompts

Talk about:

- why people like travelling by car.
- whether the government should make life easier for motorists.
- what governments can do to encourage people to use public transport.

Thank you.

[Retrieve task sheets.]

🕒 approx. 4 mins

Finally we're going to talk together about the environment in the area where you live, 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 environment where you live – extension questions

- What more could people do to look after the local environment in your area?
- Many people say we need to completely change the way we live. What do you think about this?
- Do you think people are prepared to make the changes necessary to protect the local environment? (Why? / Why not?)

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 2, Phase 1b

Candidate A

"All college courses should give students practical work experience."

What do you think?

For example, think about:

- work experience that would be useful for students to do.
- how working would help students with their studies.
- the disadvantages of taking time off from college to do work experience.

Level 2, Phase 1b

Candidate B

"All companies should provide training at work so that employees continue to improve their skills."

What do you think?

For example, think about:

- the advantages for employers of providing training.
- the type of training companies should provide.
- whether employees should pay for their training.

Level 2, Phase 2b

"The car is still the most convenient and best way to travel."

"Governments should do much more to encourage people to use public transport."