

# Cambridge ESOL Certificates in Skills for Life

## Speaking and Listening Mode

### Level 2 Sample Tasks

*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.

#### **Phase 1a** (🕒 3 mins overall)

**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 motivation and quality of life, and you will each give a formal presentation, but first I'd like you to talk together to share your ideas on the subject.**

**Find out from each other about the things that motivate you to study or work hard, and the quality of life that you hope to have in the future. 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 students 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 asking questions such as "What do you think?", "Tell us what you think.", "And you?"]*

#### **Motivation and quality of life - prompts**

Talk about:

- whether work and study should be enjoyable in themselves.
- the type of lifestyle that you'd like to have in the future (e.g. location, work).
- the things that are the most important in life.
- how important it is to be successful in life, and how you know when you've achieved success in life.
- anyone or anything which has motivated you in the past.

**Thank you.**

**Phase 1b** (🕒 10 mins overall)

Now you are each going to give a **formal** presentation for about two minutes on the topic of motivation and quality of life. 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 how important you think motivation is in life.**

**How important is motivation in life?**

What do you think?

For example, think about:

- the importance of enjoying the work we do.
- the need to support ourselves and our family financially.
- the importance of achieving a work/life balance.

\_\_\_\_\_ (*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 life is much easier nowadays than it was in the past.**

**“Life is much easier nowadays than it was in the past.”**

What do you think?

For example, think about:

- the role of technology in our lives.
- the free time possibilities we have.
- the standard of living in different parts of the world.

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(🕒 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.*]

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(🕒 2 mins)

\_\_\_\_\_ (*Candidate A*), **are you ready? Please tell us all** [*Indicate using hand gesture.*] **about how important you think motivation is in life.** \_\_\_\_\_ (*Candidate B*), **please listen, and then comment or ask questions at the end. All right?**

[*Allow two minutes.*]

**Thank you.**

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(🕒 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 booklet.]

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(🕒 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.] about whether you think life is much easier nowadays than it was in the past.** \_\_\_\_\_ (Candidate A), please listen, and then comment or ask questions at the end. **All right?**

[Allow two minutes.]

**Thank you.**

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(🕒 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 booklet.]

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**Phase 2a** (🕒 5 mins overall)

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 a radio programme about finding and changing jobs.

Listen to the first part of the programme, about **finding** a job, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (*Candidate A*), according to the presenter, how should you present information in a CV? [*Short pause*] And apart from the job advert, where should you look for information about the job you're applying for?

\_\_\_\_\_ (*Candidate B*), according to the presenter, what **two** things should you **not** include in your CV?

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

Listen to the programme. [*Indicate CD player and play CD.*]

**Track 3**

'When you're applying for office jobs, you often have to send in what's called a CV- you know, a sort of summary of your personal details, qualifications and work history. Basically there are two golden rules in presenting your CV; firstly, write everything clearly, but also as concisely as possible, because someone's going to have to plough through hundreds of them to select the best applicants. The other thing is you've got to sell yourself – so there's no need to be modest or shy.

If the job advert doesn't tell you much, go onto the company's website, get more information, then you can adapt your CV to the job you're applying for. Don't send a photo at this stage – you can impress them with your appearance at the interview. When it comes to content, though, concentrate on your achievements in previous jobs, in your studies, in sports or in the community – and don't be scared to give facts and figures to back up what you say. One thing to avoid, though, is telling lies, I mean it's quite likely that someone's going to check out the information, and so if you spent a year being unemployed, you might as well say so, because they'll probably find out anyway.'

\_\_\_\_\_ (*Candidate A*), according to the presenter, how should you present information in a CV? [*Wait for response.*] And apart from the job advert, where should you look for information about the job you're applying for?

\_\_\_\_\_ (*Candidate B*), according to the presenter, what **two** things should you **not** include in your CV?

Thank you.

Now listen to the second part of the programme, about **changing** jobs, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

\_\_\_\_\_ (*Candidate B*), according to the presenter, how should you **first** tell your boss that you want to leave your job? [*Short pause*] And when is **not** a good time to tell him or her?

\_\_\_\_\_ (*Candidate A*), according to the presenter, what **two** things should you **always** include in a letter of resignation?

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

Listen to the programme. [Indicate CD player and play CD.]

**Track 4**

'It's a fact of life in today's world that people change jobs quite often, sometimes to make progress in a career when they've found something better. But what's the best way to resign? Well, first of all, it's your immediate boss you need to tell, and this is much better done face-to-face than in a letter or email. But don't do it when you're angry – if you're leaving because you're fed up, then OK, but there's no point in upsetting everyone in the office by saying so. After all, old colleagues could be useful contacts in the future.

After this you'll probably be asked to put your resignation in writing, so you'll also need to think about what to include in that letter. Again, don't give negative feedback about the job or colleagues – just the basic details – the name of the job you're resigning from and the date you intend to leave. Add more if you want, but keep it positive. You don't have to thank your boss or say how much you've enjoyed the job – but remember, you might need a reference when you apply for another one in the future, so it might not be such a bad idea.'

\_\_\_\_\_ (Candidate B), according to the presenter, how should you first tell your boss that you want to leave your job? [Wait for response.] And when is not a good time to tell him or her?

\_\_\_\_\_ (Candidate A), according to the presenter, what two things should you always include in a letter of resignation?

Thank you.

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**Key to Phase 2a**

**Track 3:**

**Candidate A:**

How should you present information in a CV?  
**(write everything) clearly / concisely / in a summary**  
*(only one needed for correct answer)*

Apart from the job advert, where should you look for information about the job you're applying for?  
**(company's) website**

**Candidate B:**

What two things should you not include in your CV?  
**photo(graph); (telling) lies**  
*(one mark per correct answer)*

**Track 4:**

**Candidate B:**

How should you first tell your boss that you want to leave your job?  
**\*face to face**

When is not a good time to tell him or her?  
**\*when you are angry**

**Candidate A:**

What two things should you always include in a letter of resignation?  
**\*name of your job; the date you intend to leave**  
*(one mark per correct answer)*

**\*accept paraphrasing**

**Phase 2b** (🕒 8 mins overall)

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(🕒 approx. 4 mins)

Now you're going to talk together about job satisfaction and how we can find it. Look at these statements [*Hand out candidate booklets open at correct page.*] and discuss whether you agree with them or not and why. [*Read out statements whilst pointing at task in candidate booklets.*]

**Task 1**

"Work is an important part of life, so it's important to enjoy what we do there."

"Work is for money, and we should use this to gain personal satisfaction in other areas of our lives."

You have about 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 students 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 asking questions such as "What do you think?", "Tell us what you think.", "And you?"*]

**Job satisfaction - prompts**

Talk about:

- why some jobs are more satisfying than others.
- what job satisfaction means to different people.
- what people can do to make their own jobs more satisfying.
- what employers can do to make people's jobs more satisfying.
- how important it is to change jobs / retrain / learn new skills.

**Thank you.**

[*Retrieve candidate booklet.*]

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(🕒 approx. 4 mins)

Now we're all going to talk together about the role of careers guidance for young people, 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 role of careers guidance – extension questions**

Talk about:

- whether it is easy for young people to choose their future careers.
- how young people can find information about the careers and training opportunities open to them
- how schools and parents can help young people to choose the right careers.
- whether it is important for people to be flexible.

*[Ask further questions as necessary.]*

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