

Cambridge ESOL Certificates in Skills for Life
Speaking and Listening Mode
Level 2 Past Paper 1

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 places to live, 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 what you think makes a good area to live and work in. 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?"]

A good area to live and work in – prompts

Talk about:

- the area where you live or work.
- the services that each community should have.
- whether it's a good thing to work near where you live.
- the advantages and disadvantages of travelling to work each day.
- the type of jobs that are useful for the community.

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 houses and places to live. 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 easy you think it is to turn a house into a home.

"It is easy to turn a house into a home."

What do you think?

For example, think about:

- decorations and furnishings.
- personal touches.
- different rooms for different activities.

_____ (*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 the most important consideration when choosing a place to live is how good the house is.

"The most important consideration when choosing a place to live is how good the house is."

What do you think?

For example, think about:

- the size, style and quality of housing.
- local services.
- the people living in the neighbourhood.

🕒 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? Please tell us all [Indicate using hand gesture.] about how easy you think it is to turn a house into a home. _____ (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 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.] about whether you think the most important consideration when choosing a place to live is how good the house is. _____ (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 booklet.]

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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 jobs in the community.

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

_____ (*Candidate A*), according to the speaker, in what area of the UK is the problem of teacher shortages worst? [*Short pause*] And which new teachers receive a 'golden hello'?

_____ (*Candidate B*), according to the speaker, why is the problem of shortages probably going to become worse? [*Short pause*] And what are the two main reasons teachers give for leaving teaching?

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

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

Track 11

Presenter: Is the shortage of teachers a problem throughout the British education system?

Woman: Not really. In some areas the situation is fine. It's particularly serious in certain subjects like maths, science and geography, and in south-east England. And despite the government's efforts, the situation is unlikely to get any easier. The opposite, in fact, because the average age in the teaching profession is high and, within the next ten years, almost 50% of current teachers will have retired.

Presenter: What's the government doing about it?

Woman: Well, they're trying to recruit new teachers and retain existing ones by focusing on pay. A key aim is to make teacher pay competitive with other professions because since the early 1990s, teacher pay has fallen by about 6% relative to average non-manual earnings. There has been a range of initiatives like performance related pay, help for new teachers with student loans, the so-called 'golden hello', which is a £4,000 incentive for new teachers of shortage subjects, and so on.

Presenter: Is pay the real problem then?

Woman: It's obviously part of the problem. But surveys show that people who quit teaching tend to blame the long working hours and the paperwork rather than low pay.

Presenter: Oh, that's interesting, so what ...' [*fade*]

_____ (*Candidate A*), according to the speaker, in what area of the UK is the problem of teacher shortages worst? [*Wait for response.*] And which new teachers receive a 'golden hello'?

_____ (*Candidate B*), according to the speaker, why is the problem of teacher shortages probably going to become worse? [*Wait for response.*] And what are the two main reasons teachers give for leaving teaching?

Thank you.

Now listen to the second part of the programme, about a new kind of police called Police Community Support Officers, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), according to the speaker, what was the main reason for the creation of the new post of Police Community Support Officer? [*Short pause*] And can you name two of the duties of a PCSO?

_____ (*Candidate A*), according to the speaker, how could you tell that someone is a Police Community Support Officer? [*Short pause*] And can you name two police activities that PCSOs do not have the power to do?

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

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

Track 12

Presenter: What was the thinking behind the establishment of Police Community Support Officers?

Man: Well, it was partly so that they would carry out some of the more routine police duties, giving police officers more time to spend on tackling more serious crime. Above all, though, PCSOs are there to help communities feel safer.

Presenter: That sounds like a good idea. And how can members of the public identify a Police Community Support Officer?

Man: Well, they have a uniform which looks similar to the normal police one, but as well as that, they have high-visibility yellow jackets saying PCSO.

Presenter: What sort of things do they do?

Man: Well, they do some of the things that normal police officers do, like patrolling the streets, dealing with anti-social behaviour and providing crime prevention advice.

Presenter: How are they different from the police?

Man: In lots of ways. First of all, PCSOs are managed and supervised by police officers and the police can do everything PCSOs can do. But there are several things only the police can do, like investigating crime, stopping and searching people and making arrests.

_____ (Candidate B), according to the speaker, what was the **main** reason for the creation of the new post of Police Community Support Officer? [Wait for response.] And can you name two of the duties of a PCSO?

_____ (Candidate A), according to the speaker, how could you tell that someone is a Police Community Support Officer? [Wait for response.] And can you name two police activities that PCSOs do **not** have the power to do?

Thank you.

Key to Phase 2a

Track 11:

Candidate A:

In what area of the UK is the problem of teacher shortages worst?

south-east (England)

Which new teachers receive a 'golden hello'?

***teachers of shortage subjects**

Candidate B:

Why is the problem of teacher shortages probably going to become worse?

***50% of current teachers will retire (within 10 years)**

What are the two main reasons teachers give for leaving teaching?

(long) working hours and paperwork
(both needed for correct answer)

Track 12:

Candidate B:

What was the main reason for the creation of the new post of PCSO?

***to help communities feel safer**

Can you name two of the duties of a PCSO?

patrolling the streets / dealing with anti-social behaviour / providing crime prevention advice

(any two for correct answer)

Candidate A:

How could you tell that someone is a PCSO?

***they have high-visibility yellow jackets OR they have jackets saying PCSO**

(only one needed for correct answer)

Can you name two police activities that PCSOs do not have the power to do?

investigating crime / stopping and searching people / making arrests

(any two for correct answer)

***accept paraphrasing**

🕒 approx. 4 mins

Now you're going to talk together about things that can affect the quality of life where we live. Look at these statements *[Hand out candidate booklets open at correct page.]* **and discuss whether you agree with them or not.** *[Read out statements whilst pointing at task in candidate booklets.]*

Task 3

“Life in a community is as good or as bad as the people who live there make it.”

“It's life in the family that's important, and community issues are a matter for the local council.”

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?"]

Community involvement – prompts

Talk about:

- how important it is for individuals to know what is going on in their local community.
- the type of contributions residents can make to their community.
- the kind of services and amenities it is important to have in a neighbourhood.
- how young people can be encouraged to become more involved in their area.

Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Now we're all going to talk together about the people we come into contact with on a daily basis, 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.]

Contact with people – extension questions

- the responsibilities we have towards our friends and colleagues?
- how easy or difficult it is to work with other people?
- the advantages and disadvantages of living in close contact with others?
- what your ideal community would be like?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 2, Phase 1b, Task 1

Candidate A

"It is easy to turn a house into a home."

What do you think?

For example, think about:

- decorations and furnishings.
- personal touches.
- different rooms for different activities.

Candidate B

"The most important consideration when choosing a place to live is how good the house is."

What do you think?

For example, think about:

- the size, style and quality of housing.
- local services.
- the people living in the neighbourhood.

Level 2, Phase 2b, Task 1

“Life in a community is as good or as bad as the people who live there make it.”

“It's life in the family that's important, and community issues are a matter for the local council.”