

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 2 Past Paper 2

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 achieving success, 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 you hope to achieve in the future and what success in life means for you. 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?"]

Achieving success – prompts

Talk about:

- your future ambitions.
- something you've succeeded in doing recently.
- whether happiness in life depends on achieving your aims.
- whether you see money as an important part of being successful in life.
- something you hope to achieve in the coming year.

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 success. While you are talking, we will listen to you. Your partner and the assessor [*Indicate assessor.*] will then comment and 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 personal happiness is more important than success at work.

"Personal happiness is more important than success at work."

What do you think?

For example, think about:

- balancing work and family commitments.
- earning enough money to support a family.
- the long-term benefits of a successful career.

_____ (*Candidate B*), [*Hand Candidate B a candidate booklet – open at correct page – and point at task.*] you are going to talk about what you think makes someone a successful manager in a work situation.

What makes someone a successful manager in a work situation?

For example, think about:

- skills.
- knowledge.
- personal qualities.

🕒 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 whether you think personal happiness is more important than success at work. _____ (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 what you think makes someone a successful manager in a work situation. _____ (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 discussing the transportation needs of local residents.

Listen to the first part of the programme, about the town's bus service, and answer these questions. You can make notes *[Indicate paper.]* if you want to.

_____ (Candidate A), according to the speaker, what do residents not like about the town's bus service? *[Short pause]* And what does the council plan to do about the situation?

_____ (Candidate B), according to the speaker, why did the council abandon the idea of offering a tram service? *[Short pause]* And when do they expect their new project to start to operate?

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

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

Track 13

'As you all know, several articles have appeared in the local press criticising the bus service in this area, so we decided to conduct a survey to see whether any of these criticisms were justified.

Now what we've found is that – contrary to what the articles said – residents appear to be happy both with the state of the buses and with the new bus shelters we've provided. But there have been complaints about the reliability of the buses.

Now we'd been looking into the possibility of setting up a tram service, but unfortunately this idea was found to be unrealistic as the area is simply too built-up. So we looked again at the bus situation, and decided that rather than increase the actual number of buses, it was far better in the long-term to introduce bus lanes on all routes into the town centre. Work is set to begin eight weeks from today, and we hope that the scheme will be up and running in about six months. So this should go some way towards allaying your concerns ...' *[fade]*

_____ (Candidate A), according to the speaker, what do residents not like about the town's bus service? *[Wait for response.]* And what does the council plan to do about the situation?

_____ (Candidate B), according to the speaker, why did the council abandon the idea of offering a tram service? *[Wait for response.]* And when do they expect their new project to start to operate?

Thank you.

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

_____ (Candidate B), according to the speaker, where did the council conduct its survey? *[Short pause]* And what problem would the introduction of bus lanes cause?

_____ (Candidate A), according to the speaker, what time did the council conduct its survey? *[Short pause]* And what does she suggest bus passengers should be able to do?

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

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

Track 14

'On behalf of the local residents' association, I'd like to start by saying that it's simply not the case that everyone is happy with the state of the buses in this area. The problem is that the council conducted its survey in the town centre without considering the views of housing estate residents. Then, when did they do it? Well, there were people with clipboards in the street between two and four in the afternoon, on several occasions during the past week, but they certainly didn't canvass the views of people who work from nine to five.

And, as for the proposal for the new bus lanes, surely the council must realise that they would lead to increased traffic jams on our roads, particularly during the rush hour, as the number of lanes available to cars would be reduced. No, as we see it, the main problem is that, during the rush hour, with so many people buying tickets on the bus, the drivers – despite their best efforts – can't keep to the timetable. The easiest solution would be to allow people to buy tickets in advance, which would alleviate the problem of buses spending more time at bus stops than actually driving along the road!

_____ (Candidate B), according to the speaker, where did the council conduct its survey? [Wait for response.] And what problem would the introduction of bus lanes cause?

_____ (Candidate A), according to the speaker, what time did the council conduct its survey? [Wait for response.] And what does she suggest bus passengers should be able to do?

Thank you.

Key to Phase 2a

Track 13:

Candidate A:

What do residents not like about the town's bus service?

***(the) (un)reliability (of the buses)**

What does the council plan to do about the situation?

***to introduce bus lanes**

Candidate B:

Why did the council abandon the idea of offering a tram service?

***it was unrealistic / the area is too built up**
(only one needed for correct answer)

When do they expect their new project to start to operate?

***in (about) 6 months**

Track 14:

Candidate B:

Where did the council conduct its survey?

(in the) town centre / street

What problem would the introduction of bus lanes cause?

***(increased) traffic jams / (the number of) lanes available to cars would be reduced**

Candidate A:

What time did the council conduct its survey?

***between 2 and 4 (o'clock)(in the afternoon/pm)**

What does the speaker suggest bus passengers should be able to do?

***buy tickets in advance**

***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.** *[Read out statements whilst pointing at task in candidate booklets.]*

Task 5

“It’s not where you live that’s important, it’s how well you get on with your neighbours.”

“The biggest problem about living in a city is the noise.”

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?”]

Quality of life – prompts

Talk about:

- how neighbours can make life pleasant or unpleasant for you.
- what it is important to consider when choosing a place to live.
- the advantages and problems of city life.
- how traffic problems in cities can be dealt with.

Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Now we're all going to talk together about places to 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.]

Places to live – extension questions

- What can be done to solve the problem of housing shortages in city centres?
- How effective do you think energy sources such as solar heating will be in the future?
- Should we build more houses on green areas in the countryside?
- What do you imagine houses might be like in the future?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 2, Phase 1b, Task 2

Candidate A

"Personal happiness is more important than success at work."

What do you think?

For example, think about:

- balancing work and family commitments.
- earning enough money to support a family.
- the long-term benefits of a successful career.

Candidate B

"What makes someone a successful manager in a work situation?"

For example, think about:

- skills.
- knowledge.
- personal qualities.

Level 2, Phase 2b, Task 2

“It's not where you live that's important, it's how well you get on with your neighbours.”

“The biggest problem about living in a city is the noise.”