

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 2 Past Paper 4

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 the environment, 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 importance of protecting the countryside, parkland and other green areas. 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 asking questions such as "What do you think?", "Tell us what you think.", "And you?"]

Protecting green areas – prompts

Talk about:

- why it is important to protect the natural environment.
- what threats there are to the natural environment these days.
- what can be done by individuals to protect the natural environment.
- how important it is for cities to have green areas like parks.

Thank you.

Now you are each going to give a **formal** presentation for about two minutes on the topic of the environment. 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 whether you think protecting the environment is an international responsibility.

"Protecting the environment is an international responsibility."

What do you think?

For example, think about:

- the global effects that environmental damage can have.
- action that individual countries can take.
- how governments should co-operate to solve environmental problems.

_____ (*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 laws should be introduced to make people recycle their rubbish.

"Laws should be introduced to make people recycle their rubbish."

What do you think?

For example, think about:

- what can be done to reduce the amount of waste we produce.
- how waste can be reused and recycled.
- what you think will happen in the future.

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 protecting the environment is an international responsibility. _____ (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 laws should be introduced to make people recycle their rubbish. _____ (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.]

In this part of the test, you are going to listen to two recordings [*Indicate CD player.*] and answer some questions. All right?

You will hear part of a radio programme about buying and selling flats.

Listen to the first interview, with an estate agent, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), what does the man advise house buyers **not** to do? [*short pause*]
And what does he say is the **main** reason for people moving house?

_____ (*Candidate B*), what does the man say you should do to be sure an estate agent is reliable? [*short pause*] And what's the **most** important thing to find out about the area you want to move to?

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

All right? Listen to the first interview. [*Indicate CD player and play CD.*]

Track 21

Interviewer: '... so, Bill Thornhill, let's imagine I want to buy a flat in the area. It's my first time and I don't know much about it ...'

Bill: 'Well, as an estate agent I *would* recommend our services, wouldn't I? – but seriously, if I were you I wouldn't try to buy a house privately – you *do* need expert help.'

Interviewer: 'And the best way to ...'

Bill: '... find a trustworthy estate agent? There's a whole range to choose from. The National Association of Estate Agents has a list of all its members. Always check that yours is a registered member of the Association. This means that any transaction with this specific estate agent is safe and protected.'

Interviewer: 'Right. So when people are moving to a new area, what sort of things should they be considering?'

Bill: 'Good question. You may think that work is the main reason for people moving house, but actually it's being nearer to family. However, whatever the reason, I can't stress enough how necessary it is to check whether any new building developments are planned for the area you're interested in relocating to. This could have a major impact on your future life, and it's better to be safe than sorry ...'

_____ (*Candidate A*), what does the man advise house buyers **not** to do? [*Wait for response.*] And what does he say is the **main** reason for people moving house?

_____ (*Candidate B*), what does the man say you should do to be sure an estate agent is reliable? [*Wait for response.*] And what's the **most** important thing to find out about the area you want to move to?

Thank you.

Now listen to the second interview, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), how does the man feel about moving house? [*short pause*] And what does he think is the **best** way to make a room look bigger?

_____ (Candidate A), why has the man moved so often? [short pause] And what kind of garden does he say most people want?

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

All right? Listen to the second interview. [Indicate CD player and play CD.]

Track 23

Interviewer: 'Now, let me introduce John Gregory, who has bought and sold six houses in five years. John, you must be utterly fed up with moving so much.'

John: 'Quite the contrary, I think it's a real challenge. The reason I'm constantly on the move is work. My company's policy is to regularly transfer their employees from one branch to another. Needs must, and I guess I'm getting used to it.'

Interviewer: 'So what're your tips for a quick house sale? How can you make the property you're selling look its best?'

John: 'Well, obviously it should be clean and so on – nobody wants to buy a dirty house, do they? But my personal thing is to try and make the rooms look more spacious than they actually are. Keeping the surfaces clear — you know, tables, kitchen work-tops and so on – helps, but the most effective thing is to use neutral colours – white or cream work brilliantly.'

Interviewer: 'Yes, I can see that. How about the outside ... ?'

John: 'The garden? Vital! Some people like flowers, others prefer a lawn – you know – very different. But in my experience the majority are looking for one which requires very little effort. And I can understand why they'd want that because it can be a real chore ...'

_____ (Candidate B), how does the man feel about moving house? [Wait for response.]
And what does he think is the best way to make a room look bigger?

_____ (Candidate A), why has the man moved so often? [Wait for response.] And what kind of garden does he say most people want?

Thank you.

Key to Phase 2a

Track 23:

Candidate A:

What does the man advise house buyers not to do?
***buy a house privately/without expert help**

What does he say is the main reason for people moving house?
***being nearer to family**

Candidate B:

What does the man say you should do to be sure an estate agent is reliable?
***check the agency is registered**

What's the most important thing to find out about the area you want to move to?
***(whether any) new building developments (are planned)**

Track 24:

Candidate B:

How does the man feel about moving house?
***it's a (real) challenge**

What does he think is the best way to make a room look bigger?
***use neutral colours/white and cream**

Candidate A:

Why has the man moved so often?
***for work/company's policy (is to transfer employees)**

What kind of garden does he say most people want?
***one which requires little effort**

***accept paraphrasing**

🕒 approx. 4 mins

Now you're going to talk together about living in cities. 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.]*

"The quality of life in cities is deteriorating."

"City life is only suited to young people."

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 asking questions such as "What do you think?", "Tell us what you think.", "And you?"]

Living in cities – prompts

Talk about:

- the drawbacks of life in cities.
- why city life might be attractive for young people.
- where you think would be the best place to live.

Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Finally we're going to talk together about how city life in general can be improved, 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.]

How city life can be improved – extension questions

- How important do you think parks and gardens are for people living in the city? ... Why (not)?
- How can traffic affect our quality of life?
- What other things do you think a modern city should offer? ... Why?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 2, Phase 1b

Candidate A

"Protecting the environment is an international responsibility."

What do you think?

For example, think about:

- the global effects that environmental damage can have.
- action that individual countries can take.
- how governments should co-operate to solve environmental problems.

Candidate B

"Laws should be introduced to make people recycle their rubbish."

What do you think?

For example, think about:

- what can be done to reduce the amount of waste we produce.
- how waste can be reused and recycled.
- what you think will happen in the future.

“The quality of life in cities is deteriorating.”

“City life is only suited to young people.”