

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Level 2 Past Paper 6

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 education, 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 your experiences of education. 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 – prompts

Talk about:

- the positive aspects of education you've experienced.
- what makes you want to study harder.
- how your teachers have motivated you.
- what could have been better about your education.

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. 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 students learn enough practical skills in school.

"Students don't learn enough practical skills in school."

What do you think?

For example, think about:

- which practical skills are important for students' future lives.
- whether academic study is more important than learning practical skills.
- how practical skills can be learned outside the classroom.

_____ (*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 students of different abilities should be taught together in the same class.

"Students of different abilities should be taught together in the same class."

What do you think?

For example, think about:

- the different abilities students can have.
- how students can help each other.
- whether it depends on the subject being taught.

🕒 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 students learn enough practical skills in school. _____ (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.] whether you think students of different abilities should be taught together in the same class. _____ (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 are listening to a radio programme about a service called mediation that helps people to solve their disputes, which are the disagreements they have.

Listen to the first part of the programme, about what the mediation service can offer people in dispute, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), who are the disputes between? [*short pause*] And what often happens in the **worst** kind of disputes?

_____ (*Candidate B*), which emotion does the man say people in disputes often feel? [*short pause*] And what does he guarantee about the discussions with clients?

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

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

Recording A

Woman: '... Thanks for talking to me today about mediation. Now, we all know someone who's had problems with the person next door.'

Man: 'Yes, well at the mediation service we focus on those kinds of disputes. Our service is a way of helping neighbours to resolve their disagreements with the help of an independent third party, the mediator. Disputes like these happen surprisingly often and can have a dramatic emotional effect on people's lives. They often experience depression, which can make it more difficult to solve the problems without outside help. Sometimes disputes get out of control, and when things get very bad indeed and people just can't agree, they go to court for a decision. We try to stop things going that far by bringing people together to talk over their problems and difficulties, to find a solution acceptable to everyone.'

Woman: 'But don't you find that some people worry that if they come to you, everyone will find out?'

Man: 'Well our clients shouldn't worry about that. All the discussions are fully confidential and that's a promise. We don't want the issues to become public knowledge ...'

_____ (*Candidate A*), who are the disputes between? [*Wait for response.*] And what often happens in the **worst** kind of disputes?

_____ (*Candidate B*), which emotion does the man say people in disputes often feel? [*Wait for response.*] And what does he guarantee about the discussions with clients?

Thank you.

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

_____ (*Candidate B*), what is the man's **main** reason for giving the interview? [*short pause*] And where do mediators **usually** meet their clients?

_____ (*Candidate A*), what does every new volunteer have to do when they **first** join? [*short pause*] And who should listeners contact if they want to volunteer?

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

All right? Listen to the second part of the programme. [Indicate CD player and play CD.]

Recording B

Man: ' ... Mediators are very special people. They're volunteers with no legal powers. They don't judge or take sides. And the reason I'm here today is to encourage more people to become mediators. We need people from all sections of the community ... all ages and ethnic origins.'

Woman: 'So what happens when new volunteers join?'

Man: 'To start with they have to watch a mediator working. So let me tell you a bit about what they do. First, I should point out that mediators always work in pairs and most often they go to visit clients in their homes, but they can meet on more neutral ground if the client prefers.'

Woman: 'And how do you find out who needs help?'

Man: 'The mediation service gets referrals from both private individuals and organisations, such as the social services or housing associations. We then review the cases and decide whether mediation will be able to help the situation. Only then is a mediator allocated to the case.'

Woman: 'So what should the listeners do if they're interested in volunteering?'

Man: 'They should get in touch with the regional leader. The general telephone number is in the phone book, but the local office is ... '

_____ (Candidate B), what is the man's main reason for giving the interview? [Wait for response.] And where do mediators usually meet their clients?

_____ (Candidate A), what does every new volunteer have to do when they first join? [Wait for response.] And who should listeners contact if they want to volunteer?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

Who are the disputes between?
neighbours

What often happens in the worst kind of disputes?
***the people/they go to court (for a decision)**

Candidate B:

Which emotion does the man say people in disputes often feel?
depression

What does he guarantee about the discussions with clients?
***they are (fully) confidential**

Recording B:

Candidate B:

What is the man's main reason for giving the interview?
***to encourage more people to become mediators**

Where do mediators usually meet their clients?
***in their homes**

Candidate A:

What does every new volunteer have to do when they first join?
***to watch a mediator working**

Who should listeners contact if they want to volunteer?
the region(al) leader

***accept paraphrasing**

🕒 approx. 4 mins

Now you're going to talk together about problems at work. 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.]*

"Most problems at work are caused when colleagues just don't try to get on with each other."

"Problems at work are caused by managers not listening to their employees."

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?"]

Problems at work – prompts

Talk about:

- problems you've experienced at work.
- the importance of having a boss who will listen.
- the importance of getting on with the people you work with.

Thank you.

[Retrieve candidate booklets.]

🕒 approx. 4 mins

Finally we're going to talk together about working in this area 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.]

Working in this area – extension questions

- How difficult do you think it is to find work in this area? (Why?)
- Do you think it's a good idea to go to college to get qualifications before looking for work?
- What sort of work do you think it would be most interesting to do in this area?

[Ask further questions as necessary.]

Thank you. That is the end of the test.

Level 2, Phase 1b

Candidate A

"Students don't learn enough practical skills in school."

What do you think?

For example, think about:

- which practical skills are important for students' future lives.
- whether academic study is more important than learning practical skills.
- how practical skills can be learned outside the classroom.

Level 2, Phase 1b

Candidate B

"Students of different abilities should be taught together in the same class."

What do you think?

For example, think about:

- the different abilities students can have.
- how students can help each other.
- whether it depends on the subject being taught.

Level 2, Phase 2b

"Most problems at work are caused when colleagues just don't try to get on with each other."

"Problems at work are caused by managers not listening to their employees."