

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

Please note: With the exception of the Task Sheet in Phase 2a, this sample test frame will be used only by the interlocutor. It will not be shown to the candidates.

Entry 1

🕒 4 – 5 minutes

Phase 1a

[The interlocutor will select questions from those provided in the test pack, in a variety of areas such as name, nationality, work/study, where candidates live, and free time activities.]

Entry 2, Phase 1, Task 1

🕒 6 minutes

Phase 1b

In this part of the test, you are each going to talk for about one minute. While you are talking your partner will listen to you. Your partner will then ask you two questions about what you have said.

_____ (Candidate A), you're going to tell _____ (Candidate B) about the things you do when you're not working or studying.

_____ (Candidate B), you're going to tell _____ (Candidate A) about the weather in x /your country.

Now 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. Allow one minute for preparation.]

_____ (Candidate A), are you ready? Please tell _____ (Candidate B) about the things you do when you're not working or studying. _____ (Candidate B), listen, and ask two questions at the end. *[Allow 1 minute.]*

Thank you. _____ (Candidate B), please ask _____ (Candidate A) your questions now.

Thank you.

_____ (Candidate B), are you ready? Please tell _____ (Candidate A) about the weather in x /your country. _____ (Candidate A), listen, and ask two questions at the end. *[Allow 1 minute.]*

Thank you. _____ (Candidate A), please ask _____ (Candidate B) your questions now.

Thank you.

Entry 2, Phase 2, Task 2

🕒 4 minutes

Phase 2a

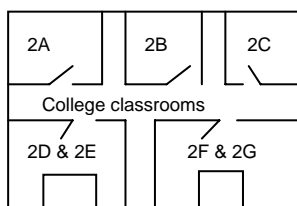
In this part of the test, you are going to listen to two recordings and answer some questions.

You hear a teacher talking to her class. What is the teacher talking about? A class visit, room changes, or a meeting in the college?

What is the teacher talking about?



a class visit



room changes



a meeting in college

Listen to the information. [Play CD.]

Listening script 1

OK everyone. I hope you remember about the trip to the Science Museum in the city centre. I told you about it on Friday. It's next Tuesday, and we're all going together. We meet not in this room but in room 2B at 9.30 in the morning and we're going by bus. We have a special guide in the museum. He can explain everything to us. You need to bring a packed lunch – you know, a sandwich and a drink – and we can eat it in the park near the museum. The museum is £1.50 for students, and the bus fare is £2 return. We'll be back at the college at about 2 p.m.

Listening script 2

OK, that's all for today, thanks. Oh no, sorry, there's one more thing – about tomorrow. You all know that there's a woman coming to college to give you ideas about what you can do when you finish studying here. She's coming at 10.00, and because there will be a lot of us, we're going to meet in the sports hall. You don't need to bring anything, but it would be good if you could write down any questions you'd like to ask her, so she can help you.

_____ (Candidate A), in the **first** recording, what is the teacher talking about? A class visit, room changes, or a meeting in the college?

Thank you.

_____ (Candidate B), in the **second** recording, what is the teacher talking about? A class visit, room changes, or a meeting in the college?

Thank you. [Take back booklets.]

Now listen again, and answer these questions.

_____ (Candidate B), how are they getting to the museum, and where are they having lunch?

_____ (Candidate A), where is the talk, and what should you do before the talk?

[Play CD again: scripts as above. At the end of the recording ask each candidate in turn their questions again.]

Thank you.

🕒 4 – 5 minutes

Phase 2b

Now you're going to talk together about places to visit. Talk to each other about places you can visit in the city/town where you live. Which places do you think are interesting, and why?

[Repeat if necessary. Withdraw eye contact to signal start of activity.]

Use prompt questions from the list below only when the interaction breaks down. 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?"

Places to visit – prompt questions

Do you like visiting museums/parks/famous buildings?

Which places would you like to visit with your class?

Which places are good for children to visit?

What places do people like to visit in your country?

Thank you. That is the end of the test.

[Ensure candidates DO NOT leave the room with the Candidate's Booklet.]

Key to Phase 2a – Task 2

What is the teacher talking about?

Text 1: a class visit

Text 2: a meeting in college

Candidate B:

How are they getting to the museum?

By bus

Where are they having lunch?

In the park/near the museum

Candidate A:

Where is the talk?

In the sports hall

What should you do before the talk?

Write down any questions