

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Entry 3 Sample Tasks Sample 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.

🕒 4 – 5 minutes

Phase 1a

Entry 3, Phase 1, Task 1

Hello. My name is _____ (interlocutor), and this is my colleague _____ (assessor).

[Ask Candidate A and Candidate B in turn questions about name and nationality (see below).]

Name	What's your name? Can you spell it for me?
Nationality	Where do you come from? How long have you lived here?

Thank you. Could I have your marksheets? [Collect marksheets and hand to assessor.] Thank you.

Now you are going to ask each other some questions. I want you to find out from each other about the food in Britain and the food in your country. You have three minutes to talk to each other.

[Withdraw eye contact to signal that candidates should start. Allow three minutes. Prompt candidates with questions from the box below, or others suitable for the level, if necessary (e.g. if interaction breaks down or if language remains below E3 level).]

Prompt questions:

Do you like the food here?

What food and drink have you tried in Britain? Did you like it?

What is your favourite food from your country?

Do you like to prepare your own meals or do you prefer to buy them ready-made? Why?

Thank you.

Entry 3, Phase 1, Task 1

🕒 7 minutes

Phase 1b

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

_____ (Candidate A), you're going to tell _____ (Candidate B) about what you like about living in the UK.

_____ (Candidate B), you're going to tell _____ (Candidate A) about the types of books or films that you like and explain why you like them.

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 1 minute for preparation.]

_____ (Candidate A), are you ready? Please tell _____ (Candidate B) what you like about living in the UK. _____ (Candidate B), listen, and ask three questions at the end. *[Allow 1½ minutes.]*

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

Thank you.

_____ (Candidate B), are you ready? Please tell _____ (Candidate A) about the types of books or films that you like. _____ (Candidate A), listen, and ask three questions at the end. *[Allow 1½ minutes.]*

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

Thank you.

Entry 3, Phase 2, Task 2

🕒 5 minutes

Phase 2a

In this part of the test, you are going to listen to a recording and answer some questions. You can make notes *[indicate paper]* if you want to.

You hear two students talking about the jobs they want to do in the future. What job does each student want to do?

Listen to the recordings. *[Play CD – Track X.]*

Listening script 1:

I've always wanted to do this – I think because I really love children. Of course it's a difficult job, and you have to train first – you can either do a 1-year full-time course or a 2-year part-time one. I'm going to do the full-time one, I think. At least the government pay you while you're doing it – I think they give you £2000 at the end of the year. They pay your fees too! During the course you actually go into a school and take classes, so you get lots of practice at planning lesson, learning how to control the class, use all the equipment and so on. It'll be hard work, but I'm looking forward to it.

Listening script 2:

My dad can't understand why I want to do this job – he says all I'll do is go around the same places all day long and get stuck in traffic jams. Also, if there are lots of people waiting to get on at each stop, you can easily get delayed and then you finish work later than usual. But the reason I want to do it is that you meet lots of people. The problem is that the pay isn't very good: you start on £240 a week while you're training but it goes up to £275 afterwards and you can get overtime too. I want to do a course at the end of the year – it's three months long and then you have to pass a test at the end to get your full licence. I can't wait.

_____ (Candidate A), in the **first** recording, what job does the student want to do?

Thank you.

_____ (Candidate B), in the **second** recording, what job does the student want to do?

Thank you.

Now listen again, and answer these questions.

_____ (Candidate B), in the **first** recording, why does she want to do the job?
[short pause] How long will her course take?

_____ (Candidate A) in the **second** recording, why does he want to do the job?
[short pause] How much will he earn during the course?

[Play CD again: scripts as above. At the end of the recording ask each candidate in turn their three questions again. After each question, pause for the candidate's response.]

Thank you.

⌚ 4 – 5 minutes

Phase 2b

Now you're going to talk together about x.*[Repeat if necessary. Withdraw eye contact to signal start of activity.]**Select 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?”]*Work and education – prompt questions

What would you prefer to do now; get a good job, or study more? Why?

Do you think people should pay for their education? Why?

What do you think is more important – earning a good salary, or job satisfaction. Why?

Would you like to work for a large company, a small company, or for yourself? Why?

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 job does each student want to do?

Text 1: (she wants to be a/become) a teacher/(she wants) to teach

Text 2: (he wants to be a/become a) bus driver/(he wants) to drive buses

Candidate B:

Why does she want to do the job?

(because) she loves children

How long will her course take?

Answer(it will take) one year

Candidate A:

Why does he want to do the job?

(because) you/he'll meet lots of people

How much will he earn during the course?

£240 a week