

Cambridge ESOL Certificates in Skills for Life
Speaking and Listening Mode
Entry 3 Past Paper 3

Please note: This sample test frame will be used only by the interlocutor. It will not be shown to the candidates.

Entry 3, Phase 1, Task 1

 **4 – 5 minutes**

Phase 1a

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 your first day at school or college. This can be your present college or a school in your country. You have three minutes to ask each other about this.

[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:

How did you feel when you started school/college?

How easy was it to make friends?

What was your teacher like?

How are schools in the UK different from schools in your country?

Thank you.

🕒 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 a famous building that you know.

_____ (Candidate B), you're going to tell _____ (Candidate A) how you think students will learn 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. Allow 1 minute for preparation.]

_____ (Candidate A), are you ready? Please tell _____ (Candidate B) about a famous building that you know. _____ (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) how you think students will learn in the future. _____ (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.

🕒 5 minutes

Phase 2a

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

You hear a radio programme about charities, that is, giving time or money to good causes to help other people. What did each person do to help the charity?

Listen to the recordings. *[Play CD]*

Listening script 1

(fade in)... I really wanted to give some of my time, so I thought about working in a shop. But it didn't seem very exciting. Then I saw this advert in the newspaper about doing a 500-kilometre walk, to make money for charity. So that's what I did.

It's a simple idea. You get your friends and family to promise to give money if you finish the walk successfully. The charity organises the travel arrangements. I did mine in South America, but you can do them in Africa. So I got to see another part of the world, and the charity makes a lot of money – I raised over £3000 and it only cost me £250 for a three-week trip...*(fade)*

Listening script 2

(fade in)... I wanted to give time too, but I wanted to do something different. Working in a shop didn't seem interesting, but I spoke to the manager of a charity shop who said, 'Why don't you organise a food sale?' It seemed a good idea to sell food here to help people in other countries who don't have enough.

So I contacted the council and they let us use the field behind the Town Hall for free. Normally, it costs over a thousand pounds. I put leaflets through the doors of all the local houses to get help. Over 40 of us made food and sold it on the day. Over 600 people bought our food, and we made...*(fade)*

_____ *(Candidate A)*, in the **first** recording, what did the woman do to help the charity?

Thank you.

_____ *(Candidate B)*, in the **second** recording, what did the man do to help the charity?

Thank you.

Now listen again, and answer these questions.

_____ *(Candidate B)*, in the **first** recording, how did the woman find out about the walk? *[short pause]* Where did she do the walk? *[short pause]* And how much did it cost her to travel there?

_____ *(Candidate A)* in the **second** recording, who gave the man the idea for a food sale? *[short pause]* How much did it cost to use the field? *[short pause]* And how many people helped on the day?

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

Thank you.

⌚ 4 – 5 minutes

Phase 2b

Now you're going to talk together about helping charities. Tell each other about different ways there are for helping charities, and about any experience you have of doing this.

[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?"

Helping charities – prompt questions

What kinds of charities do you know?

Have you ever helped a charity? If so, what did you do? If not, in what ways would you like to help, or be involved with charities?

Do you think it's better for charities to raise money by collecting at people's homes, or by having charity shops? Why?

There are charities for many different things. Which do you think are the most important?

Do you think governments should help charities more? Why/Why not?

Thank you. That is the end of the test.

Key to Phase 2a – Task 1

What did each person do to help the charity?

Text 1: (she did) a (long/500 kilometre) walk/she walked

Text 2: (he organised) a food sale

Candidate B:

How did the woman find out about the walk?

(she saw) (an) (advert in) (the) newspaper

Where did she do the walk?

South America

How much did it cost her to travel there?

£250

Candidate A:

Who gave the man the idea for a food sale?

(The) manager of (the/a) (charity) shop

How much did it cost to use the field?

Nothing/(it was) free

How many people helped on the day?

40