

Cambridge ESOL Certificates in Skills for Life
Speaking and Listening Mode
Entry 3 Past Paper 4

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 favourite buildings and why you like them. 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:

Where are these buildings?

What are these buildings used for?

Do many people like to visit these places? Why/Why not?

Do you think buildings in the past were better or worse than modern buildings? Why?

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), a new student has joined your class. Your teacher has asked you to tell the new student (indicate Candidate B) about the college facilities such as the canteen, study centre, sports hall and clubs.

_____ (Candidate B), you have asked a careers advisor to help you decide what course to do at college. Give the advisor (indicate Candidate A) some information about which jobs you might like to do in the future and what you need to learn to do 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) about the college facilities such as the canteen, study centre, sports hall and clubs. _____ (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) which jobs you might like to do in the future and what you need to learn to do them. _____ (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 two people describing how they find out what's in the news. How does each person find out what's in the news?

Listen to the recordings. *[Play CD]*

Listening script 1

I buy it every morning just before I get on the train. It helps the journey go faster and I finish it by the time I get to work. I always look at the sports first, and I check how my football team are getting on. After that I usually turn to the UK news pages. I don't read everything, but if I see a headline or picture that looks interesting, I'll probably have a look at that story. I like crime reports and I usually look at the TV and radio pages to see what's on in the evening. But there are some bits that I'm not interested in. I don't look at the business news for example.

Listening script 2

I usually go for the one at 10.30. The children are asleep by then and so the house is peaceful. That's the main reason I watch it actually. But it's a good programme anyway. They have interviews with politicians and other people in the news. But the best thing for me is that they have a lot of international news – it's not just about this country. It's an hour long but I don't usually see all of it. They finish off with something called 'Tomorrow's Papers' – it's about what's in the newspapers the next day. It's really boring so I turn it off when that starts.

_____ (Candidate A), in the **first** recording, how does the man find out what's in the news?

Thank you.

_____ (Candidate B), in the **second** recording, how does the woman find out what's in the news?

Thank you.

Now listen again, and answer these questions.

_____ (Candidate B), in the **first** recording, where does the man usually read his newspaper? *[short pause]* What does he read first? *[short pause]* And what does he never read?

_____ (Candidate A), in the **second** recording, why does the woman watch the news at 10.30? *[short pause]* What does she like most about it? *[short pause]* And what part of the programme doesn't she watch?

[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 ways of finding out what's in the news. Nowadays there are many ways of finding out what's in the news. Talk to each other about the different ways of getting the news and say which you prefer.

[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?"

News – prompt questions

What types of news are you most interested in? (For example: politics, sport, news about famous people)

Do you think people will continue to read newspapers in the future?

Do you think that newspapers and TV should give us more happy stories?

Do you think that there's too much news about the private lives of famous people? Why/Why not?

Would you like to be a journalist? Why/Why not?

Thank you. That is the end of the test.

Key to Phase 2a – Task 1

How does each person find out what's in the news?

Text 1: (he reads the) newspaper

Text 2: (she watches) (the) TV (news)/the news on TV/ a (TV) news programme

Candidate B:

Where does the man usually read his newspaper? (on) (the) train (to work)

What does he read first? (the) sports (news)

What does he never read? (the) business (news)

Candidate A:

Why does the woman watch the news at 10.30? (the/her) children (are) asleep/(the) house (is) peaceful

What does she like most about it? (the) international news

What part of the programme doesn't she watch? 'Tomorrow's Papers'/what's in the (news)papers the next day