

Cambridge ESOL Certificates in Skills for Life

Speaking and Listening Mode

Entry 3 Past Paper 8

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 the things that you like reading and why you like reading them. You have three minutes to talk to 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:

When do you read in English? (What do you read?)

Do you read the same kinds of things in English as you do in your own language? (Why?/Why not?)

Can you remember the last really interesting book or magazine you read? (What did you like about it?)

Do you have a favourite time or place for reading? (Where do you go to read?)

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 the friends and neighbours you have in your area and the things you do with them.

_____ (Candidate B), you're going to tell _____ (Candidate A) about things that you really want to do in the future and why you want 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 friends and neighbours you have in your area and the things you do with them. _____ (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 things that you really want to do in the future and why you want 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.

Entry 3, Phase 2, Task 1

🕒 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 some people talking about things they own. [*Hand each candidate the task sheet.*] What do they use the things for? Playing games, playing music, or taking photographs?

Listen to the information. [*Play recording*]

Listening script 1

- M: Have you seen this?
F: Wow! It's tiny! I love the colour.
M: It's good isn't it?
F: Where did you get it?
M: Well, it was a birthday present actually. My wife got it for me.
F: That was nice of her! How many songs can you store on it?
M: Fifteen hundred.
F: Fifteen hundred! I can't understand why you need that many. I mean – how do you find time to listen to them all?
M: [laughs] Well I don't very often but it's great on long journeys.
F: Oh well, yes, I can see it'd be good to be able to just ... (fade)

Listening script 2

- M: That looks nice!
F: Yes it's great. And I know it looks small but the pictures are really sharp.
M: I'd really like to get one but I'm no good at all this technical stuff. I haven't even got an MP3 player yet.
F: Oh but it's really easy. It's fully automatic so you don't have to worry about focusing, the amount of light and that sort of thing.
M: So, where did you get it then?
F: Well, I saw it in the big department store in town, but I got mine on the internet actually because it was so much cheaper.
M: So, how much did you pay then?
F: Well, it was £89.99. But I think that's very cheap for what it is.
M: That's amazing! I think I'll have to ... (fade).

_____ (*Candidate A*), in the **first** recording, what does the man use the thing for? Playing games, playing music, or taking photographs?

Thank you.

_____ (*Candidate B*), in the **second** recording, what does the woman use the thing for? Playing games, playing music, or taking photographs?

Thank you. [*Take back task sheet.*]

Now listen again, and answer these questions.

_____ (*Candidate B*), in the **first** recording, who bought the music player for the man? [*short pause*] And when does he listen to his music?

_____ (*Candidate A*), in the **second** recording, where did the woman buy her camera? [*short pause*] And how much did it cost?

[*Play recording again: scripts as above. At the end of the recording ask each candidate in turn their two 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 modern technology. Talk to each other about the technology you use: things like music players and cameras, and when you use them.

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

If necessary, prompt candidates with questions from the box below (e.g. if students are experiencing difficulty in continuing the interaction or if they stray from the topic). 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?"]

Modern Technology – prompt questions

What have you found easy/difficult about learning to use modern technology?

What technology is good/bad for children to use? (Why do you think that?)

What technology could you not live without? (Why not?)

How often do you use a computer? (What do you use it for?)

Is there anything you'd like to buy or use in the future? (Why?)

Thank you. That is the end of the test.

Key to Phase 2a – Task 1

What do they use the things for?

Text 1: playing music

Text 2: taking photographs

Candidate B:

Who bought the music player for the man?

(his) wife

When does he listen to his music?

(on) long journeys

Candidate A:

Where did the woman buy her camera?

(on) (the) internet

How much did it cost?

(£)89.99/89 pounds (and) 99 pence

Entry 3, Phase 2, Task 1

What do they use the things for?

playing games

playing music

taking photographs