

Cambridge English: ESOL Skills for Life

ESOL Skills for Life Speaking and Listening Entry 2

Sample Test G

 This test should not exceed 20 minutes.

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

[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.]

 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 and why you enjoy doing them.

_____ (Candidate B), you're going to tell _____ (Candidate A) about a special place to visit and what makes it special.

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 and why you enjoy doing them. _____ (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 a special place to visit and what makes it special. _____ (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.

⌚ 4 minutes

Phase 2a

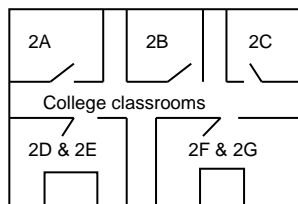
In this part of the test, you are going to listen to two recordings and answer some questions. You can make notes *[indicate paper]* if you want to.

You hear a teacher talking to her class. *[Hand each candidate the booklet open at the correct page.]* 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. *[Retrieve candidate booklets.]*

Now listen again, and answer these questions.

_____ (Candidate B), in the **first** recording, how are they getting to the museum? *[short pause]* And where are they having lunch?

_____ (Candidate A), in the **second** recording, where is the talk? *[short pause]* 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. After each question, wait for the candidate's response.]

Thank you.

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.]

If necessary, prompt candidates with questions from the box below (e.g. if candidates 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?"

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.

Key to Phase 2a

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 sport's hall

What should you do before the talk?

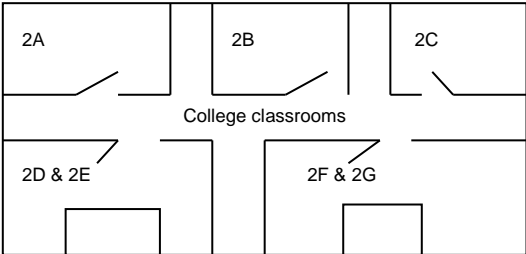
Write down any questions

Entry 2, Phase 2a, Sample Test G

What is the teacher talking about?



a class trip



room changes



a meeting in college