



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English ESOL Skills for Life

Entry 1, 2 and 3 | Levels 1 and 2



A DIVISION OF
CAMBRIDGE ASSESSMENT

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Contents

Introduction	2
Cambridge English: ESOL Skills for Life – an overview	3
Grading and results	9
Valid and fair assessment	11
High-quality administration	13
Outstanding teacher support	14
Reading unit	15
Writing unit	21
Speaking and Listening unit	27
Sample papers	37
About Cambridge English Language Assessment	89
Key features	90

Note: A selection of sample papers is available for download from www.cambridgeenglish.org/sfl

Introduction

ESOL Skills for Life is the UK government's strategy for improving the skills of adults in ESOL (English for Speakers of Other Languages) in England, Wales and Northern Ireland. These qualifications for adult learners of English in the state sector are based on the Adult ESOL Core Curriculum – a development of the National Standards for Adult Literacy – and accredited by Ofqual (the Office of Qualifications and Examinations Regulation).

After the launch of the *Certificates in ESOL Skills for Life* (SfL) in 2004, Cambridge English centres made over 1 million entries in the following 10 years. These entries came from a wide range of ESOL providers including FE colleges, private training providers, charities and volunteer groups. In January 2015, meeting Ofqual's requirements, Cambridge English launched a revised suite of ESOL Skills for Life qualifications. You can find out more about these qualifications in this handbook.

Our qualifications in ESOL Skills for Life provide flexible assessment of ESOL learners in England, Wales and Northern Ireland, whilst minimising the workload for teachers and administrators. They reflect the use of English in everyday life, and are based on credit-based assessment units derived from the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

Following accreditation by Ofqual, our qualifications feature as part of the Qualifications and Credit Framework (QCF). A full list of accredited qualifications in the UK can be found at **register.ofqual.gov.uk**

The qualifications are taken at authorised Cambridge English Language Assessment examination centres. There is an extensive network of centres offering these examinations. A list of centres is available at **www.cambridgeenglish.org/find-a-centre**

Cambridge English: ESOL Skills for Life – an overview

Cambridge English: ESOL Skills for Life examinations provide assessment of English for Speakers of Other Languages which is designed around the standards for adult literacy and the Adult ESOL Core Curriculum. They meet the needs of a diverse range of adult ESOL learners resident or seeking residence in England, Wales and Northern Ireland.

Cambridge English: ESOL Skills for Life

- wholly externally assessed by trained and experienced examiners
- available on multiple dates throughout the year to suit the learner and the learning provider
- can be eligible for government funding
- profiled results for individual learner feedback
- fast turnaround of results
- available as an all-unit certificate (Speaking and Listening, Reading, Writing) or as single-unit awards

Levels

Our ESOL Skills for Life qualifications are available at Entry 1, Entry 2, Entry 3, Level 1 and Level 2 on the Qualifications and Credit Framework. The full titles are:

- Cambridge English Entry Level Award in ESOL Skills for Life (reading) (Entry 1) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (writing) (Entry 1) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (reading) (Entry 2) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (writing) (Entry 2) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (speaking and listening 2) (Entry) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (reading) (Entry 3) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (writing) (Entry 3) (QCF)
- Cambridge English Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3) (QCF)
- Cambridge English Entry Level 1 Award in ESOL Skills for Life (reading) (QCF)
- Cambridge English Entry Level 1 Award in ESOL Skills for Life (writing) (QCF)
- Cambridge English Entry Level 1 Award in ESOL Skills for Life (speaking and listening) (QCF)

- Cambridge English Entry Level 2 Award in ESOL Skills for Life (reading) (QCF)
- Cambridge English Entry Level 2 Award in ESOL Skills for Life (writing) (QCF)
- Cambridge English Entry Level 2 Award in ESOL Skills for Life (speaking and listening) (QCF)

Prior learning

The tests are designed to offer progression through the levels, and at any one level the prior language knowledge and attainment required is that defined in the assessment units in the QCF level below

Progression

Success in the *Cambridge English: ESOL Skills for Life* examinations allows candidates to progress to other Cambridge English exams, or GCSEs, A Levels and Functional Skills qualifications. As the world's leading provider of qualifications for learners of English, we offer additional progression routes with our internationally recognised English language qualifications.

ESOL Skills for Life	General English	Business English	Common European Framework of Reference (CEFR)
Level 2	<i>Cambridge English: Advanced</i>	<i>Cambridge English: Business Higher</i>	C1
Level 1	<i>Cambridge English: First</i>	<i>Cambridge English: Business Vantage</i>	B2
Entry 3	<i>Cambridge English: Preliminary</i>	<i>Cambridge English: Business Preliminary</i>	B1
Entry 2	<i>Cambridge English: Key</i>		A2
Entry 1			A1

Visit register.ofqual.gov.uk for a full list of accredited qualifications available in the UK. For more information on our qualifications, visit www.cambridgeenglish.org

Guided learning hours and credits

The guided learning hours will be:

- 270 for the full qualification
- 120 for the Speaking and Listening qualification

- 90 for the Writing qualification
- 60 for the Reading qualification

The credit values for the units will be

- Speaking and Listening: 12
- Writing: 9
- Reading: 6

Content and structure

At each level, three separate units are available:

- Reading
- Writing
- Speaking and Listening.

Candidates may choose to enter any combination of the three units. In order to reflect the fact that many candidates will have varying levels of ability in different skills, it is also possible for them to be assessed in different units at different levels in the same exam session. Alternatively, candidates may prefer to enter for single units, one by one, as their skills develop. Either way, candidates are able to build up a portfolio of achievement over time.

A choice of pathways

Our qualifications in ESOL Skills for Life are designed to give learners the opportunity to demonstrate their abilities in English in the full range of skills. The flexible modular structure can ensure that the assessment of language proficiency is comprehensive.

For some learners, however, a full profile across all the skills is not required; for example, for certain employment purposes.

To enable candidates to opt for an assessment of their overall proficiency in English, or to demonstrate the level of their discrete language skills only, we provide two pathways to an approved qualification:

1. an overarching certificate for Speaking and Listening, Reading and Writing which allows a candidate to have an assessment of their overall proficiency in English
2. single-unit awards in Reading, Writing or Speaking and Listening.

The qualifications are available at Entry 1, Entry 2, Entry 3, Level 1 and Level 2. It is important to note that, if a learner subsequently wishes to obtain an overarching certificate, a pass in a single-unit award, for example Speaking and Listening, with the addition of passes in Reading and Writing, can count towards an all-unit qualification for up to three years.

Candidates can also apply for an overarching award if they have one or two single-unit award qualifications for Skills for Life under the NQF and then complete the remaining unit or units under the QCF. A request for exemption must be made in this case.

The timings for each unit are given below.

	Mode		
	Reading	Writing	Speaking and Listening
Entry 1	50 minutes	40 minutes	16–18 minutes
Entry 2	1 hour	50 minutes	18–20 minutes
Entry 3	1 hour 15 minutes	1 hour	22 minutes
Level 1	1 hour 30 minutes	1 hour 15 minutes	24 minutes
Level 2	1 hour 30 minutes	1 hour 30 minutes	26 minutes

Candidature

The Skills for Life tests are designed for learners who are aged 16 and over, whose first language is not English, and who are living or trying to settle in England. These ESOL learners may include refugees or asylum seekers, migrant workers, people from settled communities, and partners or spouses of people who are settled in this country for a number of years.

It is expected that the learners' educational and employment backgrounds will be diverse, as well as their aspirations, literacy levels and language learning skills. This diversity is reflected in the range of material selected for use in these tests and in the task types which candidates need to complete. Most of the topic areas correspond to themes contained in the ESOL Citizenship/Life in the UK syllabus.

At Entry 1–3, candidates will encounter topics in the tests which are both familiar and relevant to them as learners of English. Topics may include:

- personal details/experiences
- work
- education/training
- housing
- family and friends
- health
- transport
- weather
- buying goods
- leisure
- UK society.

At Levels 1 and 2, the tasks are designed to reflect the fact that the needs of ESOL learners at these levels will be predominantly educational or professional, though broader social issues are also included in the materials where appropriate. Therefore, in addition to the above list of topics, candidates may encounter such topics as:

- careers
- academic study
- information technology
- the environment
- law and order.

Examination opportunities are designed to ensure that each assessment experienced by individual candidates is fair, objective and previously unseen.

Examination entries

From January 2015 *Cambridge English: ESOL Skills for Life* Reading and Writing tests will be held on fixed dates throughout the year. Speaking and Listening tests will be held within windows. For information about test dates and Speaking and Listening test windows, please refer to our website.

Entries are to be made four weeks before the date of the proposed exam session. For Speaking and Listening tests, estimates of entry numbers must also be submitted five weeks before the date of the proposed exam session, along with details of dates, venues, etc. If special arrangements are required, an application must be made at least six weeks before the examination date.

There are certain restrictions on examination entries:

- The certificates are intended for learners whose first language is not English.
- Centres are requested to ensure that candidates enter the examinations only at a time when they have a realistic chance of success at the given level.
- With the exception of Level 1 Reading and Level 2 Reading, centres can enter candidates for each unit at each level up to nine times a year (e.g. a centre can hold up to nine sessions of Entry 1 Reading per year plus nine sessions of Entry 2 Reading per year, etc.). Centres can enter Level 1 Reading and Level 2 Reading up to five times a year.
- Centres must enter a minimum of 10 candidates per mode at each session. For Speaking and Listening, there must be a minimum of four candidates at any one level.

Accreditation reference numbers

The following table shows the accreditation reference numbers:

	Overarching level certificate	Speaking and Listening	Reading	Writing
Entry 1	601/4440/3	601/4466/X	601/4467/1	601/4468/3
Entry 2	601/4441/5	601/4469/5	601/4471/3	601/4470/1
Entry 3	601/4442/7	601/4474/9	601/4472/5	601/4473/7
Level 1	601/4443/9	601/4477/4	601/4475/0	601/4476/2
Level 2	601/4444/0	601/4480/4	601/4478/6	601/4479/8

Note the following:

- Make use of the Accreditations Reference Numbers in the overarching level certificate column for candidates registering for all-unit qualifications from the outset.
- Make use of the Accreditation Reference Numbers in the remaining columns when recording candidates for a single-unit, standalone award.
- Refer to Skills Funding Agency guidelines for recording procedures if it is later decided to use a pass in a single-unit award to count towards an all-unit, overarching ESOL Skills for Life qualification.

Grading and results

Marking and grading

Information on marking procedures can be found in the 'detailed guide' section of this Handbook (see page 15 onwards).

For Reading Entry Levels 1 to 3, the number of marks across the unit may vary across versions of the exams. At Reading Level 1 and 2 the marks available are the same across all versions. To achieve a pass grade, candidates need to show that they can achieve each of the learning outcomes specified in the credit-based unit of assessment. In Reading, a score in the region of 65% is required to achieve a pass grade.

For Writing and Speaking and Listening, examiners allocate marks according to the learning outcomes outlined in the relevant unit of assessment. To achieve a pass grade, candidates need to show that they can achieve each of the learning outcomes specified in the credit-based unit of assessment.

Grading the exams takes into account:

- statistics from pretesting
- statistics on the overall candidate performance
- statistics on individual items (for Reading papers)
- advice and recommendations of examiners
- comparison with statistics on exam performance on previous test versions.

Results

The statement of results indicates whether the candidate has achieved 'Pass' or 'Below Pass' in the given unit. Results are issued for all units taken. Statements of results include diagnostic feedback for test users. This feedback details candidate performance in terms of the Learning Outcomes in the relevant unit.

Certification

At each level, learners who achieve a Pass are awarded certificates at award level from Cambridge English Language Assessment. Candidates who achieve a pass in all three units (Reading, Writing, Speaking and Listening) receive an overarching Level certificate, which is issued at the lowest level of successful achievement across the units. Awards at unit level are valid for three years in counting towards Level certificates.

Enquiries, appeals and complaints

Centres can make enquiries about results on behalf of candidates. It should be noted, however, that it is extremely rare for such queries on results to lead to a change in the result, given our strict quality assurance procedures. After the outcome of any enquiry about results has been reported, centres may appeal against the decision. Appeals must be made in writing and be in line with our formal appeals procedures. Detailed guidelines on how to make results enquiries, appeals and complaints can be found in the *Handbook for centres*.

Retake an examination

If a candidate who has failed an examination wishes to re-take it at the same level, centres should ensure that a sufficient amount of teaching is then made available in order to give the candidate a realistic chance of success in the retake.

Valid and fair assessment

Reliability

Our assessment systems and procedures produce accurate results and provide opportunities for candidates to generate evidence relevant to the development of key skills. Candidates are encouraged to provide examples of performance which are relevant, authentic, and sufficient to determine whether they meet the required standards. In this way, test scores can be considered a true reflection of underlying ability.

The pretesting or trialling of all our examination material before it is used by candidates is a key factor in achieving the reliability of test results over time, and in ensuring that the same level of ability is required regardless of test version in order to achieve a Pass. We offer the opportunity for colleges to be involved in the pretesting of examination materials. Colleges interested in pretesting should visit www.cambridgeenglish.org/about-pretesting or contact us at pretesting@cambridgeenglish.org

Validity

We have a strong reputation for our research and validation work, aiming to provide rigorous quality assurance for our exams at every stage of the assessment process. This is achieved by conducting analyses and research projects for all of our assessment products, and through establishing and implementing standard procedures which are evaluated and refined in the light of theoretical, technological and business developments. Our qualifications in ESOL Skills for Life are demonstrably based on the Adult ESOL Core Curriculum and National Standards of Adult Literacy. As such, they provide a valid assessment to complement programmes of study designed around these standards.

Equal opportunities

Our exams are designed to be fair to all test takers, whatever their background or circumstances. For this reason, an extensive research and validation programme is undertaken to ensure that the questions and tasks used in the exams provide an accurate measure of test takers' true abilities. A key concern is that the exams differentiate on ability only and are free from any form of discrimination. Special provisions are also available for test takers who would otherwise be disadvantaged by a temporary or permanent disability, or other adverse circumstances (see 'Special circumstances').

Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

Special arrangements - These are available for candidates with special requirements. They may include extra time, separate accommodation or equipment, Braille transcription, etc. Special arrangements can be made where an application is sent through the centre at least six weeks before the examination date.

Special consideration - We will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within five working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.

Malpractice - The Malpractice Committee will consider cases where candidates are suspected of copying/colluding, or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results are being investigated.

For more information see www.cambridgeenglish.org/exams/special-circumstances

High-quality administration

Network of authorised exam centres

Our exams can only be taken at authorised Cambridge English Language Assessment examination centres. These centres must meet high standards of professional integrity, security and customer service, and are subject to inspection by us. A list of centres authorised to run *Cambridge English: ESOL Skills for Life* examinations can be found at www.cambridgeenglish.org/sfl

To become an authorised centre

Cambridge English: ESOL Skills for Life examinations are designed to be manageable and cost-effective for centres to operate, with the minimum disruption and bureaucracy. Schools, colleges and other learning providers interested in becoming a Cambridge English Language Assessment centre need to meet these conditions:

- minimum of 10 candidates per unit at each session. In addition, for the Speaking and Listening test, a minimum of four candidates at any one level
- local teacher to act as interlocutor for the Speaking and Listening test
- CD player for use in the Speaking and Listening test.

For more information about becoming a centre, visit www.cambridgeenglish.org/become-a-centre

Security

We take the security and integrity of our examinations very seriously. This commitment is demonstrated by our ongoing research into new technology and training programmes which keep us at the forefront of test construction and delivery.

Examiners

We use a network of trained and experienced examiners, selected for their professional expertise and located throughout the UK.

Outstanding teacher support

Online

As well as providing more detailed information for candidates, teachers and centres, the *Cambridge English: ESOL Skills for Life* page on the Cambridge English website (www.cambridgeenglish.org/sfl) contains sample tasks and keys which can all be downloaded free of charge. Teachers will also be able to access classroom activities (www.cambridgeenglish.org/teaching-english). These are designed to help teachers prepare candidates for the exams.

Face-to-face

We have developed a range of seminars specifically designed to support teachers preparing candidates for *Cambridge English: ESOL Skills for Life*. For the latest seminar programme and to register, please go to <http://www.cambridgeenglish.org/events/> For more information on the support available for teachers preparing candidates for the *Cambridge English: ESOL Skills for Life*, please visit www.cambridgeenglish.org/sfl

Centre visits

We have a team of representatives around the UK ready to visit existing or prospective centres in order to deal with specific queries or other issues. If centres are interested in a visit, please go to <https://support.cambridgeenglish.org> and select 'submit a request'.

Cambridge English: ESOL Skills for Life – a detailed guide

Reading unit

All Reading tasks are designed to reflect the everyday experience of the ESOL learner. They draw on authentic or semi-authentic texts and task types, and provide an opportunity for candidates to respond to language in a similar way to that which is asked of them in the course of their daily lives.

Dictionaries cannot be used at any level.

Entry 1, 2 and 3 Reading

The Reading tests at Entry 1, 2 and 3 consist of a variety of tasks including alphabetical ordering and multiple-choice questions. Candidates mark their answers on the question paper.

Focus

At Entry 1, 2 and 3, the assessment will reflect learning outcomes and assessment criteria outlined in the credit-based QCF units designed for our qualifications. These are:

Entry 1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to gain meaning from text	1.1 Follow a short text on a familiar topic
	1.2 Use language features to work out meaning in short text on a familiar topic
2. Be able to identify the purpose of text	2.1 Identify the purpose of short text on a familiar topic
3. Be able to find information in text	3.1 Obtain relevant information from short text on a familiar topic
	3.2 Recognise symbols in text
	3.3 Recognise words in text
	3.4 Recognise digits correctly
4. Be able to recognise letters	4.1 Identify letters of the alphabet in upper and lower case correctly

Entry 2

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to gain meaning from text	1.1 Trace main events in short straightforward text
	1.2 Use language features to work out meaning in short straightforward text
	1.3 Understand the meaning of words in short straightforward text
2. Be able to identify the purpose of text	2.1 Use features of text to identify the purpose of short straightforward text
3. Be able to find information in text	3.1 Obtain relevant information from short straightforward text
	3.2 Obtain relevant information from an image
4. Be able to order words alphabetically	4.1 Use first placed letters to order words alphabetically

Entry 3

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to gain meaning from text	1.1 Identify the main points of short straightforward text
	1.2 Identify main events in short straightforward text
	1.3 Use language features to identify meaning in short straightforward text
	1.4 Identify the meaning of words and phrases in short straightforward text
2. Be able to distinguish the purpose of text	2.1 Identify the purpose of short straightforward text
3. Be able to find information in text	3.1 Obtain information from short straightforward text for a given task
4. Be able to order words alphabetically	4.1 Use first and second placed letters to order words.

Format

Candidates need to engage with at least three input texts and perform a variety of task types. Some tasks in the Reading unit may be linked thematically, forming a scenario both familiar and relevant to the target candidature, and giving authentic reasons for reading in each case.

Task types

There is no fixed format of task and item types. All tasks aim to reflect the purpose for which a text is used in the real world. The starting point for the design of tasks is considering how the text would be used by a 'real' user and then, where appropriate, ensuring that tasks involve the candidates in the same text-processing operations.

Entry 1

Processing operations may include (among others):

- understanding the overall message (gist) of a text
- locating specific information in a text
- factual understanding
- following instructions
- identifying the type of text involved (advertisement, article, etc.)
- identifying the purpose and/or intended audience of a text
- deciding on an appropriate course of action on the basis of information in a text.

The candidate is expected to respond to a variety of item types, including:

- open-ended questions requiring short responses
- note-taking
- true/false questions
- three-option multiple-choice questions
- matching
- simple alphabetical ordering.

Entry 2 and 3

As at Entry 1, plus:

- inferential understanding

Text types

The texts are based on authentic or semi-authentic material, although the language is graded so that it is appropriate to the level. They are designed to be accessible in terms of genre and topic to all adult learners at the level.

Entry 1 and 2

Candidates may be asked to engage with a range of text types, for example:

- advertisements
- public signs and notices
- timetables
- forms
- records
- diagrams
- letters/emails
- notes
- leaflets
- sets of instructions
- simple narratives
- simplified newspaper or magazine articles.

Entry 3

As at Entry 1 and 2, plus:

- newspaper or magazine articles
- short reports.

Marking

No input is required from teachers/centres. Papers are marked by trained general markers. Candidates must achieve all learning outcomes to receive a Pass grade.

Level 1 and 2 Reading

The Reading tests at Levels 1 and 2 both consist of 40 multiple-choice questions based on a variety of texts replicating real-world reading skills. For both levels there are 40 marks available and all questions must be answered within 1 hour and 30 minutes. The candidate answers directly onto a machine-read answer sheet. The reading tasks are designed to reflect the everyday experience of the ESOL learner. They draw on authentic or semi-authentic texts and task types and provide an opportunity for candidates to respond to language in a similar way to that which is asked of them in the daily course of their lives.

Focus

At Level 1, the principal focus is to gather evidence that candidates can read and understand straightforward texts of varying lengths on a variety of topics accurately and independently and can read and obtain information from different sources such as reports, instructional, explanatory and persuasive texts. Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to gain meaning from text	1.1 Identify the main points in straightforward text
	1.2 Identify the main events in straightforward text
	1.3 Use language features to identify meaning in straightforward text
	1.4 Identify the meaning of words in straightforward text
2. Be able to distinguish the purpose of text	2.1 Identify the purpose of straightforward text
3. Be able to find information in text	3.1 Obtain relevant specific information from straightforward text

At Level 2, the principal focus is to gather evidence that candidates can read a range of texts of varying complexity accurately and independently, and can read and obtain information of varying lengths and detail from different sources in a wide range of text types. Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to gain meaning from text	1.1 Identify the main points of text
	1.2 Identify the main events of text
	1.3 Use language features to identify meaning in text
	1.4 Identify the meaning of words in text
2. Be able to distinguish the purpose of text	2.1 Identify the purpose of text
3. Be able to find information in text	3.1 Obtain specific information from text
	3.2 Evaluate information from different sources

Format

Candidates need to engage with 11 input texts at Level 1 and 8 input texts at Level 2 and perform a variety of task types. Tasks in the Reading unit give authentic reasons for reading in each case.

Text types

The texts are based on authentic or semi-authentic material, although the language is graded so that it is appropriate to the level. They are designed to be accessible in terms of genre and topic to all adult learners at the level.

Marking

No input is required from teachers/centres. Answer sheets are returned to Cambridge English for marking. Candidates must achieve all learning outcomes to receive a Pass grade.

Writing Unit

All Writing tasks are designed to reflect the everyday experience of the ESOL learner. The Writing paper draws on authentic or semi-authentic texts and task types, and provides an opportunity for candidates to use and respond to language in a similar way to that which is asked of them in daily life.

Focus

At each level, the Writing unit aims to gather evidence that the candidate can write in different forms and communicate with different intended audiences. This involves awareness of different levels of formality, and an ability to use a range of lexical and grammatical features appropriate to the task. There are three tasks, including at least two different task types, in Writing papers at each level. Candidates are expected to produce handwriting legible enough to be assessed.

Entry 1

The principal assessment focus of the Writing unit at Entry 1 is to gather evidence that candidates can write to communicate information to an intended audience in documents such as forms, messages, notes and records. Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcome The learner will:	Assessment criteria The learner can:
1. Be able to produce simple text	1.1 Construct simple complete sentences correctly for an intended audience
	1.2 Use full stops correctly
	1.3 Use capitalisation correctly
	1.4 Spell words correctly
2. Be able to complete a form	2.1 Record personal details on a simple form correctly

Entry 2

The principal assessment focus of the Writing unit at Entry 2 is to gather evidence that candidates can write to communicate information with some awareness of the intended audience in documents such as forms, letters, messages, notes, records, emails and simple narratives. Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to produce simple text for a given audience	1.1 Present information in an appropriate format for the intended audience
	1.2 Construct simple and compound sentences correctly
	1.3 Use adjectives correctly
	1.4 Use punctuation correctly
	1.5 Use upper and lower case letters correctly
	1.6 Spell words correctly
2. Be able to complete a form	2.1 Record personal details in a form correctly

Entry 3

The principal assessment focus of the Writing unit at Entry 3 is to gather evidence that candidates can write to communicate information and opinions with some adaptation to the intended audience in documents such as forms, notes, records, emails, letters, narratives, simple instructions and short reports.

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan text for a given audience	1.1 Plan text for the intended audience
2. Be able to produce text for a given audience	2.1 Produce content for the intended audience
	2.2 Structure main points in short paragraphs
	2.3 Sequence text chronologically
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
	2.6 Spell words correctly
3. Be able to complete a form	3.1 Complete a form with open and closed responses correctly

Level 1

The principal assessment focus of the Writing unit at Level 1 is to gather evidence that candidates can write to communicate information, ideas and opinions clearly using length,

format and style appropriate to purpose and audience in documents such as forms, records, emails, letters, narratives, instructions, reports and explanations. Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan text for a given task	1.1 Plan text for a specific purpose
2. Be able to produce text for different tasks	2.1 Produce content appropriate to purpose
	2.2 Use appropriate language for a given task
	2.3 Structure text in a logical sequence for purpose
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
3. Be able to complete a form	2.6 Spell words accurately
	3.1 Complete a form with open and closed responses correctly

Level 2

The principal assessment focus of the Writing unit at Level 2 is to gather evidence that candidates can write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, context and audience in a wide range of documents such as forms, questionnaires, letters, emails, reports and essays.

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan text for a given task	1.1 Plan text for a specific purpose
2. Be able to produce text for different tasks	2.1 Produce content which meets the purpose effectively
	2.2 Use language effectively
	2.3 Structure text coherently for purpose
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
3. Be able to complete a form	2.6 Spell words accurately
	3.1 Complete a form with complex features correctly

In order to assess the standard for each level, examiners use a mark scheme. The mark scheme uses a 0–6 scale and is based on the learning outcomes and assessment criteria in the credit-based assessment unit for each level. Candidates must achieve all learning outcomes to receive a Pass grade.

Further information on *Cambridge: English ESOL Skills for Life Writing*, including sample papers is available on our website at www.cambridgeenglish.org/sfl

Format

At Entry 1, 2 and 3, candidates need to produce at least two of the types of output texts required at the level.

The table on the next page gives an indication of the types of documents candidates may be expected to produce in the Writing mode.

In Task 3 at Levels 1 and 2, the candidate is asked to answer **either** a question on a general topic, **or** a question which is designed for those candidates following a Skills for Life course in order to pursue an interest in work, information technology or academic study.

Candidates will be assessed on whether they format their answers appropriate to genre, e.g. opening and closing formulae in letters.

Part of the assessment is on the generic features of output texts. Candidates will be credited for showing an understanding of conventions of layout (e.g. clear paragraphing and/or use of headed sections in report-writing). However, because of increasing flexibility within these issues in real-world situations, candidates are given some leeway both in reaching decisions about appropriate generic features for their output and in defining the nature of their relationship with the intended audience. The mark scheme does not penalise a candidate who chooses to embed an article or report in a letter format.

Table of text types

The types of documents candidates may be expected to produce in the Writing mode				
Entry 1	Entry 2	Entry 3	Level 1	Level 2
forms	forms	forms	forms	forms
questionnaires	questionnaires	questionnaires	questionnaires	questionnaires
messages	messages	messages		
notes	notes	notes		
descriptions	descriptions	descriptions	descriptions	descriptions
accounts	accounts	accounts	accounts	accounts
	emails	emails	emails	emails
	letters	letters	letters	letters
	simple narratives	narratives	narratives	narratives
		simple instructions	instructions	instructions
		short reports	reports	reports
			explanations	explanations
			articles	articles
			leaflets	leaflets
			information sheets	information sheets

This list is not intended to be exhaustive.

Marking

No input is required from teachers/centres. Candidate answers are returned to us and marked by teams of trained examiners. Examiners are recruited from ESOL practitioners meeting appropriate professional minimum standards. An induction process takes place where examiners are familiarised both with our standard procedures and with paper-specific issues.

Training and co-ordination takes place through engagement with sample scripts showing a range of achievement across levels. Throughout the marking process extensive monitoring of examiner performance is followed up by both qualitative and quantitative evaluation and feedback.

WRITING UNIT

A Principal Examiner is responsible, along with a Cambridge English Language Assessment Assessment Manager, for ensuring that marks awarded are fair, consistent and reliable. Examiners undergo a standardisation process using co-ordination scripts. A sample of examiners' work is checked by Team Leaders, who monitor performance and provide feedback as appropriate.

Speaking and Listening Unit

All Speaking and Listening tasks are designed to reflect the everyday experience of the ESOL learner, and involve the candidates in familiar formal exchanges connected with education, training, work and social roles.

Focus

At each level, the assessment focuses on gathering evidence that the candidate can obtain and convey information, speak to communicate and engage in discussion with others.

Entry 1

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to obtain information from simple verbal communication	1.1 Follow the gist of simple verbal communication
	1.2 Obtain necessary information from simple verbal communication for a given task
	1.3 Follow single step verbal instructions correctly for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use simple language appropriate for context when speaking
3. Be able to convey information	3.1 Provide a short verbal account for a given task
	3.2 Convey relevant detail during simple verbal communication
4. Be able to engage in discussion with others	4.1 Make relevant contributions to discussion
	4.2 Express simple views clearly during verbal communication
	4.3 Make effective verbal requests to obtain information

Functions may include (among others):

- describing
- giving opinions
- giving personal information
- stating (dis)likes and preferences
- commenting
- asking for information or descriptions
- (dis)agreeing
- explaining/giving reasons/justifying
- exchanging opinions
- deciding
- suggesting
- selecting.

Entry 2

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication
	1.2 Obtain necessary information from straightforward verbal communication for a given task
	1.3 Follow straightforward verbal instructions correctly for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use straightforward language appropriate for context when speaking
3. Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication
	3.2 Provide a verbal account for a given task
4. Be able to engage in discussion with others	4.1 Make appropriate contributions to discussion
	4.2 Express views clearly during verbal communication
	4.3 Obtain specific information from others

In addition to those at Entry 1, functions may include (among others):

- comparing
- prioritising
- persuading.

Entry 3

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Follow the gist of straightforward verbal communication
	1.2 Obtain relevant detail from straightforward verbal communication
	1.3 Follow straightforward verbal instructions correctly for a given purpose
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
	3.3 Convey relevant detail during verbal communication
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

In addition to those at Entry 1, functions may include (among others):

- comparing/making comparative questions
- showing contrast/cause/reason/purpose
- prioritising
- planning an action with others
- persuading
- narrating
- asking about past or future events
- expressing future certainty/possibility.

Level 1

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication on straightforward topics
	1.2 Obtain relevant detail from verbal communication on a straightforward topic
	1.3 Follow verbal instructions correctly for a given purpose
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
	3.3 Convey relevant details during verbal communication on straightforward topics
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

In addition to those at Entry 1, 2 and 3, functions may include (among others):

- describing processes
- asking for definitions
- warning
- expressing future probability
- interrupting politely
- asking for/giving confirmation, clarification and repetition
- asking for/giving advice.

Level 2

Assessment is based on the following learning outcomes and assessment criteria.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Follow the gist of extended verbal communication 1.2 Obtain relevant detail from extended verbal communication 1.3 Follow multi-step verbal instructions correctly for a given purpose
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning 2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information in a logical sequence for a given purpose 3.2 Provide a verbal account with relevant information confidently for a given audience 3.3 Convey relevant detail during verbal communication
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion 4.2 Express views constructively during verbal communication 4.3 Respond to others constructively to move discussion forward 4.4 Obtain relevant information from others

In addition to those at Level 1, functions may include (among others):

- expressing tentative agreement/disagreement
- speculating and deducing hypothetical meaning
- criticising.

Format – Entry 1, 2 and 3

There are two main phases in the Speaking and Listening unit at Entry 1, 2 and 3. In the first phase, candidates are expected to ask and answer questions on familiar topics. The second phase consists of an integrated listening and speaking event. A listening text delivered on CD allows assessment of the candidate's ability to listen for both gist and detail, with evidence of achievement gathered through spoken answers (though the candidate can note responses on paper). A thematically related discussion follows. At Entry 3 the candidates will be given a task where they will need to plan an activity together. These phases allow assessment of the Obtain Information, Convey Information, Speak to Communicate and Engage in Discussion strands.

The format of the Speaking and Listening mode for Entry 1, 2 and 3 is shown in the table on page 34. This shows the progression across the levels and the increasing demands the candidate needs to meet.

Format – Levels 1 and 2

There are also two main phases in the Speaking and Listening unit at Levels 1 and 2. In the first phase, candidates are asked for their name (for identification purposes only) and then given a short, informal, lead-in discussion task to prepare them to give a formal presentation. This presentation lasts two minutes, and is in response to a written statement. Candidates have one minute to prepare and are encouraged to make notes. After each candidate's presentation, the other candidate and the assessor are each given an opportunity to comment or ask questions.

The second phase consists of an integrated listening and speaking event. Two parallel recordings, or two extracts of a single recording, are delivered on CD, and each candidate answers two questions after each text. These questions are presented orally, and candidates are encouraged to make notes. This is followed by a two-part thematically related discussion.

At Level 1 the first part forms a 'planning together' task where the two candidates are given a prompt card. They must discuss a topic, which is related thematically to the listening, and plan how they would carry out a related activity. This lasts two minutes. They must then explain their decisions to the interlocutor.

At Level 2 the discussion is linked to the recordings. The interlocutor may take part, but only if necessary in order to prompt candidates to complete the task. In the second part, the topic is extended, with the interlocutor (and the assessor at Level 2) asking extension questions to lead the discussion into other areas and contexts.

The format of the Speaking and Listening mode for Levels 1 and 2 is shown in the table on page 35.

Speaking and Listening mode format for Entry 1, 2 and 3

	Entry 1	Entry 2	Entry 3
1a	The interlocutor asks each candidate in turn simple personal questions designed to elicit factual information.	The interlocutor asks each candidate in turn straightforward personal questions designed to elicit factual information, personal experience, wishes and opinions.	The interlocutor asks each candidate introductory questions. Candidates are then given a task in which they ask each other questions on a given familiar topic, prompted where necessary to elicit factual information, personal experience, wishes and opinions.
1b	The candidates ask each other simple questions on a familiar topic. Only the questions are assessed.	Candidates talk in turn for one minute on a personal topic, designed to elicit factual information and personal experience, before answering two questions prepared by their partner. The long turn, questions and responses are all assessed.	Candidates talk in turn for one and a half minutes on a familiar topic, designed to elicit factual information, personal experience, wishes and opinions, in a more demanding and less familiar context than in Entry 2. Each candidate will then answer three questions prepared by their partner. The long turn, questions and responses are all assessed.
2a	Candidates listen to two short recordings and answer questions designed to test gist and detailed understanding of simple factual information. The questions are presented orally, and with a series of picture prompts.	Candidates listen to two longer recordings with more information to process than at Entry 1, and answer questions. These are designed to test gist, main points and detailed understanding of straightforward information. The questions are presented orally, and with a series of picture prompts.	Candidates listen to two longer recordings with more complex information to process than at Entry 2, and answer questions. These are designed to test gist, main points and detailed understanding of information, tone of speaker, intention, etc. The questions are presented orally, and with a series of prompts.
2b	Candidates speak together on a simple topic thematically linked with the previous task and designed to elicit factual information, personal experience and (dis)likes. It is expected that prompting will be required from the interlocutor.	Candidates speak together on a straightforward topic thematically linked with the previous task and designed to elicit factual information, personal experience, opinion and justification. It is likely that some prompting will be required from the interlocutor.	Candidates speak together on a topic thematically linked with the previous task. The context is more demanding than at Entry 2. In the first part of this phase, candidates are given a prompt card asking them to plan an activity together. In the second part the interlocutor will ask questions to lead the discussion into other related topics. The task is designed to elicit factual information, personal experience, opinion, justification and speculation. Little prompting should be required from the interlocutor.

Speaking and Listening mode format for Level 1 and 2

	Level 1	Level 2
1a	After identifying each candidate, the interlocutor then gives candidates a short, informal, lead-in discussion task to prepare them for their formal presentation. The interlocutor only asks prompt questions where necessary to elicit and encourage elaboration of opinions, feelings, wishes and suggestions.	After identifying each candidate, the interlocutor then gives candidates an informal, lead-in discussion task to prepare them for their formal presentation. The interlocutor only asks prompt questions where necessary to elicit and encourage elaboration of opinions, justifications, feelings, wishes and suggestions.
1b	Each candidate gives a formal presentation, thematically linked with phase 1a, responding to a written statement, for two minutes, expressing, elaborating on and sequencing logically facts, opinions, attitudes, feelings and emotions. Each candidate will then respond to the comments and questions of their partner and the assessor.	Each candidate gives a formal presentation, thematically linked with phase 1a, on a more complex issue than at Level 1, responding to a written statement, for two minutes, expressing, elaborating on and sequencing logically facts, opinions, justifications, attitudes, feelings and emotions. Each candidate will then respond to the comments and questions of their partner and the assessor.
2a	Candidates listen to two recordings and answer questions testing identification or inference of a selection of the following: genre, context, speakers and/or relationship, gist, topic, purpose of discussion, key words and phrases, main ideas, facts, opinions, reasons, attitudes and feelings. The questions are presented orally, and candidates are able to make notes if they wish to.	Candidates listen to two recordings and answer questions testing identification or inference of a selection of the following: genre, context, speakers and/or relationship, gist, topic, purpose of discussion, key words and phrases, main and secondary ideas, facts, opinions, reasons, justifications, attitudes and feelings. The questions are presented orally, and candidates are able to make notes if they wish to.
2b	Candidates engage in a discussion - thematically linked with phase 2a - designed to elicit, and encourage elaboration of, factual information, personal experience, opinions, wishes, feelings, suggestions, justification and speculation. Candidates will be expected to express degrees of agreement or uncertainty, and to sympathise, reassure, persuade and give advice where appropriate. In the first part of this phase, the candidates are given a prompt card asking them to plan an activity together. In the second part, the interlocutor will ask extension questions to lead the discussion into other areas and contexts.	Candidates engage in a discussion - thematically linked with phase 2a - designed to elicit, and encourage elaboration of, factual information, personal experience, opinions, wishes, feelings, attitudes, suggestions, justification and speculation. Candidates will be expected to express degrees of agreement or uncertainty, and to sympathise, reassure, persuade, compromise and give advice where appropriate. In the first part of this phase, the interlocutor asks the candidates discussion questions and should not need to ask prompt questions to ensure satisfactory completion of the task. In the second part, both the interlocutor and the assessor will ask extension questions to lead the discussion into other areas and contexts.

All levels

Delivery

The test is carried out in a paired format, with two candidates, an interlocutor and an assessor. A teacher from the centre acts as the interlocutor and manages the interaction, using a pack of material with several different test versions to choose from. The external assessor is provided by Cambridge English Language Assessment. The assessor does not take an active part in the interaction at Entry 1-3, but does take part in phase 1b at Level 1, as well as in phases 1b and 2b at Level 2.

The provision of the interlocutor by the centre ensures, as far as possible, that the test is conducted by someone who understands the experience, background and learning context of the individual candidates. Interlocutors need to meet our Minimum Professional Requirements (MPRs). The induction and training of interlocutors is achieved via a distance-training pack.

Where there is an odd number of candidates to be assessed in Speaking and Listening at a centre, the final test will still use a paired format, but an extra student will need to be provided by the centre to take the test with the final candidate. This extra student is not assessed, but must be at the appropriate level for the test.

Marking

The Speaking and Listening test is marked by the assessor during the test. The assessor marks according to a standardised mark scheme, and at the end of the test completes each candidate's personalised mark sheet. These are then returned for computer scanning. Throughout the test, the candidates are assessed not in relation to each other, but according to the criteria in the mark scheme.

The standardisation of the Speaking and Listening test conduct and assessment is achieved through:

- a network of professionals in a hierarchical structure called the Team Leader system (Team Leaders in the UK are appointed by Cambridge English Language Assessment to manage the professional aspects of the operation.)
- a set of quality assurance procedures called Recruitment, Induction, Training, Co-ordination, Monitoring and Evaluation (RITCME). These are implemented for all examiners appointed by us.

Interlocutor training is achieved via self-access materials provided by us. We also run central interlocutor training sessions for exam centre representatives who can then go back to their centre to cascade training to all interlocutors at the centre.

READING | ENTRY 2



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Centre Number Candidate Number

Candidate Name _____

--	--

Cambridge English: ESOL Skills for Life

ESOL Skills for Life Reading Entry 2

D704

Candidates answer on the question paper.
No additional materials are required.

Sample Test A

Time 1 hour

Do not open this paper until your teacher tells you to.

Write your name, centre number and candidate number in the spaces at the top of this page.

You have **1 hour** to answer these questions.

Write clearly in **pen**, not pencil.

Write on the question paper.

Each task tells you:

- how much to write
- how much time to spend
- how many marks you can get.

PV7

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Part 1**(About 15 minutes)**

Look at this letter from Luley, to her friend.

TEXT A

Hi Alicia,

How are you?

As you know, the children are out of school for the summer and six weeks is a long time to keep them busy. Our house is small and we haven't got a garden so there is nowhere for them to play.

I just moved here recently but I imagine there are places I can take them to – have you got any ideas? Adam is twelve now. He is mad about football and cricket and is only happy when he's running about! He also looks after his baby brother, Iman. My twin girls, Maryam and Samia, are four now. They enjoy being with other children and they love listening to stories and drawing pictures. I'm looking for something in the afternoon because we visit my mother in the mornings.

My other problem is money – it must be very cheap because I can't afford anything expensive.

I hope you can help me soon!

Luley

Question 1**(1 mark)**

What is Luley asking for? Tick (✓) one box.

- | | |
|---|--------------------------|
| advice about a new place to move to | <input type="checkbox"/> |
| information about where she can take her children | <input type="checkbox"/> |
| help looking after her baby in the holidays | <input type="checkbox"/> |

READING | ENTRY 2

Question 2**(6 marks)**

Look at the sentences below. Are they true or false? Tick (✓) TRUE or FALSE for each sentence.

	TRUE	FALSE
A Luley knows her local area well.	<input type="checkbox"/>	<input type="checkbox"/>
B Luley's daughters enjoy art.	<input type="checkbox"/>	<input type="checkbox"/>
C It's the beginning of the summer holidays.	<input type="checkbox"/>	<input type="checkbox"/>
D The twins are younger than both their brothers.	<input type="checkbox"/>	<input type="checkbox"/>
E Adam loves sport.	<input type="checkbox"/>	<input type="checkbox"/>
F Luley lives with her mother.	<input type="checkbox"/>	<input type="checkbox"/>

Part 2

(About 20 minutes)

Look at Texts B, C and D.

TEXT B

- Hayden Community Centre -

Make school holidays fun for under 10s!

Day	Activity	Time
Monday	painting and drawing for the under 10s	9:00 - 12:00
Tuesday	kite making	9:00 - 12:00
Wednesday	face painting	9:00 - 12:00
Thursday	biscuit baking	9:00 - 12:00
Friday	story telling	9:00 - 12:00

All activities are free for children under 5.

Activities are £2 for children aged 5-10.

TEXT C

Sandmill Sports and Leisure Centre

See our fantastic programme of summer events!

Mondays – Fridays	Junior soccer club	12:30 – 3:00
Tuesdays and Thursdays	Junior artist club (have fun painting)	12:30 – 3:00

- Activities are for children aged 5 – 11, and are £2.50 per child per day (£4.00 for two children!).

-  open 1 – 2pm

TEXT D

******* Redgrove Community Centre *******

Give your children a school holiday to remember!

Activity	Days	Time
On our playing field we have daily activities for energetic children! Including ball games. All ages, up to 13.	Mon – Fri	1:00 – 3:30
New daily mother and toddler group where mums can bring their under 5s for lots of fun activities such as painting and drawing.	Mon – Fri	1:00 – 3:30

All activities are free. Kitchen available for parents to use.

Offer only for school holidays

READING | ENTRY 2

Question 3**(1 mark)**

What are Texts B, C and D? Tick (✓) one box.

- | | |
|--------------|--------------------------|
| instructions | <input type="checkbox"/> |
| invitations | <input type="checkbox"/> |
| adverts | <input type="checkbox"/> |

Question 4**(4 marks)**

Look at the sentences below. Are they true or false? Tick (✓) TRUE or FALSE for each sentence.

	TRUE	FALSE
A Two of the centres are free for all children.	<input type="checkbox"/>	<input type="checkbox"/>
B Only one of the centres offers painting activities every day.	<input type="checkbox"/>	<input type="checkbox"/>
C Two of the centres offer cooking activities for children.	<input type="checkbox"/>	<input type="checkbox"/>
D You can buy drinks at all of the centres.	<input type="checkbox"/>	<input type="checkbox"/>

Question 5**(5 marks)**

Look at Texts A, B, C and D again. Which place is best for Luley and all her children? Tick (✓) one box.

- | | |
|------------------------------------|--------------------------|
| Hayden Community Centre | <input type="checkbox"/> |
| Sandmill Sports and Leisure Centre | <input type="checkbox"/> |
| Redgrove Community Centre | <input type="checkbox"/> |

Why? Give two reasons.

- 1
- 2

Question 6

(3 marks)

Look at the contents page for a book on sports and hobbies. The contents page is in alphabetical order (A – Z). Put the activities in the correct order in the spaces on the contents page. There are two activities which you can't use.

Contents Page	
..... Cookery.....	
..... Hockey.....	
..... Tennis.....	

Activities

Football

Rugby

Volleyball

Dancing

Basketball

READING | ENTRY 2

Part 3

(About 25 minutes)

Look at Text E. Three students write about rubbish in their area.

TEXT E

Yasemin

In my town a lot of young people don't care about rubbish. They drop litter in the streets all the time. The streets are full of plastic bottles, take-away food containers, cans and other rubbish. I always try to put my rubbish in the bin, but sometimes I think there is no point. The streets will never change.



There's a little old lady in my town. Every day I see her on the street picking up litter and putting it in the bin. I feel sorry for her because she looks lonely. One day I'll talk to her. I'd like to know why she always picks up litter.

Omar

My town was so dirty 10 years ago. Even the young people felt bad because the town looked terrible. It was full of rubbish. The swings, slides and other play equipment in the park were broken. Then a group of us decided to do something about it. We had a big party in the summer to raise money and made about two thousand pounds. Local businesses also gave us money, and local people did all the work.



Now our town is so pretty. We have new play equipment in the park, less litter, and we have flowers all over the town. Everyone here is smiling again.

Ibrahim

I always feel so confused about rubbish in Britain! Some rubbish goes in my green bin; other rubbish goes in my black bin and some things I can't put in my bins!



I think that people here have too much rubbish, but that's not their fault. When they buy things at the supermarket, everything comes in a plastic bag, or a box, or sometimes both. We don't need all this packaging. And people buy a lot of things they don't need. They even buy water in shops and cafés! Buying water in plastic bottles is a waste of money. The tap water here is really clean.

Question 7

(1 mark)

Who thinks we use too many bags and boxes in Britain? Tick (✓) one box.

- Yasemin
- Omar
- Ibrahim

READING | ENTRY 2

Question 8

(1 mark)

Who complains about the young people in his/her town? Tick (✓) one box.

- Yasemin
- Omar
- Ibrahim

Question 9

(1 mark)

Who helped to make his/her town beautiful? Tick (✓) one box.

- Yasemin
- Omar
- Ibrahim

Question 10

(1 mark)

Who doesn't understand about using his/her wheelie bins? Tick (✓) one box.

- Yasemin
- Omar
- Ibrahim

Question 11

(1 mark)

Who collected money? Tick (✓) one box.

- Yasemin
- Omar
- Ibrahim

Question 12

(5 marks)

Look at the sentences below. Are they true or false? Tick (✓) TRUE or FALSE for each sentence.

- | | TRUE | FALSE |
|--|--------------------------|--------------------------|
| A Yasemin says she will stop using the litter bins. | <input type="checkbox"/> | <input type="checkbox"/> |
| B The dirt and rubbish in Omar's town made people feel bad. | <input type="checkbox"/> | <input type="checkbox"/> |
| C Ibrahim says we can put all our rubbish in our bins. | <input type="checkbox"/> | <input type="checkbox"/> |
| D Omar is happy about his town. | <input type="checkbox"/> | <input type="checkbox"/> |
| E Yasemin thinks the future will be the same. | <input type="checkbox"/> | <input type="checkbox"/> |

READING | ENTRY 2

Question 13**(1 mark)**

What would Yasemin like to ask the old lady?

.....

Question 14**(1 mark)**

Look at Omar's text. What was the purpose of the special event?

.....

Question 15**(1 mark)**

Why does Ibrahim think that bottled water is a waste of money?

.....

Question 16**(1 mark)**

Look at Yasemin's text. What does **٤** mean? Tick (✓) one box.

- | | |
|------------|--------------------------|
| the street | <input type="checkbox"/> |
| litter | <input type="checkbox"/> |
| the bin | <input type="checkbox"/> |

Question 17**(1 mark)**

Look at Omar's text. Which word is *a kind of play equipment*? Tick (✓) one box.

- | | |
|--------|--------------------------|
| swings | <input type="checkbox"/> |
| park | <input type="checkbox"/> |
| party | <input type="checkbox"/> |

Question 18**(1 mark)**

Look at Yasemin's text. Which word means *boxes*? Write ONE word.

.....

SKILLS FOR LIFE Reading Entry 2 Sample

Question number	Item number	Key	Marks
1	1	(B) information about where she can take her children	1
2	2	False	1
	3	True	1
	4	True	1
	5	False	1
	6	True	1
	7	False	1
3	8	(C) adverts	1
4	9	False	1
	10	True	1
	11	False	1
	12	False	1
5	13	(C) Redgrove Community Centre	1
	14	Any two suitable reasons, such as: There are team games for Adam. It's free. The twins can do painting and drawing. There is a toddler group (for under 5s) There are activities in the afternoon. All ages up to 13.	2 + 2
	15		
6	16	(D) dancing	1
	17	(A) football	1
	18	(B) rugby	1
7	19	(C) Ibrahim	1
8	20	(A) Yasemin	1
9	21	(B) Omar	1
10	22	(C) Ibrahim	1
11	23	(B) Omar	1
12	24	False	1
	25	True	1
	26	False	1
	27	True	1
	28	True	1
13	29	why she picks up litter.	1
14	30	to raise money for the park.	1
15	31	(because) the tap water (here) is clean.	1

WRITING | ENTRY 3



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Centre Number

Candidate Number

Candidate Name _____

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Cambridge English: ESOL Skills for Life

ESOL Skills for Life Writing Entry 3

D708

Candidates answer on the question paper.
No additional materials are required.

Sample Test A

Time 1 hour

Do not open this paper until your teacher tells you to.

Write your name, centre number and candidate number in the spaces at the top of this page.

You have **1 hour** to answer these questions.

Write clearly in **pen**, not pencil.

Write on the question paper.

Each task tells you:

- how much to write
- how much time to spend
- how many marks you can get.

There is a page at the end of the test for notes and planning.

PV7

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Task 1

(About 15 minutes)

Your college has a Learning Centre with a library and computers where students can study on their own. In the Learning Centre you receive a questionnaire to fill in.

Answer the questions.

Learning Centre Questionnaire	
Name:	Class:
Tel no:	First language:
How often do you visit the Learning Centre?	
How does the Learning Centre help you with your studies? (Write about 30 words. Write in sentences.)	
How can we improve the Learning Centre? (Write about 30 words. Write in sentences.)	

(Total: 18 marks)

WRITING | ENTRY 3

Task 2

(About 20 minutes)

You receive an email from your friend Messaouda.

Hi!

I am coming to Britain next year but my English is not very good. Your English is very good. How did you learn English? Can you tell me what you did? Was it difficult?

Best wishes

Messaouda

Write an email to Messaouda. Tell her how you learned English, what was difficult and what was not difficult.

Write about 80 words.

To:	Messaouda@grc.com
Subject:	English
<div style="border: 1px dashed black; min-height: 400px; margin-top: 10px;"></div>	

(Total: 24 marks)

Task 3

(About 25 minutes)

Your class is discussing popular television programmes around the world.

Write a short report about a popular programme from a country you know.

Describe the programme and say why you think it is popular.

Write 110 words.

A large rectangular box containing 20 horizontal dashed lines for writing.

(Total: 24 marks)

WRITING | ENTRY 3**NOTES PAGE**

You may use this blank page to write notes or plan your answers.

SPEAKING AND LISTENING | LEVEL 1

Cambridge English: ESOL Skills for Life
ESOL Skills for Life Speaking and Listening Level 1
Sample Test A

Please note: With the exception of the task cards in Phases 1b and 2b, this sample test frame will be used only by the interlocutor. It will not be shown to the candidates.

⌚ This test should not exceed 24 minutes

⌚ 3 mins overall

Phase 1a

Hello. My name is _____ (Interlocutor), and this is my colleague _____ (Assessor). And what are your names? *[Look at both candidates in turn.]*

Thank you. Could I have your mark sheets? *[Collect mark sheets and hand to assessor.] Thank you.*

The first part of the test will be about everyday life, and you will each give a formal presentation, but first I'd like you to talk together and share your ideas on the subject.

Find out from each other about what's important to you in everyday life. You have about two minutes to ask each other about this, so don't worry if I interrupt you.

[Withdraw eye contact to signal that candidates should start. If necessary, prompt candidates with questions from the box below (e.g. if candidates are experiencing difficulty in continuing the interaction, if they stray from the topic or if the language produced is clearly below L1 level). Adapt if necessary. Encourage candidate-candidate interaction by eliciting agreement or alternative opinions from candidates by saying things such as "What do you think?", "Tell us what you think.", "And you?"]

Everyday life – prompts

Talk about:

- how important your work or studies are.
- how important keeping fit and healthy is to you.
- how much you enjoy your leisure time.
- places you enjoy visiting.

Thank you.

SPEAKING AND LISTENING | LEVEL 1

⌚ 9 mins overall

Phase 1b

Now you are each going to give a **formal** presentation for about two minutes on the topic of everyday life today. While you are talking, we will listen to you. Your partner and the assessor [Indicate assessor.] will then comment or ask you questions about what you have said.

_____ (Candidate A), [Hand Candidate A a candidate booklet – open at correct page – and point at task.] you are going to talk about whether you think modern life prevents us from spending enough time with other people.

"Modern life prevents us from spending enough time with other people."

What do you think?

For example, think about:

- why it's important to spend time with other people.
- what people spend their time doing these days.
- how we can find more time to spend with other people.

_____ (Candidate B), [Hand Candidate B a candidate booklet – open at correct page – and point at task.] you are going to talk about whether you think it's true that having a lot of money to spend **doesn't** always make you happy.

"Having a lot of money to spend doesn't always make you happy."

What do you think?

For example, think about:

- how money can help you to lead a happy life.
- things you can enjoy doing without spending money.
- other things that can make you happy.

⌚ 1 min

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.]

SPEAKING AND LISTENING | LEVEL 1

⌚ 2 mins

_____ (Candidate A), are you ready? [Allow up to 15 seconds.] Please tell us all [Indicate using hand gesture.] whether you think modern life prevents us from spending enough time with other people. _____ (Candidate B), please listen, and then comment or ask questions at the end. All right?

[If the candidate stops before 2 minutes, allow a 5-second pause. If the candidate shows no sign of continuing, move on.]

Thank you.

⌚ 1 ½ mins

_____ (Candidate B), please comment or ask _____ (Candidate A) any questions that you have.

Thank you. _____ (Assessor), do you have any comments or questions? [Wait for end of interaction.]

Assessor: Thank you.

[Retrieve Candidate A's booklet.]

⌚ 2 mins

_____ (Candidate B), are you ready, or would you like to look at your notes again? [Allow up to 15 seconds.] All right? Please tell us all [Indicate using hand gesture.] whether you think it's true that having a lot of money to spend doesn't always make you happy. _____ (Candidate A), please listen, and then comment or ask questions at the end. All right?

[If the candidate stops before 2 minutes, allow a 5-second pause. If the candidate shows no sign of continuing, move on.]

Thank you.

⌚ 1 ½ mins

_____ (Candidate A), please comment or ask _____ (Candidate B) any questions that you have.

Thank you. _____ (Assessor), do you have any comments or questions? [Wait for end of interaction.]

Assessor: Thank you.

[Retrieve Candidate B's booklet.]

SPEAKING AND LISTENING | LEVEL 1

⌚ 5 mins overall

Phase 2a

In this part of the test, you are going to listen to two recordings and answer some questions. All right?

You are listening to college students giving talks about work experience they've done.

Listen to the first student, talking about her experience of working in a sports centre, and answer these questions. You can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate A*), where is the sports centre? [*short pause*] And what did the student find **most** difficult about her work experience?

_____ (*Candidate B*), how did the student feel about the job **before** she started it? [*short pause*] And what advice does she give to other students?

[*Pause for up to 10 seconds to allow time for notes.*]

All right? Listen to the first student. [*Indicate CD player and play CD.*]/[*Play recording A.*]

Recording A

Woman: 'I did my work experience last April. I was originally meant to work in a hotel near my college, but that didn't come to anything, so I tried the sports centre, and they had a vacancy for me which was convenient as it's very close to my house, but I wasn't sure I would like it. I was never very good at sport when I was at school – I was always worried I wouldn't be picked for matches – but in the time leading up to my work experience I was actually very excited and it all went well. They gave me a range of things to do like fitness training with children and various office tasks. It wasn't all great – cleaning the showers wasn't much fun, for instance, but my main problem was answering the phone at reception – it was just a bit frightening at first. Some students see work experience in a sports centre as a chance to get away from college and have a bit of fun, but anyone thinking of doing it should be prepared to work hard, that's my view. But having said that I really think that the time I spent there...'

_____ (*Candidate A*), where is the sports centre? [*Wait for response.*] And what did the student find **most** difficult about her work experience?

_____ (*Candidate B*), how did the student feel about the job **before** she started it? [*Wait for response.*] And what advice does she give to other students?

Thank you.

Now listen to the second student, talking about his work experience, and answer these questions. Again, you can make notes [*Indicate paper.*] if you want to.

_____ (*Candidate B*), how long did the student's work experience last? [*short pause*] And who did he make friends with during his work experience?

_____ (*Candidate A*), what kind of company did the student work for? [*short pause*] And how was his work experience useful to him?

[*Pause for up to 10 seconds to allow time for notes.*]

SPEAKING AND LISTENING | LEVEL 1

All right? Listen to the second student. [*Indicate CD player and play CD.*]/[*Play recording B.*]

Recording B

Man: 'I did my work experience 6 months ago and I got a lot out of it. I did it for three weeks at the end of the spring term. I'm studying accountancy because I'd like to work in a bank eventually, but I was offered this placement at a computer company, which seemed OK at the time because I thought I'd get to see some interesting software. As it turned out, they gave me mainly general office work – filing, photocopying and so on. I was treated well by most of the staff – including the office manager who supervised me – but I got to know another student who was working there at the time and I still meet up with him quite often. But getting back to the experience itself, I couldn't really say it helped my career a lot, but what it did do was it gave me more confidence and that was definitely a good thing in my case ...'

_____ (*Candidate B*), how long did the student's work experience last? [*Wait for response.*]
And who did he make friends with during his work experience?

_____ (*Candidate A*), what kind of company did the student work for? [*Wait for response.*]
And how was his work experience useful to him?

Thank you.

Key to Phase 2a

Recording A:

Candidate A:

Where is the sports centre?
(very) close to her/the woman's house

What did the student find most difficult about her work experience?
answering the phone (at reception)

Candidate B:

How did the student feel about the job before she started it?
(very) excited/she wasn't sure she'd like it

What advice does she give to other students?
(be prepared to) work hard

Recording B:

Candidate B:

How long did the student's work experience last?
three weeks

Who did he make friends with during his work experience?
(another) student (who was working there)

Candidate A:

What kind of company did the student work for?
(a) computer (firm/company)

How was his work experience useful to him?
(it gave him) (more) confidence

SPEAKING AND LISTENING | LEVEL 1

⌚ 7 mins overall

Phase 2b

⌚ approx. 2.5 mins

Now you're going to plan something together. I'd like you to imagine that a friend of yours is coming to the UK to work and learn English. Your friend has asked you to help him to find a suitable job. *[Hand out candidate booklet open at correct page.]*

First, discuss these possible jobs and choose the one you think would be best for your friend. *[Read out ideas while pointing at first box in candidate booklets.]*

Then make decisions about these things. *[Read out decision prompts while pointing at the second box.]*

You have two minutes to talk to each other about this, so don't worry if I interrupt you.

*[Withdraw eye contact to signal that candidates should start. If candidates do not start within 10 seconds, ask: **Would you like to start now?**]*

Possible jobs?	Decide:
<ul style="list-style-type: none"> • a waiter • a cleaner • a bus driver 	<ul style="list-style-type: none"> • how to find a job for your friend • how many hours a week would be good • what your friend can do to prepare

So, what have you planned? *[Encourage both candidates to contribute]*

⌚ approx. 30 seconds

Thank you.

[Retrieve candidate booklets.]

SPEAKING AND LISTENING | LEVEL 1

🕒 approx. 4 mins

Finally, we're going to talk together about the experiences people have when they start a new job. What can be enjoyable about starting a new job?

[Using the prompts below, and adapting where necessary to respond naturally to contributions, engage in three-way discussion.]

Starting a new job – extension questions

- What problems can people face when they start a new job? (Why?)
- What can companies do to help people when they start a new job?
- How did you feel when you started work? (What did you find difficult?)

[Ask further questions as necessary.]

Thank you. That is the end of the test.

READING | LEVEL 1



CAMBRIDGE ENGLISH
Language Assessment
 Part of the University of Cambridge

Centre Number Candidate Number

Candidate Name _____

--	--

Cambridge English: ESOL Skills for Life

ESOL Skills for Life Reading Level 1

D710

Sample Test A

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number in the spaces at the top of this page and on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 40 questions in this paper.

Each question carries 1 mark.

BLANK PAGE

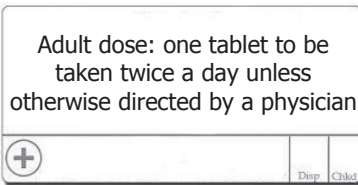
READING | LEVEL 1

Part 1

Questions 1 – 6

Look at the text in each question. What does it say?
For each question, mark the correct answer **A**, **B** or **C** on your answer sheet.

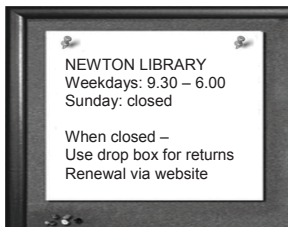
1



These instructions mean that

- A** you should take two tablets each day.
- B** you may give these tablets to children.
- C** you must ask your doctor how many tablets to take.

2



This notice tells you that

- A** you may borrow books seven days a week.
- B** you can return books at any time.
- C** you must renew books online.

3

Turn over ►

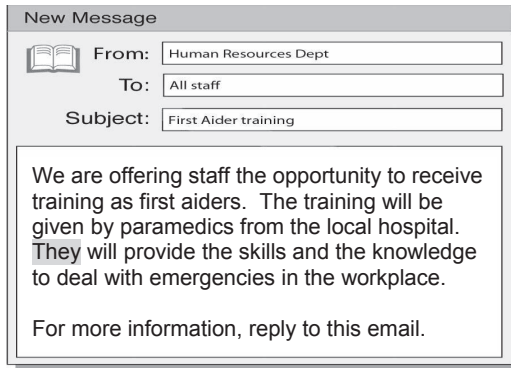
3



This notice tells staff they

- A** can obtain paper from the Services Department.
- B** must call the technician on a Monday.
- C** may fit replacement cartridges themselves.

4



Who does **They refer to?**

- A** the Human Resources Dept
- B** the paramedics
- C** the staff

READING | LEVEL 1

5



Which person is most suitable for this job?

- A someone who is looking for his first job
- B someone who goes to college on a Friday morning
- C someone who used to work in a bookshop for three years

6



This notice instructs passengers to

- A ask permission before sitting in the seat.
- B offer the seat to certain passengers.
- C ensure that only people in need sit in the seat.

Part 2

Questions 7 – 11

Look at the following reviews of theme parks and questions.
For each question, mark the correct answer **A, B, C** or **D** on your answer sheet.

LEGOLAND

Legoland is the UK's most unique theme park. It was opened in 1996 and features over 53 million Lego bricks. Situated in the south of the UK, it is 2 miles from the centre of Windsor. Children between the ages of 6 and 13 years can visit The Dragon Driving School and master road skills. They will earn their very own driving licence. Legoland accepts all major credit and debit cards, and there are cash machines located around the park.

DRAYTON MANOR

Drayton Manor is the UK's largest family-owned theme park. It is situated near Birmingham and Coventry, in the very heart of the country. Visit Thomas Land, where special events and train rides are organised during July and August; see rare and exotic animals from tigers and chimps to penguins and parrots. Check the website for opening and closing times. British weather is _____, so come prepared for anything. If it rains, we can supply ponchos.

THORPE PARK

Thorpe Park is the UK's most thrilling theme park and has some incredible rides. During October there are terrifying Fright Nights which only the brave will survive. Thorpe Park is 20 miles from London; leave the M25 at junction 11 or junction 13. For visitors who want to extend their stay, there's The Crash Pad near the entrance, a hotel whose facilities include ensuite bathrooms, flat-screen TVs and WiFi.

ALTON TOWERS

Alton Towers is the UK's most popular theme park and has great rides. There are plenty of attractions for all ages, and beautiful gardens where you can enjoy a relaxing stroll. The park is situated in the heart of the UK near Manchester and Birmingham and can easily be reached by train and bus. It opens daily at 9.30 between mid-March and mid-October. Family tickets are available, and you can save money by booking online.

CHESSINGTON WORLD OF ADVENTURES

Chessington is the ultimate family theme park with legendary rides and a fabulous zoo which includes a sea-life centre. It is within easy reach of London, and it will cost only £2 for an all-day parking ticket. The park opens daily at 10am, but closing times vary throughout the year, so check the website for details. There are three great gift shops for wonderful souvenirs of your visit.

READING | LEVEL 1

- 7 At how many theme parks can visitors see animals?
- A 1
 - B 2
 - C 3
 - D 4
- 8 At which theme park are there special events in the autumn?
- A Legoland
 - B Drayton Manor
 - C Thorpe Park
 - D Alton Towers
- 9 Which review mentions public transport?
- A Legoland
 - B Drayton Manor
 - C Thorpe Park
 - D Alton Towers
- 10 What does **whose** refer to in the review of Thorpe Park?
- A hotel
 - B entrance
 - C facilities
 - D bathrooms
- 11 Which word should be used to fill the gap in the review of Drayton Manor?
- A undesirable
 - B unfavourable
 - C unpredictable
 - D uncomfortable

Part 3

Questions 12 – 16

Look at the following draft leaflet and questions.
For each question, mark the correct answer **A, B, C** or **D** on your answer sheet.

PROPOSED NEW BY-PASS ROAD

Paragraph 1

The County Council's plans to tackle the traffic problems to the south of Barkston and around the railway station have now been submitted. In addition to relieving congestion at the level crossing, the proposed by-pass road will also

- reduce _____ for motorists leaving the station at busy times
- increase opportunities for walking and cycling
- improve the reliability of bus services

Paragraph 2

The plans were brought together following extensive public consultation earlier in the year. This involved an exhibition which featured numerous plans and drawings. Following this consultation, no major changes were made to the scheme. A number of suggestions to improve cycling infrastructure have been made by members of the public. These suggestions have all been **taken into account** by the planning committee. The council would like everyone to know that these ideas will be developed through separate plans.

Paragraph 3

County Councillor Tom Henderson, a member of the planning committee, said, 'We've worked extremely hard to develop plans which minimise the impact on the landscape and historical setting of the town's castle. All through the design process, the architects have aimed to create a scheme which will be an asset to the area.'

Paragraph 4

The leader of the District Council, Martin Grimshaw, said, 'Building the by-pass road will bring real benefits to the town. Some people are worried about the expenditure, but it is estimated that the by-pass road will save two-and-a-half times its cost in a matter of twenty years or so.'

The planning process is likely to take 16 weeks.

READING | LEVEL 1

- 12 What is the purpose of the leaflet?
- A to persuade
 - B to entertain
 - C to inform
 - D to instruct
- 13 Which word should be used to fill the gap in paragraph 1?
- A delays
 - B spaces
 - C costs
 - D roads
- 14 Which word could be used instead of the phrase **taken into account** paragraph 2?
- A changed
 - B forgotten
 - C explained
 - D considered
- 15 Look at paragraph 3. Which word in the paragraph means 'effect'?
- A impact
 - B process
 - C scheme
 - D asset
- 16 What is the main point about the by-pass in paragraph 4?
- A It will be expensive.
 - B It will take 20 years to build.
 - C It will have financial advantages.
 - D It will bring more people to the town.

Part 4**Questions 17 – 21**

Look at the following article from a student magazine and questions.
For each question, mark the correct answer **A, B, C** or **D** on your answer sheet.

As soon as I started my college course, I began to look for some work experience. It was a full-time course, but I had a free day each week. I wanted to do all I could to make myself employable. I'm like many students, I think. We all know jobs are difficult to find these days. The thought of leaving college with a certificate to say I was qualified, but with no job to go to was alarming. **This** encouraged me to go out and look for work experience placements.

I had several different placements. I decided I must make the most of every opportunity. I quickly realised that the way to impress potential employers is to show that you are ready to work hard. They don't want someone who just does what they are asked and makes the tea. I took every placement I was offered even if it wasn't to do with my course. Sometimes I wrote to firms that hadn't even advertised.

Among the things I did were working at a radio station and on a local newspaper. I think it's been more useful than just reading books. You do need to study, of course, but college doesn't teach you everything. The very best thing is that I have much more confidence now. I'm ready to tackle anything. My CV looks better too. While I was working at the radio station, I met a lot of interesting people. Some of them may help me find work in the future. I certainly recommend getting some work experience while you're studying.

READING | LEVEL 1

- 17 What is the writer trying to do in this article?
- A outline the difficulty of finding work
 - B stress the value of work experience
 - C explain the success she's had at work
 - D describe some interesting work she's done
- 18 What does the word **This** refer to in the first paragraph?
- A knowing she'd have a good qualification
 - B getting to the end of her course
 - C fearing she wouldn't find a job
 - D having plenty of spare time
- 19 The writer thinks the best way to get a work experience placement is to
- A show possible employers how keen you are.
 - B apply for as many jobs as possible.
 - C choose work related to your studies.
 - D read advertisements very carefully.
- 20 The writer says the most useful thing she has gained from work experience is
- A an impressive CV to show employers.
 - B the support of several helpful friends.
 - C a more positive and confident attitude.
 - D a practical skill you can't learn from books.
- 21 Which of the following would be the best title for this article?
- A How to tackle your first job
 - B How to present an effective CV
 - C How to get the most from student life
 - D How to prepare for the world of work

Part 5

Questions 22 – 28

Look at the following magazine article and questions.
For each question, mark the correct answer **A, B, C** or **D** on your answer sheet.

MESSAGES IN BOTTLES

I once saw a TV programme at college about a scientist who used 'drift bottles' to plot ocean currents. It was a rather boring programme. I was more interested to read an article about someone who found a bottle on a beach with a message inside. Like the drift bottles, it had been thrown into the sea – but 21 years before. I decided to find out more about such bottles.

I wondered what sort of people put messages in bottles, and why they toss them into the sea. I asked myself how many of these bottles would ever be found, and where they would end up. Glass bottles are easily broken, so how is it that they don't get smashed by the waves? All this came to my mind when I started work on this intriguing research.

An early message in a bottle was thrown into the sea by Christopher Columbus during a terrible storm. He wrote about his discovery of America and asked that his message should be sent to the Queen of Spain. He wanted the news to reach her, but he thought he might be drowned in the storm. In fact, he survived but the bottle was never found.

I would be excited to find a message in a bottle, but in the 16th century, it could be dangerous. In those days, the British navy used messages in bottles to send information about the enemy. When Queen Elizabeth I found out that a boatman had opened a bottle containing one of these secret messages, she created a new job, Uncorker of Ocean Bottles. I was amazed to learn that anyone else who opened a bottle could be sentenced to death. It seems very strange to us now.

A long time ago, before dating websites existed to help people find partners, a sailor in Sweden put this message in a bottle – 'To someone beautiful and far away.' It was found by a young woman in Sicily. She answered the message – 'I am not beautiful, but it seems a miracle I found your message.' They began to write letters to each other, and eventually got married.

If you're ever lost at sea, it won't hurt to put a message in a bottle. Unfortunately, it's not very likely that this will lead to your rescue. You never know where a message in a bottle will end up or how long it will take to get there. For example, once two bottles were dropped into the sea at the same time and at the same place off the coast of Brazil. One bottle travelled east and after 130 days was found on a beach in Africa. The other took 190 days to arrive safe and sound in Nicaragua.

Nowadays it's easy to communicate with anyone anywhere in the world, but I think people will still go on tossing bottles with messages into the ocean and seeing where the winds and the waves will carry them. And how romantic it would be to find a bottle with a message inside!

READING | LEVEL 1

- 22 Why did the writer do some research into bottles thrown into the sea?
- A She had read an article about one.
 - B She had found a message in one.
 - C She had seen a TV programme about them.
 - D She had to do a project on them at college.
- 23 What could replace the words **All this came to my mind** in the second paragraph?
- A These were stories I remembered
 - B These were things I worried about
 - C These were questions I asked myself
 - D These were theories I investigated
- 24 According to the writer, why did Christopher Columbus put a message in a bottle?
- A He was convinced he would die at sea.
 - B He hoped his message would reach land.
 - C He was eager for his discovery to be celebrated.
 - D He wanted the Queen of Spain to reward him.
- 25 When the writer learnt about the 16th century penalty for opening bottles, she was
- A frightened.
 - B amused.
 - C excited.
 - D surprised.
- 26 Why did the young woman in Sicily reply to the Swedish sailor's message?
- A She felt she fitted his description.
 - B She wanted to have a pen friend.
 - C She couldn't access a dating website.
 - D She was impressed by the bottle's journey.
- 27 Why does the writer mention the bottles thrown into the sea in Brazil?
- A to highlight the random nature of a bottle's journey
 - B to emphasise how strong the bottles were
 - C to underline how far bottles can travel
 - D to recommend throwing a bottle into the sea if you're shipwrecked
- 28 Which word could be used instead of **seeing** in the final paragraph?
- A following
 - B guessing
 - C discovering
 - D realising

Part 6

Questions 29 – 40

Look at the following questions and magazine article about four men who work from home, rather than in an office.

For each question, choose from the men **A – D**. The men can be chosen more than once.

There is an example at the beginning (**0**).

Mark your answers on your answer sheet.

Which person says

- he now works both at home and in an office? 0 A
- he dislikes the design of modern offices? 29
- he used to work longer hours at home? 30
- he doesn't work from 9 a.m. to 5 p.m. as a home worker? 31
- he gets a lot of pleasure from visits to the office? 32
- he liked the chance to snack when he first worked at home? 33
- most conversations at the office are a waste of time? 34
- home workers must be able to contact each other easily? 35
- office workers can be very thoughtless? 36
- some home working schemes have not worked out very well? 37
- home workers are less likely to be promoted? 38
- organising home workers needs special skills? 39
- sometimes face-to-face contact with colleagues is best? 40

READING | LEVEL 1

WORKING FROM HOME

Four British men write about the advantages and disadvantages of being a home worker.

A John

Two years ago I started working from home all the time. At first I enjoyed being at home. I could raid the fridge when I wanted to and wear whatever I liked. It's nonsense to say that people who work at home waste time. I worked extra hours so I wouldn't be called lazy. However, after a bit I missed meeting with my colleagues. Sometimes you want an answer straightaway without waiting for an email. Now I've moved into an office and just do one or two days a week at home. I feel I work better because I'm not in the same place all day every day. I agree with people who say that a bit of both, working at home and in an office, is the best arrangement.

B Simon

I work at home for a company that has closed several offices. This happened after a major restructure. Some companies that introduced home working have not had much success. I don't think they should go back to making all their employees work in offices. It would be better to retrain their managers. Managers who deal with home workers have got to be able to develop a team spirit among people who work in different places. They must be in regular communication with people in their teams, but not always be checking up on them. My company has offices all around the UK and has provided excellent communication technology for people who live at opposite ends of the country. This is essential.

C James

Talking with colleagues at the office is enjoyable and can be useful. However, most of the talking done in offices is time-wasting and nothing to do with work. Sometimes it's very annoying. I admit I am biased. I've worked at home for over twenty years. Every three months I have to go into the office for a couple of hours. I thoroughly enjoy the time I spend there. It's all good fun, but I'm really surprised to see how much time people waste there. Home working is not a good choice for people who want to do very well in their careers. I haven't had great success in my job, but I've been at home to see my children grow up. It all depends on what you think is important in life.

D Paul

I used to find it difficult to work in an office. I used to be interrupted nearly all the time. People often stood behind my desk and had loud conversations. They didn't think about the difficulties they caused to others. I'm a software developer and I really have to concentrate on my work. These days lots of offices are open-plan and inconvenient, sometimes without any partitions. I find I work much better at home where I can control my timetable. Sometimes I do go and take a break in the sunshine, but sometimes I go on working until 10 in the evening. If you abuse the trust your company has in you by sitting in front of the TV all day, there will be problems. However, you should really have the discipline to carry on with your work no matter where you are.

**Cambridge English: ESOL Skills for Life
Reading Level 1
Sample Test A mark scheme**

Question Number	Answer Key	Question Number	Answer Key
1	A	21	D
2	B	22	A
3	C	23	C
4	B	24	B
5	C	25	D
6	B	26	D
7	B	27	A
8	C	28	C
9	D	29	D
10	A	30	A
11	C	31	D
12	C	32	C
13	A	33	A
14	D	34	C
15	A	35	B
16	C	36	D
17	B	37	B
18	C	38	C
19	A	39	B
20	C	40	A

READING | LEVEL 2



CAMBRIDGE ENGLISH
Language Assessment
 Part of the University of Cambridge

Centre Number

Candidate Number

Candidate Name _____

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Cambridge English: ESOL Skills for Life

ESOL Skills for Life Reading Level 2

D713

Sample Test A

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number in the spaces at the top of this page and on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 40 questions in this paper.

Each question carries 1 mark.

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READING | LEVEL 2

Part 1

Questions 1 – 6

Look at the following three extracts and questions.

For each question, mark the correct answer **A**, **B**, **C** or **D** on your answer sheet.

The extract for **questions 1** and **2** is from a magazine article.

Anthony Caro

The pieces of steel, rescued from the London shipping docks, made a trapezoid, a circle and a square. In 1960, the English sculptor Anthony Caro put them up on chairs in his garage in Hampstead, north London, and found, to his increasing happiness, that when they were just stuck together, he had a sculpture. It did not look *like* anything; it was not *about* anything. It was just something that looked good. He painted it dark brown and grey, put it out in the courtyard and called it 'Twenty-Four Hours'.

He had taken years to reach this point: to produce a sculpture that had nothing to do with human figures, or with clay or stone. It seemed a smallish breakthrough. 'Twenty-Four Hours' became a series of extraordinary pieces in which painted beams and rods of steel, heavy as they were, seemed to float in space. When they were shown at the Whitechapel Art Gallery in the capital in 1963, they caused a sensation. Suddenly, sculpture could go in any direction at all.

1 What does the writer suggest about Caro's sculpture in the first paragraph?

- A It was based on complex mathematical ideas.
- B Transporting it proved to be a major obstacle.
- C The sculptor was amused by the way it looked.
- D Its simplicity was what appealed to the sculptor.

2 The writer suggests that Caro's sculpture was significant because it

- A gave sculptors the freedom to experiment.
- B showed how unusual materials could be used to represent people.
- C led to sculptures being presented in galleries in new ways.
- D proved that the public can appreciate difficult works of sculpture.

The extract for **questions 3 and 4** is from a newspaper article.

English History

Learning about English history cannot be anything but exciting. This is because from the time when Germanic Angles and Saxons first pushed westwards across ancient Britain after the Romans left the country in the fifth century, no country has had such an eventful past. The English were a remarkable people, asserting their power and spreading their culture first across the British Isles and then round the world. They showed a confidence, sometimes an arrogance, which in the 19th and early-20th centuries led them briefly to conquer the world.

One common theme in the history of England is the struggle for power between people in authority and local people. Almost everything we remember about English history concerns this struggle: for example, the Archbishop of Canterbury Thomas Becket's fatal disagreements with King Henry II in 1170; the signing of the Magna Carta, which limited the monarch's power by law; and the campaign for women to be given the right to vote. A version of this struggle has existed in every generation.

- 3** What is the writer doing in the first paragraph?
- A** explaining his enthusiasm for English history
 - B** questioning the true origins of English history
 - C** arguing for a global perspective on English history
 - D** highlighting the role of individuals in English history
- 4** What point does the writer make about the struggle for power in England?
- A** It was more of a serious problem in the past.
 - B** It explains people's interest in royalty.
 - C** It continues to be important in the country's history
 - D** It can help us understand people's behaviour.

READING | LEVEL 2

The extract for **questions 5 and 6** is from the introduction to a book.

William Shakespeare's life

My aim in this book is to show everything that can be known of the life of the English poet and playwright William Shakespeare (1564–1616) at present, and to offer some interpretations of his writing in relation to his life. I have tried to supply an objective, up-to-date report on the available facts, and to add new and relevant material. But unlike other biographies, this one avoids imagining for Shakespeare political roles, relationships, or colourful tales not in the factual record. Imaginative reconstructions of his life can be amusing; but for me, they are hardly ever convincing.

The attempt to understand Shakespeare's life is not new – a start was made with Nicholas Rowe's forty-page work in 1709. Since then, a major challenge for biographers has been to collect what is known about the playwright and to separate facts from myths and errors. This work continues today. What I have found is that the factual truth is more exciting and fascinating than anything so far dreamed up about him.

- 5 What does the writer say about this biography in the first paragraph?
- A He avoided discussing Shakespeare as a public figure.
 - B He was influenced by the most recent theories about Shakespeare's life.
 - C He attempted to show that all aspects of Shakespeare's life are uncertain.
 - D He made an effort to ignore fictional details about Shakespeare's life.
- 6 What does the writer suggest about writing biographies of Shakespeare in the second paragraph?
- A There is very little usable evidence left to work with.
 - B Some people have misrepresented the available evidence.
 - C It is difficult to look at the available evidence with fresh eyes.
 - D The same piece of evidence can be interpreted in different ways.

Part 2**Questions 7 – 12**

Look at the following extracts from an application to university and questions. For each question, mark the correct answer **A**, **B**, **C** or **D** on your answer sheet.

Extract A

I grew up in a family of entrepreneurs: my father established and runs a successful clothing company in Turkey, for which both my elder brothers work as senior managers. I was therefore introduced to business concepts and procedures at an early age, and it was inevitable that I would choose Business Management for my undergraduate studies at university. My ultimate goal is to help the family firm expand into new regions of my country, using the skills and knowledge I would gain from the course.

In order to develop my knowledge of business, I am currently undertaking an A-level qualification at City College in Business Studies. It has given me a detailed understanding of the basic principles of how to run and manage a business effectively. Recently, I produced a 1,200-word assignment in which I performed an in-depth analysis of how the political, economic, social, technological, environmental and legal environment is affecting the performance of a multinational company. At the moment, I am conducting independent research into the importance of appropriate financial planning.

Extract B

Ipek had a successful first term on the programme overall and has shown a lot of potential as a student of Business Management. For her compulsory assignment, she was able to conduct independent research and draw on a range of academic reading and writing skills in order to produce a highly competent analysis of a multinational company. Particularly impressive was the way she demonstrated thorough knowledge of how different theories can be applied to real-world situations.

Ipek is a lively and conscientious student who is always well-prepared for her classes. Her commitment to her studies is plain to see, and she clearly understands how her A-level course is preparing her for her chosen university course, of which she has spoken many times with passion and enthusiasm. She is well-liked by all her tutors and fellow students, and is not shy of taking responsibility; it was therefore unsurprising that she was elected Class Representative by her peers. I have no doubt that she has selected the right programme and fully recommend her to your institution.

READING | LEVEL 2

- 7 The main purpose of both **Extract A** and **Extract B** is to highlight the applicant's
- A academic potential.
 - B previous qualifications.
 - C ability to communicate.
 - D professional experience.
- 8 What is mentioned in **Extract A** but not in **Extract B**?
- A what kind of work experience Ipek has completed
 - B the different subjects that Ipek is studying at college
 - C the business that Ipek has already set up
 - D how Ipek developed an interest in her subject
- 9 In the first paragraph of **Extract A**, Ipek says that
- A she was encouraged to study business by her father.
 - B she has helped her brothers to run the family business.
 - C she wants to set up branches of her family business abroad.
 - D she was very young when she first began learning about business
- 10 What does the writer say about Ipek in the second paragraph of **Extract B**?
- A She is keen to help her classmates with their studies.
 - B She recognises the importance of her current course.
 - C She has learned to take a more active role in college life.
 - D She is considered by her tutors to be the most reliable student.
- 11 What is the best description of the language used in both **Extract A** and **Extract B**?
- A believable
 - B reliable
 - C persuasive
 - D realistic
- 12 What kind of text is **Extract B**?
- A a proposal
 - B a reference
 - C a statement
 - D a notification

Part 3

Questions 13 – 18

Look at the following text and questions.

For each question, mark the correct answer **A, B, C** or **D** on your answer sheet.

1. The Landlord agrees to let to the Tenant the room in the flat, described as 32 City Avenue, London, AK23 12SZ (the 'Property'), for use as residential premises only.
2. Neither the Property nor any part of the Property will be used at any time during the term of this Agreement by the Tenant for the purpose of carrying out any business, profession or trade of any kind, or for any use other than as a private residence.
3. The Tenant will have exclusive use of the room but will share with the other occupiers of the Property the use of the facilities and common parts of the Property (including bathroom, toilet, kitchen and sitting room facilities).
4. No pets or animals are allowed to be in or about the Property without the **prior** written permission of the Landlord, which should be obtained at least two weeks in advance.
5. Subject to the terms of this Agreement, the Tenant is **entitled to** the use of parking (the 'Parking') on or about the Property. However, only properly insured motor vehicles may be parked in the Tenant's space.
6. The Landlord has supplied and the Tenant agrees to use and maintain in reasonable condition, normal wear and tear excepting, the furnishings noted in the inspection report completed before the Tenant took possession of the Property.

READING | LEVEL 2

- 13 What is this text?
- A a notification of sale
 - B a letter of occupancy
 - C a tenancy agreement
 - D a rental verification letter
- 14 What information does this text give?
- A the value of the property
 - B the number of people who live in the building
 - C when communication with the landlord is necessary
 - D what kinds of documents the landlord needs to see
- 15 According to the text, it is not allowed to
- A use the property for business.
 - B replace the furniture in the property.
 - C keep certain kinds of animals in the property.
 - D park in the landlord's space outside the property.
- 16 What does **prior** in section 4 mean?
- A directly expressed in writing
 - B in case something is impossible
 - C before something else happens
 - D discussed in detail with someone
- 17 What does **entitled to** in section 5 mean?
- A have the right to do something
 - B permitted to ask for something
 - C given the power to control something
 - D allowed to make suggestions about something
- 18 Which is the best word to describe the language used in the text?
- A academic
 - B technical
 - C financial
 - D legal

Part 4

Questions 19 – 25

Look at the following article written by Michael Owen, a successful football player, and questions. For each question, mark the correct answer **A**, **B**, **C** or **D** on your answer sheet.

It's almost every young boy's dream to become a professional footballer, but there are millions of things that need to go right to make it all the way to the top. Having played for some of the world's biggest clubs during my career, I often get asked for advice from kids and their parents. I usually find myself at a loss for words – there are so many different ways to succeed and just because I made it, doesn't mean that following my path exactly is the only way.

I believe that reaching the peak of any profession on your own is almost impossible. The support of friends gives you a small chance; having the support of your whole family, while being guided by a dad like mine, makes it hard to fail. My dad, Leslie Terence Owen, was a professional footballer for 15 years. He's the person more than anyone else whom I credit for making me the man I am. From the minute he saw something in me that was different, we formed an unbreakable bond and an understanding between us that hardly required a word to be spoken.

My main motivation became to please my dad. Playing well – putting in a good tackle, making a nice pass or scoring a great goal – meant nothing in itself. Looking over to where dad was standing behind the goal and being acknowledged by a nod or a wink meant the world to me. When I played poorly or did something wrong, he couldn't hide his disappointment. He would never shout, but he wouldn't talk to me. I don't think it was intentional, but I always felt I'd let my best mate down and it hurt badly.

I know that a lot of people reading this will disapprove of me being made to feel as if I always needed to impress my dad, given that football and other sports are supposed to be fun, especially when played at a young age. But remember, I have two brothers who went through the same thing. Not making it as professional footballers didn't scar them, and dad never showed any preference for me over them. I simply knew how much playing well meant to him, and so I tried my best.

I believe being put under pressure is good. If you don't learn to cope with pressure at a young age, then how are you supposed to deal with it later in life? Earning a living, raising a family, performing in a highly pressurised job are all things we need to be able to handle. Of course, there are different levels of pressure, and young children can't be expected to deal with everything life may throw at them. But in my view, there's nothing wrong with gradually increasing what to expect from them as they grow older.

Winning is good; hurting when you lose is even better. These are emotions that should be experienced and stored in the back of your mind at an early age so you're in no doubt as to how you want to feel in the future. I hate it when I hear people saying that it's the taking part that counts. Of course, everyone should enjoy what they're doing. If it's not fun, they won't want to continue taking part and improving. That said, one thing I've learned is that winning is a whole lot more fun than losing.

READING | LEVEL 2

- 19 Michael Owen says that when he is asked for professional advice, he
- A has difficulties knowing what to say.
 - B tries to discourage people from doing what he did.
 - C talks about the footballing careers of others.
 - D tells people to avoid having unrealistic expectations.
- 20 In the second paragraph, Michael Owen says that his dad
- A taught him that all jobs are equally difficult to do.
 - B never allowed him to forget the importance of his family.
 - C disliked talking about anything unrelated to football with him.
 - D made him believe that he would be successful.
- 21 Michael Owen says that his dad's reactions to his performance on the football pitch
- A discouraged him from giving up.
 - B made him feel guilty for losing a game.
 - C varied significantly from match to match.
 - D determined whether he was satisfied or not.
- 22 What is Michael Owen doing in the fourth paragraph?
- A promoting competitive sports for children
 - B defending the way he was brought up
 - C rejecting criticism of his brothers
 - D encouraging more fathers to get involved in football
- 23 What does Michael Owen suggest about experiencing pressure as a child?
- A It raises confidence.
 - B It focuses the mind.
 - C It teaches financial responsibility.
 - D It develops essential skills.
- 24 What does Michael Owen say about the feeling you have when you lose?
- A It is the most difficult thing to forget.
 - B It can make you less motivated.
 - C People are correct to dislike it.
 - D Some people exaggerate it.
- 25 Which would be the best title for the article?
- A Becoming a professional footballer
 - B The life of a professional footballer
 - C Tips for professional football coaches
 - D How to succeed in professional football

Part 5

Questions 26 – 40

Look at the following questions and extracts from a school inspection report.
 For each question, choose from the extracts **A – D**. The extracts can be chosen more than once.
 There is an example at the beginning (**0**).
 Mark your answers on your answer sheet.

Which extract mentions

- how the children are made aware of global concerns? 0 D
- the enthusiasm of staff teaching particular subjects? 26
- the open-minded atmosphere at the school? 27
- making use of the children’s strengths to motivate them? 28
- teachers commenting positively on the children’s efforts? 29
- the responsibility given to an individual to supervise colleagues? 30
- how a particular activity demonstrated the positive impact of a skilled teacher? 31
- children being given positions of responsibility? 32
- providing personal learning programmes for individual children? 33
- taking advantage of the equipment available at the school? 34
- the respectful way the children treat other children? 35
- documents outlining how children are expected to improve? 36
- using data on children to organise learning activities? 37
- how children demonstrated understanding of a certain concept? 38
- children’s achievements going beyond certain standards? 39
- the creativity that children demonstrated in their interpretations of something? 40

Heathside Primary School Inspection Report

A

One reason why the children at this school are able to make exceptional progress is because the head teacher plays a key role in working with teachers, support teachers, parents and carers to address the educational needs of every pupil. The adults are used excellently in all lessons, which is particularly beneficial for those who have disabilities or specific learning needs. Evidence from the children's work books indicates that excellent progress is made across all subjects, with some results, particularly in numeracy, far exceeding expected levels. The existing abilities and knowledge of all children are thoroughly established at the beginning of the year and the information gathered is fully integrated into lesson planning. Children's interests, skills and abilities are consistently built upon and extended through high-quality learning experiences, which gives children a real thirst and enthusiasm for learning that continues throughout their time at school.

B

The richness, breadth and diversity of the curriculum enable pupils to develop an extensive range of knowledge and skills. Lesson plans show clear progression for all pupils. There is a strong focus on literacy, numeracy, science and ICT across the school, and the lessons are taught by subject specialists. They demonstrate expertise and passion for their subject, which has a very positive impact on stimulating and engaging all pupils. For example, music lessons are taught by a highly competent musician who demonstrates the ability to adapt his teaching to all age groups. Consequently, pupils develop a strong interest in music and performing; this was seen in the high levels of confidence demonstrated by the youngest pupils during a nursery concert performed for parents and carers.

C

Teachers have exceptional subject knowledge and lessons are extremely well-planned and appropriately paced. This means pupils consistently remain interested. There was plenty of evidence for this – for example, in one Year 1 numeracy lesson, pupils took an extremely active part in comparing the amount of liquid different containers can carry. All pupils were actively engaged in making predictions and comparisons, which showed that they had thoroughly grasped what they had been taught. Similarly, a Year 6 literacy lesson enabled pupils to offer highly imaginative and thoughtful responses to English poetry. Pupils from the Reception class onwards enjoy French lessons with a native French speaker and the lesson is taught entirely in French. All classrooms are extremely well-resourced and teachers make excellent use of interactive whiteboards to support their teaching and make pupils' learning more engaging. Specialist teaching support is available in all lessons, and the Special Educational Needs Coordinator manages a team of highly qualified staff, including a speech and language therapist who regularly visits all classes and assists pupils who may require additional support. Adults provide exceptional levels of praise, making pupils feel valued and acknowledged.

D

One of the most significant features of the school is the happy atmosphere in all classes. The vast majority of parents and carers strongly agreed with the statement 'My child is happy at school'. Behaviour is excellent; pupils are kind and polite to one another, relate to adults extremely well, and pupils have high levels of confidence, which is reflected in the unusually high attendance levels. The owner has ensured that there is a tolerant and caring environment. Pupils frequently reflect on the needs of others – for example, through topics such as 'Celebrating our differences'. Pupils also learn about appropriate behaviour through different roles, such as being a member of the school council. Moreover, all pupils learn about issues in the wider world through the school's many international links – for example, primary schools in South Africa, Japan and France. The school community reflects a multicultural population and all pupils and staff work together in harmony. Pupils' cultural development is developed through many visits to places of interest, such as the London museums and through the celebration of different festivals such as Rosh Hashanah and Diwali.

**Cambridge English: ESOL Skills for Life
Reading Level 2
Sample Test A mark scheme**

Question Number	Answer Key	Question Number	Answer Key
1	D	21	D
2	A	22	B
3	A	23	D
4	C	24	C
5	D	25	A
6	B	26	B
7	A	27	D
8	D	28	A
9	D	29	C
10	B	30	C
11	C	31	B
12	B	32	D
13	C	33	A
14	C	34	C
15	A	35	D
16	C	36	B
17	A	37	A
18	D	38	C
19	A	39	A
20	D	40	C

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