

Cambridge ESOL Certificates in Skills for Life
Speaking and Listening Mode
Entry 3 Sample Tasks Sample Paper 2

Please note: With the exception of the Task Sheet in Phase 2a, this sample test frame will be used only by the interlocutor. It will not be shown to the candidates.

⌚ 4 – 5 minutes

Phase 1a

Entry 3, Phase 1, Task 1

Hello. My name is _____ (interlocutor), and this is my colleague _____ (assessor).

[Ask Candidate A and Candidate B in turn questions about name and nationality (see below).]

Name	What's your name? Can you spell it for me?
Nationality	Where do you come from? How long have you lived here?

Thank you. Could I have your marksheets? [Collect marksheets and hand to assessor.] Thank you.

Now you are going to ask each other some questions. I want you to find out from each other about the food in Britain and the food in your country. You have three minutes to talk to each other.

[Withdraw eye contact to signal that candidates should start. Allow three minutes. Prompt candidates with questions from the box below, or others suitable for the level, if necessary (e.g. if interaction breaks down or if language remains below E3 level).]

Prompt questions:

Do you like the food here?

What food and drink have you tried in Britain? Did you like it?

What is your favourite food from your country?

Do you like to prepare your own meals or do you prefer to buy them ready-made? Why?

Thank you.

Entry Esol Writing Sample Paper

Yicheng Fang



Entry Esol Writing Sample Paper:

Examining Writing Stuart D. Shaw, Cyril J. Weir, 2007-07-05 Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain such an explication is essential for supporting claims about the validity or usefulness of test scores This volume describes the theory and practice of Cambridge ESOL s approach to assessing second language writing ability A comprehensive test validation framework is used to examine the tasks in Cambridge ESOL writing tests from a number of different validity perspectives that reflect the socio cognitive nature of any assessment event The authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively especially in relation to the key criteria that differentiate one proficiency level from another The book provides an up to date review of relevant literature on assessing writing an accessible and systematic description of the different proficiency levels in second language writing a comprehensive and coherent basis for validating tests of writing This volume is a rich source of information on all aspects of examining writing ability As such it will be of considerable interest to examination boards who wish to validate their own writing tests in a systematic and coherent manner as well as to academic researchers and students in the field of language assessment more generally Book jacket *Debates in ESOL Teaching and Learning* Kathy Pitt, 2005-11-16 A lively introduction to the theory and research surrounding the adult learning of ESOL this unique book examines the social and personal histories of and pressures on the learners and discusses types of classroom and teaching methodologies ,

Chinese Students' Writing in English Maria Leedham, 2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive picture of the Chinese student writer today Theoretically framed through work within academic literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries **Intersectionality in Education** Wendy Cavendish, Jennifer F. Samson, 2021 This book presents a framework for addressing intersectionality within educational spaces to combat the cumulative effects of systemic marginalization due to race gender disability class

sexual orientation and other identity based labels Readers can use the framework to consider the impact of identities that individuals adopt or are assigned move beyond discrete subgroup labels and fully consider how such markers impact how education policy and research are developed enacted and experienced The text presents examples of existing systems education law medicine and juvenile justice as experienced by individuals with intersectional social identities Each chapter provides an innovative framework that highlights diverse ways of knowing generating insights that can inform more equitable policy analysis research and practice Book Features A protocol for applying an intersectionality based analytic IBA approach to education policy research and practice Case study examples of how IBA can be implemented to improve decision making across disciplines and by various stakeholders Guiding questions that can be used to develop complex research questions and methods that interrupt power differentials within research and policymaking processes Contributors Aydin Bal Aaron Bird Bear Patrice E Fenton Osamudia James Kristin W Kibler Dosun Ko Amie L Nielsen Linda Orié Leigh Patel Deborah Perez Kele Stewart **Esol Activities** , **Teaching Adult ESOL** Anne Paton, Meryl Wilkins, 2009-11-16 Are you teaching or training to teach English to adult speakers of other languages Yes Then this is the essential book for you This is one of the few books to effectively blend together research theory and practical pedagogy and link this directly with the context of teaching English to adults There are reflective tasks throughout which encourage you to develop and apply your theoretical knowledge to your own experiences The editors and contributing authors all experienced practitioners and researchers share their experience of meeting the diverse needs of learners in the ESOL setting Learners come from a wide range of cultural educational and linguistic backgrounds and choose to learn English for a variety of reasons These factors have important implications for the way the teaching is undertaken The authors draw on their wealth of experience with adult learners to offer practical strategies for the classroom Key topics include Planning learning and assessment Accuracy and fluency Learning contexts Language analysis language use and language acquisition This is essential reading for students on adult ESOL subject specialist certificate courses or integrated Cert Ed PGCE ESOL courses It is also of interest to people teaching English outside the UK Contributors Vivien Barr Sue Colquhoun Jo Ann Delaney Clare Fletcher Marina Spiegel Helen Sunderland John Sutter Efisia Tranza Mary Weir **Resources in Education** , 2001-10 *Examining FCE and CAE* Roger Hawkey, 2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE *Advocating for English Learners* Diane Staehr Fenner, 2013-09-18 English learners ELs are the fastest growing segment of the K 12 population But ELs and their families who are in the process of learning English and navigating an often unfamiliar education system may not have a voice powerful enough to articulate their needs Consequently all teachers and administrators must advocate for this all important diverse group of students who will become tomorrow's workforce Back cover **Self-study Exercises** , **Adult Vocational ESL** Jo Ann Crandall, 1979 *Research Literacies and Writing Pedagogies for Masters and Doctoral Writers* Cecile Badenhorst, Cally Guerin, 2015-10-20 Debates

about researcher education emphasise the dramatic changes facing higher education in the twenty first century Post graduate students must learn often hidden research literacies with very limited support Research Literacies and Writing Pedagogies for Masters and Doctoral Writers explores the challenges students face when engaging in research writing The chapters offer insights into effective pedagogies ranging from direct scaffolded instruction to peer learning in face to face and online interventions Themes extend from genre approaches threshold concepts and publishing pedagogies through to the emotional aspects of post graduate writing writing groups peer learning and relational collaborations employing both online and digital technologies Throughout authors have revealed how research literacies and writing pedagogies in situated contexts around the globe demonstrate practices that are constantly changing in the face of personal institutional and broader influences With contributions from Nick Almond Cecile Badenhorst Agnes Bosanquet Marcia Z Buell Jayde Cahir Mary Davies Turner Robert B Desjardins Gretchen L Dietz Jennifer Dyer Shawana Fazal Mar lia Mendes Ferreira Amanda French Clare Furneaux Cally Guerin Pejman Habibie Devon R Kehler Muhammad Ilyas Khan Kyung Min Kim Sally S Knowles Stephen Kuntz Tara Lockhart Michelle A Maher Muhammad Iqbal Majoka Cecilia Moloney Zinia Pritchard Janna Rosales Brett H Say Natalia V Smirnova Natalie Stillman Webb Joan Turner John Turner Gina Wisker and K Hyoejin Yoon

Handbook of Multilingual TESOL in Practice Kashif Raza, Dudley Reynolds, Christine Coombe, 2023-03-21 This book presents exemplars of multilingualism in TESOL worldwide It incorporates essential topics such as curriculum development classroom instruction materials creation assessment and teacher training where TESOL and multilingualism co exist and co develop The wide ranging and international collection of chapters is written by leading researchers in multilingualism and TESOL from around the world This handbook provides unique insights into a range of practical approaches to promote local indigenous and national languages in English language classrooms across a range of instructional programs in various geographical contexts The book is divided into six sections Part 1 presents curricular and principle based approaches to multilingual TESOL in ESL EFL classes Part 2 includes chapters that showcase how diverse teachers bring multilingual TESOL to their classrooms Part 3 discusses the challenges of teaching multilingual TESOL and how educators address them in their contexts Part 4 provides activities and materials to support local languages in TESOL classrooms Part 5 addresses assessment issues in multilingual TESOL Part 6 includes initiatives and examples to prepare TESOL teachers to promote multilingualism in ESL EFL classrooms

Interdisciplinary Research Approaches to Multilingual Education Vasilia Kourtis-Kazoullis, Themistoklis Aravossitas, Eleni Skourtou, Peter Pericles Trifonas, 2018-10-03 Recently intensified global mobility has reinforced the interest for ethnolinguistic diversity and multilingualism in education and society Interdisciplinary Research Approaches to Multilingual Education brings together current interdisciplinary perspectives in multilingual and second language education to examine research and language teaching in specific countries as well as different aspects of multilingual education that include language policies and ICT applications Containing context specific

practical interventions and relevant theoretical approaches it considers the contemporary challenges of language policies and practices to inform teacher and curriculum development based on international empirical research The chapters of this book are centered around the following themes Educational programs and policies Teaching and learning Linguistic diversity ICT and language learning This book will be of great interest to academics researchers and postgraduate students in language education bilingual education second foreign language learning CALL and applied linguistics It will also appeal to educational administrators and those involved with language education policies *Resources in Education* ,1997

Exploring British Culture with Audio CD Jo Smith,2012-06-07 A multi level photocopiable resource book about life in the UK Exploring British Culture is a resource book of ready to teach lessons about life in the UK It covers 18 key topic areas including History and Politics Health and Housing Work and Education Leisure the Media and Culture Each topic area has 3 lessons for Elementary Intermediate and Advanced learners The lessons can be adapted according to class needs and each lesson has suggestions for lesson extension activities and further study The accompanying Audio CD features recordings of a variety of authentic accents from around the UK Literacy, Lives and Learning David Barton,Roz Ivanic,Yvon Appleby,Rachel Hodge,Karin Tusting,2012-11-12 Demonstrating what it is like to be an adult learner in today s world this book focuses on language literacy and numeracy learning The authors explore the complex relationship between learning and adults lives following a wide range of individual students in various formal learning situations from college environments to a young homeless project and a drug support and aftercare centre The study is rooted in a social practices approach and examines how people s lives shape their learning Themes addressed range from how literacy is learned through participation and how barriers such as violence and ill health impact on people s lives Based on a major research project and detailed reflexive and collaborative methodology the book describes a coherent strategy of communication and impact which will have a direct effect on policy and practice **Cultural Validity in Assessment** María del Rosario Basterra,Elise Trumbull,Guillermo Solano-Flores,2011-04-12 This guide for educators looks at major issues in language testing and provides knowledge techniques and strategies to design and implement assessments for use in classrooms that maximize fairness and validity for all students **what's the problem?** ,

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