ESOL Skills for Life

Reading - Level 2

Candidate Paper ESOLRL2AA/P

Time limit: 1 hour 15 minutes  Number of tasks: 4

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Internal Quality Assurer signature  Date  

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Instructions

• Use a pen.

• You have 1 hour 15 minutes to complete four tasks.

• Some questions must be answered with one tick in a box ✓. If you change your mind about an answer, put a line through the box ✓ and then mark your new answer with a tick ✓.

Information

• This paper has 40 marks.

• The marks for each task are shown at the bottom of the page.

• You may use a monolingual dictionary (simplified dictionary or glossary).

Advice

• You should spend about 15-20 minutes on each task.

• Read each question carefully before you start to answer it.

• Try to answer every question.

• Check your answers if you have time at the end.
Task 1

Read the text and answer the questions that follow.

Kick off your career with an apprenticeship
Get a head start in the industry you want to work in

As an apprentice you will get first-hand knowledge of how the industry works, plus be able to see whether or not it's really what you want to pursue as a career. Here are some points to consider - look into the opportunities available where you live.

A Learn while you earn
Apprenticeships enable you to start working and earn a decent wage while you learn key skills and gain the qualifications that future employers want. As your skills progress, your employer may increase your wage as well. This not only helps out your bank account, but gives you an extra incentive to do well in your apprenticeship.

B Support
One of the biggest advantages of an apprenticeship is that there will always be someone in the workplace to support you and show you how things are done. If you have any questions about techniques, terminology or anything related to the role, you can instantly ask your manager or mentor. Asking questions, taking on more responsibility and trying new things will help you improve your skills.

C Paid holidays
While on your apprenticeship, you will get a certain amount of paid holiday per year in addition to bank holidays. By law you are entitled to at least 20 days. You may also be able to take some time off for study in addition to your usual paid leave, but you will have to negotiate this with your employer.

D Good career prospects
Once you have finished your apprenticeship, you'll have a world of options open to you. You may be able to carry on working in the same workplace, or look for a similar job in a different company. A recent survey found that only 5% of apprentices are unemployed a year after starting looking for work, compared to 13% of those with A levels and 16% of people who have graduated from university.

Apprenticeships really do kick-start your career!
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Put a tick in the correct box ✓.

1. In Paragraph A, the word ‘decent’ could be replaced by which of the following?

   a) excellent

   b) reasonable

   c) poor

   d) excessive

(1 mark)
2. In Paragraph A, the word ‘incentive’ could be replaced by which of the following?

a) reason

b) suggestion

c) reward

d) salary

(1 mark)

3. What is the name of the shop?

a) certain

b) leave

______________________________

c) survey

______________________________

(3 marks)
4. Give two ways a manager or mentor can support an apprentice.
   i) 
   
   ii) 
   
   (2 marks)

5. Which paragraph best describes the financial benefits of an apprenticeship?
   A, B, C or D
   
   (1 mark)

6. Which paragraph gives statistical reasons for choosing an apprenticeship over other education options?
   A, B, C or D
   
   (1 mark)
7. In Paragraph D, it states that apprenticeships *kick-start* your career. What is the meaning of the phrase in this context?

a) Apprenticeships will be difficult at the start of your career. 

b) Apprenticeships are always the first stage of your career. 

c) Apprenticeships will help you get started on your career quickly. 

d) Apprenticeships start quickly. 

(1 mark)
Task 2

Read the text and answer the questions that follow.

**ENJOY THE SUN SAFELY**

Whilst many of us like to enjoy the sun and hot weather, we should make sure we do it safely and remember certain groups of people are more vulnerable than others to the effects of heat or ultraviolet radiation. Extreme heat can force the body into overdrive as it tries to stay cool through perspiration and evaporation. Young children and older people are particularly at risk.

**Make sure you know what to do**

**During a heatwave**
- Try to keep your house cool and ventilated; closing blinds or curtains can help or create a through-draught by leaving doors open. This will help to avoid heat exhaustion.
- At night, keep your sleeping area well ventilated. Night cooling is important as it allows the body to recuperate.
- Try to stay cool by taking cool showers or baths and/or sprinkle cold water over yourself several times a day.
- Drink plenty of fluids, but not alcohol, which dehydrates the body.
- If driving, keep your vehicle well ventilated to avoid drowsiness. Take plenty of water with you and have regular rest breaks.
- If you do go out, try and seek shade where possible. Avoid being in the sun for long stretches.

**During sunny weather**
- The UV index (the strength of the sun) can be high at many times of the year - it doesn’t have to be hot.
- If you go out, wear lightweight, light-coloured clothing, high factor sunscreen and a wide-brimmed hat.
- Do not leave children or animals in parked cars.
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Put a tick in the three correct boxes ✓.

8. This text has a number of purposes.

   a) to describe

   b) to inform

   c) to advertise

   d) to narrate

   e) to explain

   f) to instruct

   (3 marks)
9. Give three reasons, according to the text, why good ventilation is important during a heatwave.
   i) 
   ____________________________________________________________
   ii) _________________________________________________________
   iii) _________________________________________________________

   (3 marks)

There are words underlined in the text. What is the meaning of each word? Circle the word or phrase that best fits the meaning of the underlined words in this context

10. sprinkle
   a) pour b) spray c) empty d) tip

11. drowsiness
   a) sleep b) being asleep c) feeling sleepy d) wakefulness

12. stretches
   a) periods of time b) pieces of elastic c) stages d) equipment for carrying people

   (3 marks)

13. Summarise the importance of water in hot weather.

   ___________________________________________________________

   (1 mark)

Total marks for Task 2: 10
Task 3

Read the text and answer the questions that follow.

THE FUTURE OF THE CAR?

The newest generation of cars will accelerate into view from 2015. Government funding of £19m will allow three separate trials of driverless cars to take place: one in Bristol, one in Greenwich and one split between Coventry and Milton Keynes. The trials, lasting from 18 to 36 months, will test different aspects of self-driving technology. All will take place away from public roads, though each is aimed at making automated vehicles on Britain’s roads a reality.

“We plan to start our first trial of these automated ‘shuttles’ with members of the public in May 2015,” said Dr Nick Reed from the Transport Research Lab (TRL), leader of the group running the Greenwich trials. He added, “You’ve got the cream of UK transport organisations working with these three projects and each will put its own twist on what should be tested.”

The Greenwich trials will involve self-driving shuttles being tested on closed roads and in simulation facilities. “These shuttles have been in development for quite some time, so our trials will focus more on managing participants and the vehicles, to move us towards these vehicles being a real proposition for public roads,” Reed said.

The Greenwich trial will also test cars that can drop off passengers then park themselves. The vehicles will then return on command, similar to concepts shown off by Audi and other carmakers. Speaking in September 2014, transport minister Claire Perry said: “Driverless cars have huge potential to transform the UK’s transport network – they could improve safety, reduce congestion and lower emissions, particularly CO2. We’re determined to ensure driverless cars can fulfil this potential.” The government is now looking at how it can make changes to legislation to ensure that these cars can be used on the roads of the UK.

But others have warned of the need for caution. “Automated electric vehicles have the potential to change driving patterns because drivers won’t have to think as carefully about controlling a vehicle,” said Dr Gregory Offer from Imperial College London. “The potential positive impact of automated vehicles could turn into a negative.”

(adapted from the Guardian)
14. What will happen in May 2015?

15. Why will the trials focus on managing participants and the vehicles?

16. Choose the words that best describe the tone of Dr Nick Reed’s words. Circle the three that apply.
   a) bored    b) knowledgeable    c) unenthusiastic
   d) complaining    e) reasonable    f) business-like

17. Choose the words that best describe the tone of Claire Perry’s words. Circle the three that apply.
   a) excited    b) firm    c) uninterested
   d) cautious    e) angry    f) positive
18. Compare the views of Claire Perry and Dr Gregory Offer. Which of the following statements is true?

a) Both think driverless cars will improve road safety.  
   ✓

b) One thinks driverless cars will improve road safety, but the other doesn’t.  

b) Both think that driverless cars will have a positive impact on the environment.  

b) One thinks that driverless cars will be on the roads in the next 36 months, but the other doesn’t.  
   (1 mark)

19. Dr Reed uses the phrase ‘the cream of UK transport organisations’. Which of the following best explains the expression in this context?

a) A group of UK transport organisations.  

b) The top UK transport organisations.  

b) The worst UK transport organisations.  

b) UK transport organisations involved in cream production.  
   (1 mark)

Total marks for Task 3: 10
Task 4

Read the text and answer the questions that follow.

**Letters Page**

**Council Closing Local Libraries**

Dear Sir,
Having listened to the local news bulletin, I have deep reservations about the latest news coming from the Town Hall. Cutbacks imposed from central government have been instrumental in influencing council decisions which will result in the local community being severely disadvantaged. Current plans are to close all but three of the local libraries. This is a travesty. Libraries are utilised for a range of reasons: using books and computers for study and also for a variety of local groups. Access to printed reading material is limited for many older people and the unemployed who do not have sufficient funds to be able to afford books. Libraries offer a range of other services and are often one of the hubs of activity within a community. Without the libraries, the community heart will die.
I urge the council to reconsider this decision immediately. By thinking outside the box, other ways to utilise the libraries may be explored to increase profitability.
Yours faithfully
Janet Crossley
Farm Road
Market Longdon

Dear Sir,
So, the council is going to close nearly all the libraries to save money! I am not surprised. What a good idea! In this technological age, fewer and fewer books are being printed as people read them on phones or tablets or download audiobooks to listen to whilst on the move. I know there are some dinosaurs who have not moved into the 21st century and have not embraced the technology that is out there, but books can be purchased for a few pence at a charity shop or car boot sale so they are affordable for all.
I am sure that the council could actually close all the libraries, set up a mobile library service to reach disabled or elderly people in the community and save a fortune. No one I know uses the library for any kind of activity. The buildings can then be sold off to provide more space for new homes or even to provide more car parking facilities in the town centre. I am sure that the money saved can also be used for other things such as education.
Yours
James Wright
Green Street
Market Longdon
20. Which of these is NOT given as a reason for keeping the libraries open?

   a) Some people do not have enough money to buy books.
   b) The library is central to community activity.
   c) People do not have access to tablets to read books electronically.
   d) Libraries are used for more reasons than simply borrowing books.

(1 mark)

21. Why does James use the term ‘dinosaurs’ to describe people who do not use technology?
22. The writers have opposing views of the council’s plans. Match up the sentences in the left hand column with the sentences in the right hand column to show how the writers’ opinions are different. One is already done for you.

a) The council should change its mind about the closures.
   1. Sell off the buildings, so the money could be used for other things.

b) Some people do not have enough money to purchase books.
   2. Most people have computers or tablets now for study at home.

c) Library buildings should be used more to increase profitability.
   3. Hardly anyone uses the library these days.

d) People rely on the facilities in libraries for study.
   4. You can buy affordable books in charity shops.

e) Libraries are often one of the hubs of activity in the community.
   5. The council is making the correct decision.

Write the appropriate number beside the letter in the grid below.

a) 5  b)  c)  d)  e)  

(4 marks)
23. Under the current council plans, how many libraries will be affected?

a) All of them

b) None of them

c) 3 will be affected

d) 3 will not be affected

(1 mark)

24. In your own words, what does Janet mean by ‘thinking outside the box’?

__________________________________________________________________________

(1 mark)

25. According to James, how could libraries benefit the town if they were closed? Give two benefits.

i)

__________________________________________________________________________

ii)

__________________________________________________________________________

(2 marks)

Total marks for Task 4: 10
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End of Assessment

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