

ESOL Skills for Life (QCF)

Level 2 – Reading

Sample 2



Time allowed: 60 minutes

Please answer **all** questions. Circle your answers in pen, **not** pencil, **on the separate answer sheet**.
You may **not** use dictionaries. You may **not** use correction fluid.

Task 1

Questions 1-6 test your ability to read a text quickly for the general idea, and to scan it for key words and phrases. You are advised to read the questions **before** you read the text.

Questions 1-4

The text on page 3 has six paragraphs. Each paragraph has a purpose. Choose the letter of the paragraph which best matches the purposes below. Circle the letter **on your answer sheet**. You do not need to use all of the paragraphs.

Example: to introduce the theme of the text

A

1. to give examples of space holidays that might be available in the future
2. to highlight some disadvantages of space holidays
3. to explain how far the Earth's surface is from space
4. to compare space travel with the development of air travel

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Questions 5-6

Choose the letter of the best answer and circle it **on your answer sheet**.

5. The Karman Line is
 - A a line between the cities of London and Cambridge
 - B the new company which sells specialist equipment
 - C where Earth's atmosphere finishes and space begins
6. The author of the text
 - A believes space destinations should be a research priority
 - B thinks space travel is too expensive
 - C does not give an opinion about space holidays

Space: the ultimate tourist destination?

Paragraph A

For most people today the idea of a holiday in space is an impossible dream. However, experts believe space travel could one day be an everyday occurrence that would make space holidays an important part of the tourism market.

Paragraph B

Surprisingly, the distance from the surface of the Earth to space is slightly less than the distance between London and Cambridge. Space begins about 100km away from Earth, at an imaginary point called the Karman Line. The Karman Line marks the limit of the earth's atmosphere, so anyone travelling beyond it has to have special equipment in order to survive.

Paragraph C

This sophisticated equipment is why space travel is so expensive. Astronauts need it to enable them to breathe and to provide them with drinking water. Everything has to operate in a gravity-free environment and such cutting-edge technology does not come cheap. For example, in 2001 American engineer Dennis Tito paid US \$20 million to spend just one week on the International Space Station.

Paragraph D

However, historians point out that air travel was once prohibitively expensive for all but the very wealthiest people too. The first scheduled commercial airline flight took place in 1914 and the passenger, Abram Pheil, had to pay US \$400 – the equivalent of US \$5,000 today – to travel just 21 miles. But nowadays aeroplanes are a common means of transport for both commercial and leisure trips.

Paragraph E

Several companies are investing money based on the assumption that people will be able to holiday in space in the near future. For example, one company is developing inflatable space hotels where people could stay on a weekend break, and another is hoping to sell trips that culminate in a walk on the moon. British entrepreneur Richard Branson believes that before long, his Virgin Galactic company will be able to offer people a three-day trip on a space ship, during which they would experience six minutes of weightlessness and see the curve of the earth.

Paragraph F

Not everyone is excited by these plans. Environmentalists point out that increased space travel is likely to accelerate global warming, and several politicians have questioned the morality of spending so much money on research that is likely to benefit only the super-rich.

Task 2

Questions 7-10

Five sentences are missing from the text on page 5. Look at the following six sentences and decide which one best fits each gap. Circle the letter of your answer **on your answer sheet**. There is an example (A). There is one sentence you do not need.

- A (Example) ~~However, we have more evidence of the use of chocolate by the Mayan people, over a thousand years later.~~
- B It's no surprise that when the Aztec people conquered the Maya, they kept the chocolate tradition alive.
- C But the taste of cacao soon changed forever.
- D The fashion for eating solid chocolate did not start in Europe until the 19th century.
- E Eventually, when the Spanish returned to Spain, they took cacao beans with them.
- F As for drinking chocolate, it tasted completely different from the way we drink it today.

Questions 11-13

Choose the letter of the best answer and circle it **on your answer sheet**.

11. Why does the writer use brackets '()' in paragraph one?
- A to give important information
 - B to state the writer's opinion
 - C to suggest a possible reason
12. In paragraph four, '**they**' refers to the
- A Aztecs
 - B Spanish
 - C local people
13. Which sentence is correct according to paragraph five?
- A The Spanish enjoyed drinking cacao from the first time they tried it.
 - B The Spanish added a new ingredient before they started to enjoy cacao.
 - C The addition of a new ingredient made cacao less popular with the locals.

Questions 14-16

Choose the letter of the answer which best matches the meaning of each word as it is used in the text. Circle the letter **on your answer sheet**.

14. **fake** (paragraph two)
- A false
 - B valuable
 - C similar
15. **elegant** (paragraph three)
- A common
 - B old-fashioned
 - C stylish
16. **an abundance** (paragraph five)
- A a limited amount
 - B a large supply
 - C a moderate quantity

The History of Chocolate

Paragraph one

The history of chocolate began in Mexico, where cacao trees grew wild. Olmec people lived in the area from around 1500 BC. They used ground cacao beans in a drink, although they may not have been the first people to do this. It is thought that the Olmec word for the cacao trees and beans, kakawa, gave us the English word, cacao. However (probably because of the lack of written history), the early history of chocolate is rather vague.

Paragraph two

 A (Example) . They wrote about cacao, which they called 'the drink of the gods'. The Maya also used the cacao beans as money. They even produced **fake** beans, making them out of dried earth and pretending that these clay beans were really cacao.

Paragraph three

 7. . The Maya mixed it with water, not milk, as we often do. It was a very bitter drink, flavoured with hot chilli. It is thought that the chocolate was drunk mainly by the rich. They enjoyed drinking their chocolate from **elegant** painted cups and, when they died, important people in the community were buried with jars of chocolate at their side.

Paragraph four

 8. . From about 1200-1500, until the Spanish arrived, the Aztecs dominated the region. They continued using cacao beans as money. In fact, **they** could not grow cacao in the area where they were based, so they charged local people a tax, which was paid in cacao beans.

Paragraph five

 9. . In 1519, the Spanish arrived in the Aztec capital. They tried chocolate but disliked it because it was bitter. They remained in the area and conquered many Caribbean islands, where there was **an abundance** of sugar. The freely available sugar was added to cacao and this sweeter version of chocolate became popular both with locals and the Spanish.

Paragraph six

 10. . Chocolate consumption soon spread to the rest of Europe. Initially, only the rich Europeans could afford to drink it. But as chocolate's popularity increased, the demand rose and cacao plantations and trade developed. As the supply increased, prices went down, and chocolate became increasingly available to everybody.

Task 3

Texts A-E on pages 8-11 are all related to each other. You need to use all five texts to answer the following questions.

Questions 17-19

There are five texts, A-E. Decide which text matches each of the purposes below and circle the letter of the text **on your answer sheet**. One of the texts does not have a purpose listed below.

Example: *to identify a staff member's strengths and weaknesses*
and *set targets for the staff member*

B

17. to find out someone's opinion and to enquire into how improvements can be made
18. to assess the effect of an event and to decide how information will be circulated to others
19. to outline a procedure and to provide guidance on how best to complete it

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Questions 20-22

Choose the letter of the best answer and circle it **on your answer sheet**.

20. What can you learn from texts B, C and D?
- A Jake's manager authorised the course in Edinburgh
 - B Jake plans to recruit a new assistant manager
 - C Jake thought the management style sessions were worthwhile
21. Jake Barber
- A was completely satisfied with the training he attended
 - B has met all the targets that were set in his last appraisal
 - C feels his overall performance at work has been excellent
22. It is clear from all the texts that
- A Jake has a more senior position in the company than Carolyn Noble
 - B Jake was originally supposed to have done the course some time ago
 - C The training provider has increased the course fees by over £300

Questions 23-27

Text A has six paragraphs with missing headings. Choose the best paragraph for each of the following headings and circle the letter **on your answer sheet**. You do not need to use all the paragraphs. There is an example.

Example: Comments and further discussion F

23. Appraisals for managers

24. Stages of the general appraisal process

25. How to measure your work

Choose the letter of the best answer and circle it **on your answer sheet**.

26. In text C, Carolyn

- A questions Jake's course choice and complains about the increase in course fees before reluctantly agreeing to his request
- B questions part of Jake's application and asks if he has looked for an alternative before she then approves his request
- C asks Jake why he has chosen a different provider, expresses surprise at the increase in fees and asks him to find an alternative course provider

27. Texts D and E tell us that Jake

- A would like the course to be longer
- B felt the course was a waste of time
- C liked the project management trainer

Questions 28-30

Choose the letter of the answer that **best** matches the meaning of each word as it is used in the text. Circle the letter **on your answer sheet**.

28. **facilitate** (text A) means

- A increase
- B assist
- C complicate

29. **projected** (text B) means

- A predicted
- B preferred
- C prepared

30. **linked to** (text E)

- A divided from
- B locked to
- C connected with

Text A

Staff appraisals guidance notes**A**

Depending on your role, you will have a staff appraisal either every six months or once a year. These should be seen by both the staff member and the manager as a chance to reflect on how you have been performing and explore the different professional development opportunities that are available to you.

B

You are informed of the date of your appraisal by Human Resources two weeks in advance. You then meet your manager in their office for 30–60 minutes to discuss your strengths and weaknesses. Your manager makes notes which are typed up and sent to you. If you are happy with the notes, print out the form, sign it and send it to Human Resources.

C

The process is slightly different for management appraisals in that the notice period from Human Resources is three weeks. The other key difference is that these appraisals have what is known as 360 degree feedback. This is when Human Resources speaks to your staff about your performance and reports their findings to your director.

D

It is important that all staff invest some time completing the appraisal form as this will **facilitate** any future professional development applications you make. If you feel there are areas you could develop further, it is a good idea to look into what training events are available and list these on your form.

E

We use rating scales for the performance self-assessment. It is important that you are honest when completing this section and it is also important that you measure your performance against the criteria in your job description and the targets set in your previous appraisal (not against other staff members).

F

When commenting on what you do well, ensure comments are supported with concrete examples. If there are any areas you feel you are struggling with, make the most of this opportunity to discuss this with your manager. For help understanding the process, completing the form or anything else related to your appraisal, contact Mina Patel in HR.

Text B

Appraisal Form	
Staff member: Jake Barber	Line manager: Carolyn Noble
<p>On a scale from 1-5 (1=Poor 5=Excellent) rate your performance.</p> <p>1. How would you rate your relationships with your co-workers? <u>4</u></p> <p>2. How would you rate your attendance and punctuality? <u>5</u></p> <p>3. How would you rate your overall performance this year? <u>5</u></p>	
<p>Targets/Actions from your last appraisal</p> <p>To increase sales</p> <ul style="list-style-type: none"> Sales increased by 7% and projected to increase by 9% in the next quarter <p>To ensure all staff have been trained on both computer systems</p> <ul style="list-style-type: none"> All sales team members recruited before May 2015 have been trained on both systems though those recruited after May 2015 have only had training on one of the systems <p>To complete the management training course</p> <ul style="list-style-type: none"> Unable to complete course due to illness 	
Key strengths	Supporting evidence
Significant increase in sales Client base increased	Sales up by 7% 18 new clients on books in the last 6 months
Areas requiring support	Targets/Actions for next appraisal
Increased client base has resulted in a significant increase in workload Yet to complete Level 3 Project Management Course	Request to recruit a deputy sales manager Will register for next course, which is in July this year As this course should have been completed last year, this will be a priority for this year

Text C

To: Jake Barber

Subject: Level 3 Project Management Course

Date: 4 March 2015, 11.05am

OK, I'll authorise your application. Can you get Martina to book you on it and remember to keep all your receipts? You'll get a Purchase Order Number from Finance to make the booking but you'll need your receipts to claim expenses. Also, remember to complete the short professional development report on your return.

Carolyn

.....
To: Carolyn Noble

Subject: Level 3 Project Management Course

Date: 4 March 2015, 10:45am

Hi Carolyn,

The cheapest place I found was in Edinburgh but what I spend on travel and accommodation will end up costing roughly the same as the course I've applied for.

Jake

.....
To: Jake Barber

Subject: Level 3 Project Management Course

Date: 4 March 2015, 10:29am

Is there anywhere else that's cheaper?

Carolyn

.....
To: Carolyn Noble

Subject: Level 3 Project Management Course

Date: 4 March 2015, 10:18am

Hi Carolyn,

This course is not being delivered by the same provider as last year. That's why it is more expensive.

Jake

.....
To: Jake Barber

Subject: Level 3 Project Management Course

Date: 4 March 2015 10:07am

Jake,

Thanks for sending the appraisal form to HR and for completing the Professional Development Funding Application. I've taken a look through your application but I am surprised to see the fees have increased by over £300. Why is that?

Carolyn

Text D

Customer satisfaction survey

We would like to know about your experience on the Level 3 Project Management Course. Please could you spend a few minutes to answer the questions below.

1. Did the course meet your expectations?

Generally, it did, though I thought we would be covering more on how to use market research data to determine the most effective advertising methods. This was one of the main reasons for doing this course.

2. What did you like most about the course?

I particularly liked the sessions we had on project management. The trainer who delivered these sessions was by far the best on the course. He clearly knew his stuff and was able to explain some difficult concepts very clearly.

3. What did you like least about the course?

The two sessions on management styles – total waste of time! I don't think anyone has one particular style and I don't like the idea of pigeonholing people.

4. What would you have liked to have done more of?

See question 1.

5. What would you have liked to have less of?

Management styles! Take it out altogether.

Trainee name (optional): _____ Jake Barber

Text E

Professional Development Report

When you return from the course, conference, workshop, etc. please complete this short report and send it back to HR.

1. Was this event **linked to** your appraisal? Yes/~~No~~

2. Did the event you attended meet all your training needs? ~~Yes~~/Partly/~~No~~

3. How has this event helped you in your current role?

It has provided me with a much better idea of how to manage projects both short and long term

4. What, if any, information will you pass on and how do you intend to do this?

Some of the key points will be discussed at the next board meeting

5. Do you require any further training? ~~Yes~~/No

(If 'Yes', give details below)

