

# ESOL Skills for Life (QCF)

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## Level 1 – Reading

### Past paper 1



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 get the reader interested in the text*

  A  

- |  |                   |
|--|-------------------|
| 1. to explain how cycling investment can benefit those who earn less | <u>          </u> |
| 2. to give a summary of the research on cycling                      | <u>          </u> |
| 3. to show different ways that cycling can help the economy          | <u>          </u> |
| 4. to give examples of the health benefits of increasing cycling     | <u>          </u> |

**Questions 5-6**

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

5. According to this text, increased cycling
- A has lots of benefits
  - B has some disadvantages
  - C is impossible in the UK
6. The writer of this text believes the UK Government
- A invests plenty of money in cycling
  - B should spend more money on cycling
  - C will never improve facilities for cyclists

## **Cycling is good for us all!**

### **Paragraph A**

When governments invest in cycling, everyone benefits – not just cyclists!

### **Paragraph B**

That's the surprising conclusion of a report by Dr Rachel Aldred, an expert in transport, who studied facts and figures about cycling all over the world. Dr Aldred discovered that spending more money on cycling can help solve a range of health, economic and social problems.

### **Paragraph C**

For example, if British people cycled as much as Danish people, Britain's National Health Service would save £17 billion a year. This is partly because exercise makes people healthier, but also because cycling reduces air pollution, so everyone benefits. There is also evidence that cycling can improve mental well-being. Car travel can be stressful but many cyclists say their bike rides help them relax.

### **Paragraph D**

Investing in cycling is also good for business. A study in the USA found that every \$1 million spent on cycling projects resulted in many extra jobs. In addition, Dr Aldred discovered that shopping areas with good cycling facilities were more profitable than places that did not welcome cyclists. If an area is safe and friendly for cyclists, it is a nicer place for everyone.

### **Paragraph E**

What's more, when governments put money into cycling (for example, by building cycle lanes), families on low incomes see a big improvement in their lives. In Denmark, people on the lowest incomes make 25% more journeys than similar people in Britain because it is so easy to travel by bike. That gives them more choice about where they can work and what public services they can use.

### **Paragraph F**

So come on, Britain! It's time for politicians to wake up and put some money into making life easier for cyclists. That way we can all enjoy a better quality of life!

**Turn over page**

**Task 2****Questions 7-10**

Five sentences are missing from the text on page 5. Look at the following 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) Dorothea was born in Carmarthen, one of three children to Henry, a police-superintendent, and Elizabeth.*
- B Not only were her discoveries astonishing, her bravery was also amazing.
- C In the world of animal archaeology, Dorothea became highly respected.
- D She made the decision to go on expeditions to search for extinct animals.
- E Throughout her career, Dorothea made the majority of her discoveries in London.
- F Although she was a woman, Dorothea was determined to have a successful career.

**Questions 11-13**

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

11. According to paragraph one
- A Dorothea only studied British species of animals
  - B Dorothea invented the study of animal archaeology
  - C animal bones can reveal the diet of animals
12. According to paragraph three
- A very few women were employed by the British Museum
  - B Dorothea always had an interest in studying animal bones
  - C Richard Sharpe's knowledge was very impressive
13. According to paragraph seven, Dorothea
- A gave an award to the Geological Society of London
  - B received money to travel to different countries
  - C invited scientists to attend a conference in Nairobi

**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. In paragraph three, **resolve** means
- A determination
  - B qualifications
  - C experience
15. In paragraph four, **remnants** means
- A homes
  - B drawings
  - C remains
16. In paragraph five, **endure** means
- A enjoy
  - B have
  - C suffer

## Dorothea Bate – scientist and explorer

### Paragraph one

Dorothea Bate (1878-1951), a British scientist, made important new discoveries in animal archaeology, a fascinating area in which the bones of animals, millions of years old, are studied. From these, experts are not only able to tell us what extinct species of animals looked like, but also what they ate, how they lived and the many different climates they lived in.

### Paragraph two

          **A (Example)**          . She had very little formal education and spent most of her childhood exploring the countryside around her home, looking at the animals, bird watching and fishing. It was these early experiences which lead to her love of natural history.

### Paragraph three

          **7.**          . She walked into the British Museum, London, a place which up to then had only employed men, and demanded a job. Though Dorothea had no qualifications, Richard Sharpe, the Museum's bird expert, was so impressed with her knowledge and **resolve** that he gave her a job in the Bird Room. Through her work at the museum she soon became interested in animal archaeology and it was then that her work in this area began.

### Paragraph four

          **8.**          . Amongst other places, Dorothea visited the Mediterranean several times. There she discovered the bones of tiny elephants in Crete and Cyprus. In Majorca she found the **remnants** of a very strange-looking goat-like antelope, as well as enormous mice and giant tortoises.

### Paragraph five

          **9.**          . She travelled alone, which was uncommon for women at that time, and paid local men to help her carry her luggage and look for bones. She also had to **endure** many hardships, frequent illnesses and very bad weather.

### Paragraph six

          **10.**          . She was famous for her friendly, happy personality and for her unique knowledge of extinct animals. Other scientists, both in the UK and abroad, would frequently ask her advice about the bones they had found.

### Paragraph seven

By the end of her career Dorothea had visited several countries, often paid for by the museum or her supporters. She had also attended a scientific conference in Nairobi as an honoured guest, published more than 80 reports, and been given a special award by the Geological Society of London.

Turn over page

**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 gain information and consent     E    

17. to update employees about new starters
18. to outline a programme of learning
19. to remind staff of important safety checks

**Questions 20-21**

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

20. Text B is
- A formal
  - B informal
  - C neutral
21. Text C is an instructional text. We know this because
- A it uses the company logo
  - B it uses imperatives
  - C there is bold font for important parts

**Questions 22-27**

Look through all of the texts to find the answer to the questions below. Choose the letter of the best answer and circle it **on your answer sheet**.

22. The purpose of the underlined subtitles in the letter is to
- A list the subjects taught at Little Teddies
  - B remind parents of their responsibilities
  - C make the letter nicer to read
23. Fergus' main carer at nursery is called
- A Eva
  - B Elfneh
  - C Saanvi
24. When children start at the nursery, their parents are given
- A a photograph of their child
  - B a list of meals provided
  - C a copy of the fire risk assessment

- 25.** At Little Teddies Nursery
- A external safety checks are completed daily
  - B furniture is cleaned weekly
  - C children can enter the garden whenever they please
- 26.** Which is true about Fergus?
- A his sleep times are not restricted
  - B he has a dietary requirement
  - C he attends three times a week
- 27.** During the nursery sessions, children
- A do painting in the afternoons
  - B practise music and counting every day
  - C play outside once a day

**Questions 28-30**

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

- 28. essential** (text A) means
- A interesting
  - B private
  - C important
- 29. A summative** report (text D)
- A is an assessment of learning
  - B is a list of things to do
  - C is a record of attendance
- 30. authorise** (text E) means
- A allow
  - B forbid
  - C request

**Turn over page**

**Text A**

**TO:** Nursery staff, Sunshine room  
**FROM:** Elfneh G, Manager  
**SUBJECT:** New children starting this week

We have several new starters in the nursery this week. In your room they are:

- Fergus Gibson, D.O.B. 26.03.2012
- Eva Kelly, D.O.B. 22.02.2012

Please ensure that all registration forms are completed by their parents/carers at the start of the session. There is a checklist attached to this memo along with the forms. You should also give parents a copy of the menus for this month.

Parents/carers will bring their child's birth certificate. Please take a photocopy and return the original.

You need to take photographs of Fergus and Eva. Display the pictures on the wall with their **essential** information. Please don't forget to do this as soon as possible.

**Text B**

My name is Fergus. I am nearly three years old.

I come to nursery on Tuesday and Thursday and do a full day.

I can't drink milk so please offer me water at snacktime.

I like to sleep after lunch but I need my teddy, 'Rusty'. I sleep on my tummy but please wake me after an hour.

I love playing with trains. I also like to run around outside.

My key person in the Sunshine Room is Saanvi.

**Sunshine Room Children**

(Image: Thiemo Schuff/Wikipedia CC BY SA 3.0)



## Text C

**IMPORTANT NOTICE – PLEASE DISPLAY IN ALL ROOMS AND OFFICES****Little Teddies Day Nursery – Safeguarding policy*****Outside safety and security EVERYDAY:***

- Check all fences and doors for wear and tear. Do all locks work correctly?
- Keep the security cameras on at all times.
- Make sure all visitors use the intercom to access the building.

***Play equipment***

- Clean toys on a weekly basis and check for damage or breakages. Do not have metal toys in baby room.
- Prohibit the use of outdoor equipment if it is too unsafe in wet weather.
- Count children before going out to the garden. Count again when you come back inside.

***Room safety***

- Disinfect chairs and tables daily.
- Sign children in and out of your room and keep accurate records.
- Ensure parents and staff do not use mobile phones on the premises.
- Complete a fire risk assessment each quarter and display a copy on the wall.

(Image: Ben Crowder/Flickr CC BY SA 2.0)

Turn over page

## Text D



Little Teddies Day Nursery  
456 Lower Vale Road  
Herton  
HE34 7YH

January 2015

Dear Parents/Carers

Thank you for choosing Little Teddies Day Nursery for your child. We hope your child enjoys their time here. Our daily activities always ensure that there are opportunities for children to learn and have fun. I have listed our curriculum subjects below:

### **Communication and language**

At the start and end of each session, children sit together, listening to stories, telling stories and showing objects from home.

### **Physical development**

We encourage outdoor play in all weathers. Our lovely garden allows children to use their imagination and develop their balancing and agility skills. We try to go outside twice a day.

### **Literacy**

Every afternoon, there is a chance to practise the alphabet and read some books. Once a week, children will visit the library to choose a book to take home.

### **Mathematics**

We like to practise numbers every day. We use shapes, counting, matching and ordering exercises to practise.

### **Making and playing**

Before lunch we like to be creative. This may include painting and drawing, playing musical instruments and role-playing.

At the end of each term we will provide a **summative** report of your child's achievements in the areas above. We are also available at the end of each session if you wish to discuss your child's progress and/or ask any questions.

Yours faithfully

*Elfhed Gumi*

Nursery Manager

## Text E



### Little Teddies Day Nursery Sunscreen form

In order to reduce skin damage we will apply sunscreen to your child before playing outdoors. All children need to have a bottle of sunscreen labelled with their name. Please provide a sun hat with your child's name clearly written inside.

Sunscreen should have a sun protection factor of 30 or above.

Child's name: ..... Sunscreen name: .....

Sunscreen factor: .....

I **authorise** the nursery to apply sunscreen

Yes ☐

No ☐

I understand that if I do not allow sunscreen to be applied that my child will be unable to play outdoors

Yes ☐

No ☐

Parent/carer name: ..... Date: .....

## End of exam

