

ESOL Skills for Life

Level 1 – Reading

Sample paper 6

Time allowed: 60 minutes

- ▶ Write your name, candidate number, centre number and exam date on your answer sheet.
- ▶ You must not open this exam paper until instructed to do so.
- ▶ Please answer **all** questions.
- ▶ Circle your answers in blue or black pen **on the separate answer sheet.**
- ▶ You must not use pencil, erasable pen or correction fluid on the answer sheet.
- ▶ You must not use a dictionary in this exam.
- ▶ You must not take this exam paper out of the exam room.

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 that 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 reason for the letter*

..... A

1. to reassure Dr Krol that the gardening group would take responsibility

.....

2. to describe the present state of the land in front of the health centre

.....

3. to conclude the letter with enthusiasm

.....

4. to give details of the group's ideas for the health centre land

.....

Questions 5-6

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

5. Which word best describes Amanda Everett's writing style?

A persuasive

B impatient

C formal

6. According to the letter, the gardening group has been working with Westgreen Junior School because it wants to

A teach schoolchildren how to grow fruit trees

B make it easier for people to eat fresh food

C provide healthy ingredients for school dinners

Amanda Everett
6 Stone Street
Westgreen
WE7 1AB

20 May

Dr Jakub Krol
Westgreen Health Centre
Northfield Road
WE2 6AB

Dear Dr Krol,

Paragraph A

I am the leader of the Westgreen Gardening Group and I'm writing to tell you that we've had a fantastic idea for your health centre.

Paragraph B

There's a small piece of land in front of your building and currently only a bit of grass is growing there. You've probably noticed that it is often full of litter. We would like to volunteer to turn it into something wonderful instead!

Paragraph C

With your permission, we would like to plant some fruit trees on that land! In the spring, these trees would be beautiful because they would be full of flowers. In the autumn, people could pick apples, plums and pears to eat.

Paragraph D

I am sure that as a doctor you approve of people eating more fruit! However, fresh fruit can be quite expensive, especially for young families with growing children. We think a solution is for people to grow more of their own food. We're already working with Westgreen Junior School to plant fruit trees around the playground for parents and children to pick from. This has been really popular!

Paragraph E

If you agree to let us use the land, we promise that you and your staff won't have to do any extra work. The Gardening Group will raise money to buy the fruit trees, then plant them and make sure they are looked after properly.

Paragraph F

Just imagine it, Dr Krol! Without any effort from your company, you could have some beautiful fruit trees. Everyone would be healthier and happier! I hope you will say yes to our idea.

Yours sincerely,

Amanda Everett

Amanda Everett
Westgreen Gardening Group

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 (E). There is one sentence you do not need.

- A Despite their size, we often overlook our trees.
- B On the website, there have been some unusual responses.
- C In the past, the scheme was informal.
- D Despite great efforts, many trees are still cut down.
- E (Example) *They quietly form part of the general background along with bus stops and pavements.*
- F In order to do this, we recently mapped all the trees in the city.

Questions 11-13

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

11. In paragraph two, the word 'definitely' is underlined. This is to
 - A distract the reader
 - B highlight this point
 - C suggest the opposite
12. According to paragraph three,
 - A diseased trees are always chopped down
 - B 50 per cent more trees were lost this year
 - C trees are planted regularly in the city
13. According to paragraph seven,
 - A the scheme to save trees started six weeks ago
 - B the organisation was previously unable to save any trees
 - C more trees than before are now being saved successfully

Questions 14-16

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**.

14. In paragraph one, the word **fundamental** means
 - A helpful
 - B essential
 - C unnecessary
15. In paragraph six, the word **inspection** means
 - A prediction
 - B appreciation
 - C examination
16. In paragraph eight, the word **ultimately** means
 - A finally
 - B luckily
 - C happily

Save our trees

Paragraph one

Trees are one of our city's greatest treasures. Wherever we go, the city's trees dominate. They are **fundamental** to the way the city looks. They give shade and provide homes for wildlife. Unfortunately, a number of trees are chopped down every year because of disease or for the sake of appearance.

Paragraph two

 E (Example) . However, if they chopped down a tree in your street, you would definitely notice. This is exactly what people have been doing for too long – chopping down trees.

Paragraph three

 7. . If a tree is diseased, our organisation, 'Save Our Trees', will do everything to save it. Unfortunately, we often find out about a tree too late and have to remove it. Although the city has an active tree planting programme, 50 per cent of the city's trees have been lost in the last ten years.

Paragraph four

 8. . Previously, residents simply phoned us about trees that were diseased. We then informed the city's gardeners, who found this service useful and were able to save some of the diseased trees. We now want to develop this in a more formal way.

Paragraph five

 9. . Each tree was given a unique number. We have a website (www.saveourtrees.com) where you can find the location of certain types of trees in your city.

Paragraph six

We can't save trees unless you help us. This is what you can do: if you have an interest in trees, walk down the street and give the trees there a close look. Do the trees look healthy? Are any of them in a state of decline? Send us an **inspection** report on them through our website.

Paragraph seven

Despite the fact that the website was launched only six weeks ago, we have already had success. We discovered 15 diseased trees and managed to save ten of them. Under the old system, we couldn't save so many. If the system is improved, we will save effort by not having to plant so many new trees.

Paragraph eight

 10. . Some trees have received personal messages such as 'Your beauty has impressed me'. We are not expecting personal letters to the trees, but a few lines of support would help us and **ultimately** make our city a greener place.

Turn over page

Task 3

Texts A-E on pages 8-10 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 welcome new students studying at the college A

17. to advertise an event at the college
 18. to explain how a study diary was useful
 19. to advise on different ways of managing study time

Questions 20-21

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

20. Which text is the most informal?
 A text C
 B text D
 C text E
21. Why has the writer used an asterisk (*) in text A?
 A to give extra information about time management workshops
 B to explain what she means by 'organise your study time'
 C to highlight her point about organising study time

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. May Lee
 A thinks students should come from the same background
 B wants to prevent problems that college students may face
 C believes younger students have an advantage over older ones
23. In text B, the purpose of the images is to show that
 A the workshop might help students get better results
 B doing a workshop with Jill Grayson will be enjoyable
 C the students will have a test at the end of the workshop
24. In text B, Jill Grayson asks questions because she
 A wants to attract the attention of students to the workshop
 B wishes to find out information from the students
 C intends to answer the questions in the workshop

- 25.** Text C recommends
- A studying for periods of more than two hours
 - B resting regularly as part of a student's routine
 - C making a note in your diary if your homework is late
- 26.** Petra sends Jana a page from her study diary because she
- A intends to show Jana what she did in the workshop
 - B wants to explain her feelings about her studies
 - C thinks Jana may find the diary helpful
- 27.** In text E, 'TO DO' is in capital letters because it is
- A followed by a list
 - B the most important heading
 - C shorter than the other headings

Questions 28-30

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

- 28. beneficial** (text A) means

- A helpful
- B expensive
- C preferable

- 29. worn out** (text B) means

- A annoyed
- B bored
- C tired

- 30. set** (text C) means

- A different
- B flexible
- C fixed

Turn over page

Text A

Monford International College
 Monford House
 Monford
 MO16 3PT

1 September

Dear students,

Thank you for enrolling on a course at our college. We aim to make your studies as productive and as smooth as possible.

We realise that you come from different backgrounds: some from secondary school and some who are returning to education after a break. If you have come straight from school, your studies, both inside and outside the classroom, were organised for you by others. If you are returning to your studies, you may need a reminder about how to manage your study time. Both groups will need help.

Based on our experience over the years, we have found that one of the main challenges for students is time management, or organising your studies and allowing time for relaxation. Consequently, we believe that time management training will be **beneficial** for most of you. This should prevent you from becoming confused and exhausted.

We want you to learn a lot from your course, but also to have free time. I am enclosing an information sheet about a course to help you achieve this, and we also hold workshops on organising your studies.*

Best wishes,

M. Lee

May Lee
 College Principal

*For details of workshops see college noticeboard.

Text B

Are you...

- late handing in assignments?
- spending too much or too little time on your studies?
- feeling too **worn out** (from lack of sleep) to concentrate in class?

COME TO OUR WORKSHOP ON TIME MANAGEMENT

Led by Jill Grayson

You will learn how to manage your time and become more successful!

Friday 16 September at 3.30pm in Room 6



Text C**Jill's tips on how to organise your time****1. Get into a routine**

Have your own **set** place and time for your studies. This will put you in the right mood for studying. Try to keep to this and don't make changes unless it is absolutely essential. It's surprising how productive just two hours of studying can be.

2. Take breaks

Make sure you take a short break every hour. Get out of your seat and walk around. You will return to your studies refreshed.

3. Keep a study diary

Make a note of when you must hand in work to your teacher. Check your diary frequently – you don't want to miss a deadline.

4. Get enough sleep

You will do better in class if you have had enough sleep. Aim to be in bed before midnight.

If you need any help with managing your time, please contact me, Jill Grayson, to arrange an appointment – jillgrayson@monfordcollege.ac.uk

Text D

From: petra@coolmail.com

To: jana@coolmail.com

Subject: Progress!

Attachment:  Study diary

Hi Jana

Well, I've just finished my fourth week at college and it's been quite an experience. I have to say that when I started I felt totally confused. As you know, I haven't done any studies since school and this was my first experience of studying in a different country. So it was quite tough.

At first, I really didn't understand that it'd be better to have a study programme. I went to a great workshop, though, and this taught me how to make a study diary. I write down what I have to do each day and make notes on what I've done. I'm quite disciplined with myself, and try to keep to my plan. If I can't do so much one day, I try and make it up the next day.

At the workshop I realised I wasn't getting enough sleep – I had so much on my mind! I felt exhausted. Anyway, my study diary has helped with this, too. I make sure I finish my work earlier so I can get to bed a bit earlier. I feel much better now.

I've attached a copy of a page from my study diary. Perhaps you can use something like this in your studies – why don't you try it?

Let me know how things are going at home.

Love
Petra

Turn over page

Text E

 Petra's Study DiaryTuesday, 26 OctoberReflections on classwork

Enjoyed groupwork! Worked well with Sergio and Gina

Need to review the present perfect with 'for' and 'since' - still not clear

Sergio has a wide vocabulary - he said it's because he reads a lot. Must read more!

Home study 4pm to 6pm

Finish essay - check for mistakes

Grammar exercises p. 10 - check answers in back of book

Bed - 11pm

Wednesday, 27 OctoberTO DO:

Hand in essay

Ask teacher for more practice on present perfect

Borrow book from library (short stories) - or read magazine?

Don't forget!

End of exam

Skills for Life Level 1 Reading – Sample paper 6 Answers

1. E
2. B
3. F
4. C
5. A
6. B
7. D
8. C
9. F
10. B
11. B
12. C
13. C
14. B
15. C
16. A
17. B
18. D
19. C
20. C
21. A
22. B
23. A
24. A
25. B
26. C
27. B
28. B
29. C
30. C