

ESOL Skills for Life

Level 2 – Reading

Sample Paper 4

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.
- ▶ This exam paper has **three** tasks. Answer **all** questions.
- ▶ You may highlight parts of the texts or questions with a highlighter pen.
- ▶ Use only blue or black pen for your answers.
- ▶ Circle your answers **on the separate answer sheet**.

1. What is this text about?

- A books
- B television
- C cinemas



Question	Answer		
1.	A	<u>B</u>	C
2.	A	B	C
3.	A	B	C

- ▶ You must not use pencil, erasable pen or correction fluid.
- ▶ You must not use a dictionary in this exam.
- ▶ You must not take this exam paper out of the exam room.

Task 1

Read the text on page 3 and answer questions 1-6.

Questions 1-4

The text on page 3 has six paragraphs. Match the correct paragraph (A-F) to the descriptions below. There is one paragraph you don't need and one example.

Example: to introduce the theme of the text

 A

1. to give examples of the research the astronauts do
2. to give details about mornings in space for the crew
3. to explain how a change in their bodies is catered for
4. to give the structure of the second half of the day

.....

.....

.....

.....

Questions 5-6

Choose the correct answer.

5. It is important for the crew to exercise frequently to
 - A stop them getting bored
 - B compensate for the unhealthy food
 - C reduce one of the effects of weightlessness
6. According to the text, one of the reasons for the work done on board is to
 - A help medical research on Earth
 - B gather data to use for later missions
 - C research ways of producing more food on Earth

A life in space

Paragraph A

As you read this, the International Space Station, or ISS, is cruising around our planet at a height of 249 miles above it and at a speed of over 17,000 miles per hour. The crew will have little recognition of the speed they are travelling, as the distances around them are so huge.

Paragraph B

The ISS is very much a working laboratory, and the astronauts on board follow a working week as much as anyone back here on Earth. They typically wake at 6am and exercise for an hour to help reduce muscle loss, which happens much more quickly in a zero gravity environment. They then inspect the ISS for wear and tear. After some breakfast they have a conference with mission control back on Earth about the day's work.

Paragraph C

After their morning's work they have lunch. This is followed by more exercise before continuing with their afternoon schedule. They conduct experiments that typically finish at 7.30pm, when they will exercise again, have dinner, and prepare themselves for bed. The ISS uses blackout blinds on the windows at night as there will be eight sunrises while the astronauts sleep. This is because the ISS will travel round the Earth eight times during that period.

Paragraph D

As everything in space seems weightless, the experiments are to analyse the effects of this. For example, is it possible to grow plants, and how are they affected by this environment? The crew are also part of the experiment. Their bodies are monitored. The data that is recorded will help scientists prepare for longer journeys in space, for example a manned mission to Mars.

Paragraph E

Most food eaten aboard the ISS is air-sealed in bags. More spices are used in this food, as one of the effects of zero gravity is the dulling of the sense of taste. For this reason, drinks are also in the form of a strong flavoured powder, which needs to be rehydrated before being drunk through a straw.

Paragraph F

The team use an adapted water jet and wet wipes to keep clean. They also use soap from a dispenser similar to a tube of toothpaste. The shampoo does not need to be rinsed out of their hair, and their toothpaste is edible.

Turn over page

Task 2

Read the text on page 5 and answer questions 7-16.

Questions 7-10

Four sentences are missing from the text. Choose the best sentence for each gap. There is one sentence you don't need and one example.

- A (Example) *Teenagers, it seems, have different 24-hourly rhythms, which govern the cycle of sleep.*
- B What really mattered, however, were the teachers.
- C Dr Kelley predicted that young people in the UK could achieve much more if they had the sleep they needed.
- D The general impact was striking.
- E Dr Kelley also worked as a headteacher at Monkseaton High School in North Tyneside and saw these issues on a day-to-day basis.
- F While we thought teenagers were just always tired, their behaviour is in fact affected by their biology.

Questions 11-13

Choose the correct answer.

- 11. Teenagers end up not having enough sleep when they
 - A are studying to be a doctor
 - B choose to go to bed too late
 - C follow an adult's sleeping pattern
- 12. Paragraph six uses inverted commas for the phrase 'a lot happier, much more positive'. This is because
 - A this is a direct quote
 - B it is unclear what is meant by this
 - C it is not a complete sentence
- 13. In paragraph seven, the writer implies that the results of the study
 - A were unsuccessful as the achievement rate decreased in the second year
 - B should be taken into consideration by the government backbenchers
 - C showed the success of the study as it improved students' achievement

Questions 14-16

Choose the word with the same meaning as the word **in bold**.

- 14. **impairing** (paragraph four)
 - A improving
 - B weakening
 - C sustaining
- 15. **bemused** (paragraph six)
 - A confused
 - B annoyed
 - C upset
- 16. **performance** (paragraph seven)
 - A communication
 - B cooperation
 - C results

Let teenagers lie in

Paragraph one

Last week, Dr Paul Kelley, American-born but now based in Tyneside, gave a thought-provoking speech to the British Science Festival. He called on schools to let teenagers lie in and suggested that the start of lessons should be put back to as late as 11am. This was to address a crisis in sleep deprivation among young people.

Paragraph two

 A (Example) . When a middle-aged parent's body clock is saying, 'Go to bed, it's time to sleep', their teenager is saying, 'No way, I'm wide awake.' When the parent thinks it's time to get up to go to school, the teenager's body clock is still requiring sleep.

Paragraph three

 7. . According to neuroscientists, teenagers' 24-hour rhythms typically lag a couple of hours or more behind those of adults. Current school start times mean that they are forced to wake up too early and are trying to concentrate on school work when they should still be asleep.

Paragraph four

These sleep cycles mean they are not tired at bedtime and they are exhausted in the morning. If they are forced to conform to an adult timetable, they end up more sleep-deprived than a junior doctor on a 24-hour shift. This affects teenagers by **impairing** their physiological, metabolic and psychological health.

Paragraph five

 8. . He decided to test what he'd read about teenage sleep patterns and masterminded a school-wide pilot study looking into the effect of a delayed start to the school day. First, he had to get the teachers, governors, parents and children on board, then he put the timetable back to a 10am start for all year groups.

Paragraph six

 9. . Pupils' concentration improved, days off sick decreased and the atmosphere in school changed radically. Students were nicer to each other and more pleasant to their teachers; at home, family life improved with **bemused** but happy parents reporting that their children were 'a lot happier, much more positive'.

Paragraph seven

 10. . 'The thing about running a school is that the bottom line is better **performance**,' says Kelley. The late start paid off, resoundingly. At the end of the first year of the experiment, the percentage of children achieving the government benchmark of five GCSEs at A*-C including English and Maths increased by 19%; the following year it went up by 18%. 'It's a win-win for everybody,' says Kelley. 'It's a win for parents, it's a win for the students and it's a win for schools and universities because the students will do better.'

Turn over page

Task 3

There are five related texts starting on page 8. Read all the texts and answer questions 17-30.

Questions 17-19

Match the correct text (A-E) to the descriptions below. There is one text you don't need and one example.

Example: to describe past events **and** future plans

A

17. to make a request for action **and** to ask for confirmation

.....

18. to give detailed information **and** invite applications

.....

19. to express a concern **and** to supply an answer

.....

Questions 20-22

Choose the correct answer.

20. Text B is mainly

- A an objective report about the bakery
- B an advert for the bakery competition
- C a favourable account by one journalist

21. In text E, Abriana is feeling

- A relaxed
- B exhausted
- C frustrated

22. It is clear from all the texts that

- A Abriana and Enzo are more interested in running courses than baking bread
- B the bakers want to develop their bakery and help people in the community
- C everyone is happy when business people win awards for their hard work

Questions 23-25

Text A has six paragraphs. Match the correct paragraph A-F to the headings below. There are two paragraphs you don't need and one example.

Example: *Who we are* **A**

23. A winning team!

24. An addition to the staff

25. What are we baking?

Questions 26-27

Choose the correct answer.

26. To apply for the one-day course, you have to

- A go online
- B visit the college
- C telephone Abriana

27. Marietta can access the vocabulary information sheet

- A before she starts her application
- B after she applies for the course
- C on the day of the course

Questions 28-30

Choose the word with the same meaning as the word **in bold**.

28. nominated (text A)

- A recommended
- B interviewed
- C appointed

29. constantly (text C)

- A generally
- B continually
- C successfully

30. accessible (text D)

- A clear
- B right
- C online

Turn over page

Text A

Baxton Bakery | Newsletter

A (Example)

Welcome to our first newsletter. Baxton Bakery, established over a year ago now, was set up by my wife, Abriana and me, to deliver wholesome, additive-free bread made from the finest ingredients to the local community.

B

Initially, we produced only wholemeal bread but as our customer base has increased we have been able to extend our range, listening to what our loyal customers say they want to buy. We now produce 20 different kinds of bread and we were very pleased last week when our first batch of Italian breads sold out, almost as soon as they had come out of the oven!

C

As yet, we are still only open from Monday to Wednesday, but we plan to open six days a week by the end of the year. At the same time, we will be launching an online delivery service, details of which will be on our website at: www.baxtonbakery.co.uk

D

Last month, we welcomed a new baker to our small team. Gina Garone has a long list of credentials, having been trained in world-famous catering colleges. She has a wealth of experience from working at top independent bakeries in Paris and London and shares our vision of baking only the highest-quality bread.

E

In the same month, we attended a ceremony where we were extremely honoured to be given the Gold Medal Award for the most outstanding newcomer to the industry. We have also been **nominated** for Baxton's Business of the Year Award, the winner of which will soon be announced.

F

However, the most exciting recent innovation has been the development of our free one-day courses, funded by Baxton Council in partnership with Baxton College. To date there have been four courses, which were very well attended. The course is a basic introduction to bread making. It's ideal for those who just want to make their own bread or go on to take a course at Baxton College. Please visit us or our website for further information: www.baxtonbakery.co.uk

Enzo & Abriana Morello

Enzo & Abriana Morello

Text B**Award-Winning Baxton Bakery**

By Gabriel Silva

Baxton Bakery is becoming very well-known in our little town and has won two awards in quick succession: the Gold Medal Award and our own Baxton Business of the Year Award. I went to meet the owners, husband and wife team, Enzo and Abriana Morello, to discover who is baking such delicious bread.



I found them hard at work and up to their elbows in flour when I arrived. Bread was baking in the large ovens and customers were queuing to buy still-warm loaves. ‘I only buy bread from here now,’ one told me, ‘It’s the best bread in the world. It’ll be great when they’re open all week!’



Speaking to the wonderful husband and wife team revealed what drove them to set up their bakery. They met and married while training to be bakers and developed their dream of running a very special bakery. ‘We didn’t just want to run a business, we wanted to share our vision of healthy bread and to be part of a community,’ Enzo told me. ‘Yes,’ Abriana added, ‘That’s why we’re running courses and the reason we’ll soon be holding our first bakery competition to raise money for charity.’

As I left, these lovely bakers gave me three freshly-baked loaves to take home!

Turn over page

Text C

Baxton Bakery

Free One-Day Course

The course

The course is on the last Thursday of each month. Twelve places are available. The course is open to anyone over 16. It is run in conjunction with Baxton College. The course teaches the basics of bread making and kitchen hygiene. Equipment, hats, aprons and ingredients are provided free of charge. The tutors are Enzo and Abriana Morello.

Requirements

Please wear flat shoes and loose, comfortable clothing. Standing for long periods and the high kitchen temperature make this a strict requirement. However, avoid long, loose sleeves.

What you will learn

The morning session includes a talk on the history and nutritional aspects of bread, followed by a brief introduction to hygiene, health and safety in the kitchen. The afternoon session shows participants how to bake wholemeal loaves and rolls.

Certificate

There is a short test at the end of the day. If successful you are awarded a certificate.

Progression

The test is not compulsory, but the certificate will qualify you to enrol on a basic cookery course at Baxton College, without further assessments. It will also allow you to go to the top of the waiting list for future advanced courses.

Feedback

We welcome your feedback on the course, as we are **constantly** developing it according to your expectations and needs.

[Apply here](#)

For more information, please contact: abriana.baxtonbakery@email.com or 0122 674 7891.

Text D

From: abriana.baxtonbakery@email.com

To: marietta543@email.com

Subject: RE: Course query

Dear Marietta

Thank you for your email. I'm so pleased you've asked this question and that you want to make baking your career!

People who have already attended the course have made the same comments about the new vocabulary. As we strongly believe the content of the course ought to be **accessible**, I've just designed a vocabulary information sheet that everyone can read before attending.

It will be on the website tomorrow. When you've applied for the course, you will be sent a confirmation email with a link to the vocabulary information sheet.

I hope this has answered your question and I look forward to meeting you!

Kind regards

Abriana

From: marietta543@email.com

To: abriana.baxtonbakery@email.com

Subject: Course query

Dear Abriana

I'm 28 years old and don't know anything about cooking! I'm worried that your course wouldn't be suitable for me. I'm sure there might be a lot of technical vocabulary I don't know about. At the same time, I'm really interested in learning about cooking as I would love to go back to college and work in a bakery.

Regards

Marietta

Text E

Hi Enzo,

I know you don't want to disturb John at Website Designers, but I think he needs to update the confirmation email without delay.

I'm no expert, but surely it would only take seconds to change? The vocabulary sheet is going to be a lifeline for those that are worried.

Let me know when it's done.

Abriana

Remember to circle your answers on the answer sheet.

1. What is this text about?

A books

B television

C cinemas



Question	Answer		
1.	A	<u>B</u>	C
2.	A	B	C
3.	A	B	C

End of exam

Skills for Life Level 2 Reading – Sample paper 4

Answers

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