



English Speaking Board (International) Ltd.
Level 2 Award in ESOL Skills for Life (Reading)

Paper Time
60 minutes

Booking Number						Candidate Number					
Surname											
Other Names											
Date											
Centre Name											

Please read the text below before attempting any of the paper

- Please complete the paper in blue or black ink, do not use pencil
- Questions may be attempted in any order
- Read each question carefully and answer as many questions as you can
- You must not use a dictionary
- At the end of the test, please close your paper and hand all materials to the Supervisor/Invigilator
- Do not open this paper until you are told to do so by the Supervisor/Invigilator

Marker's Use					
Marker Initials		Moderator Initials			
1	1.1		1	1.1	
2	1.2		2	1.2	
3	1.3		3	1.3	
4	1.4		4	1.4	
5	2.1		5	2.1	
6	3.1		6	3.1	
7	3.2		7	3.2	
8	3.2		8	3.2	
9	1.1		9	1.1	
10	1.2		10	1.2	
11	1.3		11	1.3	
12	1.4		12	1.4	
13	2.1		13	2.1	
14	3.1		14	3.1	
15	3.2		15	3.2	
16	1.1		16	1.1	
17	1.2		17	1.2	
18	1.3		18	1.3	
19	1.4		19	1.4	
20	2.1		20	2.1	
21	3.1		21	3.1	
Overall Grade			Overall Grade		

Task 1

Read the texts and answer questions 1 – 8.

<p>A</p> <p>Museum Volunteers</p> <p>Volunteers are a key asset to the West Midlands museum and heritage sector, with more than two thirds of the workforce being volunteers. West Midlands Council offers volunteer recruitment support and training opportunities.</p> <p>What volunteers do:</p> <p>There are three major workshop projects planned for 2014, all run by volunteers.</p> <p>In one of them Ged Lewis, an 83 year-old volunteer and model maker, along with his newly recruited 52 year-old ‘apprentice’, Mark Clements, are now in the final stages of building a small scale model caravan for the autumn exhibition in the West Midlands museum. Ged was assisted in the early stages by local boy, Andrew J Bannister, who went on to win the Diana, Princess of Wales Award for services to the community in April.</p>	<p>B</p> <p>What do Customer Service Assistants do?</p> <p>CSAs work in three main areas of the Museum:</p> <ul style="list-style-type: none">• Shop: serving customers, controlling stock and dealing with deliveries.• Information Desk: meeting visiting groups, giving welcome talks, looking after school groups, providing general information, answering e-mail enquiries.• Gallery: patrolling the museum, reporting any problems (spillages or damage for example), answering visitors’ questions or directing them to the enquiry service. <p>A typical question from the general public is: “What is the best way to go round the museum?”</p> <p>A typical comment from a CSA volunteer is: “It can be hard work, but it’s entertaining and amusing too!”</p>
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C

The positive impact for customers of employee volunteering at Electron Power

Community Service Volunteers (CSV) provide employee volunteering opportunities for staff at Electron Power.

Electron Power has been working in partnership with CSV Employee Volunteering for some ten years now. In 2013, over 20% of employees volunteered their time to take part in projects to support the local community.

Manager, Ahmed Hussain, tells us:

*"By allowing our employees time to volunteer, we have noted an improvement in their communication skills. We have also seen an upturn in morale as well as a huge sense of pride in the company. The impact on our customers has been that excellent service has become **all in a day's work** for Electron Power staff."*

D

Volunteering at Manchester Football Club

Last year, 208 people - comprising 42 women and 166 men - from all sections of the community, volunteered at Manchester Football Club. They put in a total of 1919 hours between them.

Volunteering activities included helping at: match day events, FA cup parade, after-school football coaching, disability football sessions, family fun day, school tournaments and Olympic days. MFC are pleased to say that over 550 children have benefited from the schemes.

The benefits of this programme are:

- Giving back to society
- Making new friends
- Learning new skills
- Helping people
- Having fun

Task 1

Circle the letter of the correct answer.

1. What is the common theme of **all** these texts?

- A customer care
- B workplace training
- C working without pay
- D doing an apprenticeship

2. Identify the sequence of events in the building of the model described in Text A. Put the following statements in chronological order.

The first one has been done for you.

Ged Lewis decided to build a model to exhibit in the museum.	1
Andrew J Bannister won the Diana, Princess of Wales Award.	
Ged's caravan will be completed for an exhibition.	
Andrew J Bannister helped Ged Lewis to build the caravan.	

3. There is an apostrophe used after the letter **s** in **visitors'** in Text B to show that this word

- A is plural
- B has missing letters
- C is possessive
- D is possessive and plural

4. What does the idiom '**all in a day's work**' mean in Text C?

- A difficult
- B boring
- C routine
- D irregular

5. The main purpose of Text C is to
- A encourage people to help Electron Power's customers
 - B advertise new job opportunities at Electron Power
 - C show the advantages of volunteering
 - D persuade employees to do training courses
6. According to Text D, how many children have taken part in activities supported by Manchester Football Club?
- A less than 200
 - B nearly 200
 - C over 500
 - D about 2000
7. All the texts include information about volunteering.
Which aspect of volunteering has **not** been mentioned in any of them?
- A how many hours work each volunteer does
 - B advantages of volunteering
 - C the kind of volunteering activities
 - D training and learning opportunities
8. Which two texts mention the volunteers enjoying themselves?
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Task 2

Read the text and answer questions 9 – 15.

Why teach Drama in schools?

*“Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.”*

CHINESE PROVERB

Paragraph 1

Dramatic arts education is an important means of stimulating creativity in problem solving. It helps students to challenge their own awareness of themselves and their world. Through dramatic exploration, students find a way to express emotions, thoughts and dreams which they might not otherwise have expressed.

Paragraph 2

A student can, if only for a few moments, become someone else and explore a new role. They can try to experiment with a range of personal choices and solutions, very real difficulties - difficulties from their own lives or dilemmas faced by characters in literature or historical figures. They can examine, discuss and experience actions and consequences in a safe environment, saving them from the dangers such experimentation could lead to in the real world. This is perhaps the most important reason for dramatic arts in schools.

Paragraph 3

Still there is far more that drama can do. At the centre of all drama is interaction. Like all the arts, drama allows students to converse with and understand others in new ways. Perhaps more than any other art form, drama also provides training in the very practical aspects of exchanging ideas so necessary in today's increasingly information-centred world.

Paragraph 4

Students who have participated in dramatic activities are less likely to have difficulty in speaking in public and will be more persuasive in both written and verbal interaction. They will be better at **putting themselves into others' shoes**. They will relate to other people better, will have a more positive self-image and feel better about themselves.

Paragraph 5

Participation in dramatic activity requires self-control and discipline that will serve the student well in all aspects of life. Students in drama will learn to work together, to collaborate, to find a way for each member of a group to contribute. They will also learn to listen to and accept the viewpoints and contributions of others. No art form is more truly shared with others. Drama is an important tool to prepare students to live and work in a world that is often team-led rather than directed from above.

Paragraph 6

Drama also helps students develop tolerance and understanding. In order to play a role competently, an actor must be able to fully become another person. An actor must really be able to understand how the world looks through another person's eyes. This doesn't mean that s/he must agree with every character. An actor can play an evil dictator without becoming one but s/he cannot play an evil dictator without understanding the dictator's point of view. In today's sometimes intolerant culture, the ability to understand others' motives and choices is critical. Drama can therefore help to build responsible global citizens.

Task 2

Circle the letter of the correct answer.

9. The text discusses the

- A advantages and disadvantages of drama classes in schools
- B difficulties of having drama classes in schools
- C disadvantages of drama classes in schools
- D advantages of drama classes in schools

10. From the list below, select a suitable title for paragraphs 2, 3 and 4 and write it in the box.

- A Communication
- B Self-confidence
- C Problem solving

	Letter
Paragraph 2	
Paragraph 3	
Paragraph 4	

11. What does the word '**They**' in paragraph 4 refer to?

- A students
- B the public
- C an audience
- D other people

12. In paragraph 4, "putting themselves into others' shoes" means

- A understanding how other people feel
- B speaking confidently about others
- C choosing the right things to wear
- D changing somebody's mind

Circle the letter of the correct answer.

13. The text is
- A** critical
 - B** advisory
 - C** instructive
 - D** persuasive
14. According to the text, it is important to understand other people because we
- A** may become evil tyrants
 - B** need to agree with people
 - C** live in an intolerant culture
 - D** need to live in the local neighbourhood
15. In the Chinese proverb at the beginning of the text, the author thinks the students will develop most by
- A** watching a demonstration
 - B** taking part in an activity
 - C** listening to information
 - D** memorising a play

Task 3

Read the text and answer questions 16 – 21.

Michael Rosen is a children’s novelist and poet. He has written over 140 books. He was born and bred in Britain but has Polish, Russian and Romanian ancestors. This extract is adapted from his new non-fiction book “Alphabetical”, which is a book about the alphabet used by English speakers.

Paragraph 1

I am sitting at a desk in the book shop. In front of me is a line of children and parents who want me to sign their books. As each child comes to the table, I ask their name. For most of the names, I check how it’s spelled. Sometimes this is because it’s one I haven’t heard of, sometimes it’s because there are several ways to spell the name and sometimes because it’s quite possible that the parents have invented a new spelling.

Paragraph 2

Like many people, I’m inquisitive about my own name. I look at my name, ‘Michael’, and wonder about the history that enabled the ‘i’ sound to be long and not short like the ‘i’ in ‘pin’. I wonder why the ‘ch’ is there when a ‘k’ seems better. Indeed in many countries in the world, my name would be spelled ‘Mikel’. And then, what about the ‘ae’, which I and most English speakers pronounce with the common sound which has its own special name: the ‘schwa’. Why is it ‘ae’? Were the two letters once used together as we used to see in ‘mediæval’ or ‘encyclopædia’? Or was it once an ‘æ’ which was separated by dots or slashes that English used to be fairly free with?

Paragraph 3

Then, on to the ‘Rosen’, which is also difficult. How do you pronounce the ‘s’? I tell people it’s ‘Rose’ with an ‘n’ on the end, a German name. A lot of the English language originates from German. A memory of German lessons, when I was a teenager in the late 1950s, appears in my thoughts, followed by the memory that users of English nearly got rid of all the old Germanic plurals which ended in ‘n’. However, some still survive such as, ‘men’, ‘women’ and ‘children’. As you follow the development of the English language, you can see how the French language influenced English. Over hundreds of years, people swapped the Germanic ‘n’ for plurals for the French ‘s’. I remember being read a poem by Walter de la Mare* when I was at school that had the word ‘shoon’ in it. It means ‘shoes’ explained our teacher; “n” for a plural again. So I have decided that my name, ‘Rosen’, means ‘Roses’!

**Walter de la Mare was also a poet and novelist who wrote for children.*

Circle the letter of the correct answer.

16. Choose the most appropriate title for each of the 3 paragraphs from this list of 5:

- A Different scripts
- B Setting the scene
- C English Literature
- D Spelling my surname
- E Spelling my first name

	Letter
Paragraph 1	
Paragraph 2	
Paragraph 3	

17. Identify the sequence of events and put the following statements in chronological order. Write the numbers 1 – 3 in the last column.

	Event	Number
1	English was influenced by German.	
2	“S” was used for plurals.	
3	“N” was used for plurals.	

18. In paragraph 2 and the start of paragraph 3, the author asks some questions. He does this because he

- A isn't sure what the answer is
- B wants the reader to tell him the answer
- C thinks his name should be spelled differently
- D will answer the questions at the end of the text

19. Which word in the paragraph 2 means the same as “curious” or “interested”?

Write your answer below.

20. In the extract, Michael Rosen wonders about the

- A spelling of names
- B meaning of names
- C purpose of names
- D implication of names

21. What is the name of the sound that is in Michael's first name?

- A a dot
- B a slash
- C a schwa
- D a plural

End of assessment