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National
Qualifications
2015

Mark

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X727/76/01

**ESOL
Listening**

MONDAY, 25 MAY
3:30 PM – 4:00 PM



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Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

--	--

Month

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Year

--	--

Scottish candidate number

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Total marks – 20

Attempt ALL questions.

You will hear two different recordings. **Before you hear each recording, you will have one minute to study the questions.** You will hear each recording twice, with an interval of ten seconds between playings. You will then have time to answer the questions before hearing the next recording.

You may NOT use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use blue or black ink.

You are not allowed to leave the examination room until the end of the test.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* X 7 2 7 7 6 0 1 0 1 *

Total Marks — 20
Attempt ALL questions

MARKS DO NOT
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Recording 1

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in recording 1 before the recording begins.

Questions 1–4: Choose the correct answer for each question and tick (✓) **one** box.

- | | | |
|---|----------|--|
| <p>1. Douglas and Sandra are</p> <p>A brother and sister. <input type="checkbox"/></p> <p>B husband and wife. <input type="checkbox"/></p> <p>C good friends. <input type="checkbox"/></p> | <p>1</p> | |
| <p>2. What does Douglas say about life in the village?</p> <p>A He doesn't find the locals friendly. <input type="checkbox"/></p> <p>B He likes the local pub. <input type="checkbox"/></p> <p>C He doesn't often go to the local cafe. <input type="checkbox"/></p> | <p>1</p> | |
| <p>3. The village has</p> <p>A hardly changed for hundreds of years. <input type="checkbox"/></p> <p>B grown at a steady rate over the centuries. <input type="checkbox"/></p> <p>C expanded significantly recently. <input type="checkbox"/></p> | <p>1</p> | |
| <p>4. Sandra is annoyed because</p> <p>A the butcher's window display might upset children. <input type="checkbox"/></p> <p>B the people who objected were new to the area. <input type="checkbox"/></p> <p>C the incomers return to the city often. <input type="checkbox"/></p> | <p>1</p> | |



Recording 1 Questions (continued)

MARKS DO NOT WRITE IN THIS MARGIN

Questions 5–8

Complete the sentences below. Use **NO MORE THAN TWO WORDS** for each answer.

5. Douglas didn't join _____
against the local butcher. 1
6. Sandra thinks that supermarket meat uses up too many _____
_____. 1
7. The story of the local butcher appeared on _____
_____. 1
8. Sandra thinks children should know that their meat comes from _____
_____. 1

Questions 9 and 10: Choose the correct answer for each question and tick (✓) one box.

9. Which word best sums up Sandra's attitude to the longer-established villagers? 1
- A patronising
- B sympathetic
- C mistrustful
- D critical
10. What is the main topic of this conversation? 1
- A Countryside protests.
- B A change of lifestyle.
- C Being a vegetarian.
- D A happy retirement.



Recording 2

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in recording 2 before the recording begins.

Questions 11 and 12: Choose the correct answer for each question and tick (✓) one box.

11. The speaker says that 1

- A texting is just another form of writing.
- B people are naturally inclined to write.
- C speech is a lot older than writing.
- D writing was traditionally done at night.

12. The speaker says that casual speech 1

- A isn't very similar to formal writing.
- B typically has long sentences.
- C is occasionally worth recording.
- D is inferior to written language.

Questions 13–16: Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

13. It used to be conventional in formal speeches to talk
 _____ . 1

14. If you want to write like you speak, you must type quickly and have someone
 to _____ . 1

15. While texting, nobody pays much attention to
 _____ . 1



Recording 2 Questions (continued)

MARKS

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16. In the emerging language of texting, _____
are appearing.

1

17. Which of these represent the speaker's opinions of texting? Tick (✓) **two**
boxes.

2

A It's not as acceptable as formal writing.

B It hinders young people's writing ability.

C It helps people develop bilingual skills.

D It expands young people's linguistic skills.

E It would confuse previous generations.

F It's boring to sit and write text messages.

Questions 18 and 19: Choose the correct answer for each question and tick (✓)
one box.

18. If the speaker could travel to 2033, he would

1

A show texts written by today's teenagers.

B be interested in how texting had developed.

C examine the damage done to today's youth.

D wonder how speaking skills had evolved.

19. Which of these best describes the speaker's attitude towards texting?

1

A He welcomes it, but with caution.

B He's pessimistic about its effect on writing.

C He sarcastically calls it a "miracle".

D He regards it as extraordinary.

[END OF QUESTION PAPER]



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ADDITIONAL SPACE FOR ANSWERS

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ADDITIONAL SPACE FOR ANSWERS

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National
Qualifications
2015

X727/76/11

**ESOL
Listening Transcript**

MONDAY, 25 MAY
3:30 PM – 4:00 PM

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* X 7 2 7 7 6 1 1 *

Instructions to reader(s):

Recording 1

The conversation below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the conversation a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should be read by one male and one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 1

Listen to the recording and attempt the questions which follow. You will hear the recording twice.

You now have one minute to read the questions in recording 1 before the recording begins.

(one minute pause)

TONE

Sandra Well, it's certainly a nice view, Douglas.

Douglas It's open enough, but these hills aren't exactly spectacular. Not like Perthshire, Sandra.

Sandra Oh, Perthshire's nice but I think you get better weather here. Anyway, let's have the coffee before it gets cold.

Douglas You want a biscuit? We've got some somewhere.

Sandra No, I'm fine. *(pause)* You know, Douglas, I can't believe it's been over a year since mum died, and I've hardly seen you since the funeral. By the way, thanks for sorting out the will – you did a good job.

Douglas No problem.

Sandra *(Pause)* So many changes – but more for you than for me.

Douglas Yes, Sandra, I was struggling a bit before, but mum's money helped Carol and me so I could quit my job and move here.

Sandra And what about *here*? How are you finding living in the village?

Douglas *(hesitantly)* Oh, it's fine . . . people are friendly . . .

Sandra You don't sound very convinced.

Douglas Well, I'd say they're friendly here in the new housing estate . . . the incomers from the city. But those in the older houses, in the village proper, well, they don't mix much.

Sandra I can't see where there is to mix. This place doesn't even have a decent pub.

- Douglas** There's a nice café at the far end of the main street.
- Sandra** And do you go there?
- Douglas** Not so often – sometimes when I'm walking the dog that way, but we usually go down into the woods. There's a lovely walk along the river and you can see all sorts of wildlife.
- Sandra** Hmm, well, I can't say I'm really surprised – about the locals, that is. This village has existed for centuries and suddenly they stick down a whole load of new houses. You can't expect the local residents to be happy about it.
- Douglas** True, although if you really look at the place, you'll see that there are houses from every period, going back – I don't know – maybe three hundred years. There are some bungalows that were put up in the 1930s.
- Sandra** Yes, but that's more, kind of organic. The new housing estate is a bit too much – too many people at once, and a bit detached physically from the main village.
- Douglas** Yes, Sandra, and in fact, there have been a couple of points of real friction. For example, someone objected to the butcher's shop displaying dead animals, or bits of dead animals, in the window.
- Sandra** What? It's a butcher's. What are they supposed to put in the window – bread?
- Douglas** No, the thing is, they had a whole lot of lambs and rabbits hanging up and that sort of thing, and some people thought this might be upsetting for the kids.
- Sandra** And I suppose these people would be incomers?
- Douglas** Well, yes, actually.
- Sandra** Who probably get their meat from a supermarket in Edinburgh?
- Douglas** I'd imagine they do. Most of them are in the town every few days, if not more often.
- Sandra** Exactly, Douglas, and they expect to see meat cut up and packaged, or at least in nice tidy pieces, lying on the counter?
- Douglas** That's true.
- Sandra** Well, fair enough. I suppose, being city types, they're used to supermarkets. But that's not the point – you've no right to come into a community and start trying to impose your own values on the locals. It really gets my back up.
- Douglas** Well, actually, we do most of our shopping in the supermarkets in Edinburgh. But I wasn't involved in the protest.
- Sandra** (*sarcastically*) That's good of you. So why don't you get your meat from the local butcher?
- Douglas** Well, I suppose I'm one of your city types – and the meat's a bit cheaper in the supermarkets.
- Sandra** That's probably because it comes from everywhere and anywhere, and uses up too many food miles. I'm sure your village butcher uses locally-sourced meat.

Douglas I'd imagine he does – but, actually, he's doing well out of the protest. The story was big on social media. One side tried to organise a boycott of the shop, but he got more backing from the people on the other side. He told me the other day his trade has gone up.

Sandra That's good. Actually, I don't know why I should care – as you well know, I'm a vegetarian.

Douglas True – and isn't that a city value?

Sandra Don't be silly – there are vegetarians everywhere. Anyway, if I lived here I'd be sure to buy my vegetables locally. But the thing is, if people are going to eat meat they should know what they're eating. Kids should know that their hamburgers, their chicken nuggets, their sausages and so on, come from dead animals.

Douglas Well, speaking of kids, (*begin fade*) that looks like Carol and the boys coming up the path. I'll put the kettle on again.

(ten second pause after first reading)

TONE

(one minute pause after second reading)

(TONE)

Instructions to reader(s):

Recording 2

The talk below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the talk a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should be read by one male or one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 2

Listen to the recording and attempt the questions which follow. You will hear the recording twice.

You now have one minute to read the questions in recording 2 before the recording begins.

(one minute pause)

TONE

(m/f) Thank you for inviting me along to give this short talk – I'll try to keep it brief.

We always hear that texting is a scourge. The idea is that texting spells the decline of any kind of serious literacy, or at least writing ability, among young people today. That just isn't true. Actually texting is a miraculous thing that we're seeing happening right now. We have to stand back and look at what language really is. One thing that we see is that texting is not writing at all. What do I mean by that?

Basically, language has existed for at least 80,000 years, and what it arose as is speech. People talked. That's what we're probably genetically specified for. That's how we use language most. Writing is something that came along much later. According to traditional estimates, if humanity had existed for 24 hours, then writing only came along at about 11:07 p.m.

Casual speech is something quite different from formal writing. Linguists have shown that when we're speaking casually in an unmonitored way, we tend to speak in word packets of maybe seven to ten words. You'll notice this if you ever have occasion to record yourself or a group of people talking. Speech is much looser. It's much less reflective – very different from writing. We naturally tend to think, because we see language written so often, that's what language is, but actually what language is, is speech. They are two different things.

Now of course, as time has gone by, there's been a certain amount of bleed between speech and writing. So, for example, in the past it was common when one gave a formal talk to basically talk like you write.

Well, if you can speak like writing, it logically follows that you might want to sometimes write like you speak. Even if you can type easily enough to keep up with the pace of speech, you have to have somebody who can respond quickly. Once you have a device that can do that, then you have the conditions that allow us to write like we speak. And that's where texting comes in. And so, texting is very loose. No one thinks about capitals or punctuation when they text, but then again, do you think about those things when you talk? No, and so why would you when you're texting?

What texting is, despite the fact that it involves the brute mechanics of something that we call writing, is fingered speech.

But what's going on is a new kind of language is emerging. We have a whole range of new constructions that are developing, and yet it's easy to think something's still wrong. It's not as sophisticated as the language of a quality newspaper.

And so, I see texting these days as a new way of writing that young people are developing, which they're using alongside their ordinary writing skills, and that means they're able to do two things. Increasing evidence is that being bilingual is cognitively beneficial. That's also true of being bidialectal in terms of your writing. And so texting actually is evidence of a balancing act that young people are using today, not consciously, of course, but it's an expansion of their linguistic repertoire. It's very simple. If somebody from 1973 looked at a typical text written by a 20-year-old today, often they would have no idea what half of it meant. A whole new language has developed among our young people as a result of doing something as mundane as messing around on their little devices.

So in closing, if I could go into the future, to 2033, the first thing I'd ask is please let me see texts written by 16-year-olds, because I'd want to know where this language had evolved since our times, and ideally I'd then send them back to you and me now so we could examine this linguistic miracle happening right under our noses. Thank you very much.

(ten second pause after first reading)

TONE

(one minute pause after second reading)

(t) You now have one minute to check you answers.

(one minute pause)

(t) This is the end of the listening test.

[END OF TRANSCRIPT]

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ACKNOWLEDGEMENT

Listening Transcript Recording 2 – Text is adapted from “*Txting is killing language. JK!!!*” from John McWhorter’s TED Talk, April 2013.

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2015

Mark

X727/76/02

**ESOL
Reading and Writing**

MONDAY, 25 MAY
1:00 PM – 3:10 PM



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 50

SECTION 1 — READING — 25 marks

Read BOTH texts and attempt ALL questions.

SECTION 2 — WRITING — 25 marks

Attempt Part 1 and Part 2. In Part 2 attempt EITHER Task 1 OR Task 2.

Use of a dictionary is **not** permitted.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not you may lose all the marks for this paper.



SECTION 1 — READING — 25 MARKS

Recommended time: 40 minutes.

Text 1

Read the text below and attempt the questions that follow.

- 1 On weekends we naturalists crave a wildlife fix. We want to see the beautiful things which excite us, we want to enjoy the spectacles that nature offers, we want some unspoiled habitats, a glimpse of wilderness, a burst of birdsong, a flash of brilliance from a butterfly. So we get up, grab our binoculars, pull on our wellington boots and set off. And then we go to a nature reserve. Now, that may not surprise you — after all, if people want to see some art they typically visit art galleries; if they want heritage they go to museums, cathedrals or old mansions.
- 2 But sadly it breaks my heart. You see, we the lovers of wildlife have allowed ourselves to be numbed and blinded, we have let our expectations topple to unimaginably low levels. We have come to accept that these nature reserves are the only places to go where we can get sufficient reward, the only places where there is enough wildlife to satisfy our Sunday afternoon desires.
- 3 And in the main, it's true. We walk, cycle or drive miles to get to these tiny oases, we journey through a ruined industrial landscape where only a tiny group of creatures is tough enough to survive in the face of ugly danger. Okay, we may see a wood pigeon, a crow, a gull flying over, we are likely to pass hundreds of dead pheasants on the road, we might curve past a verge with some ox-eye daisies or a lonely oak tree growing there but the simple fact is that, though it might be green, most of our land is far from pleasant.
- 4 This is not only an opinion. Last year's *State of Nature* report, a summary of UK animal and plant life compiled by 25 wildlife organisations, frankly outlined that the vast majority of our habitats are in a critical state, that a significant percentage of our species — birds, mammal, insect, plant — are in serious decline and that many of the cherished jewels in our wildlife are at real risk of extinction.
- 5 Your children may not see swallows, may not hear a dawn chorus. Nightingales, cuckoos, warblers, flycatchers, butterflies, moths, beetles, dormice, wildcats, bats — they are all disappearing. Your children may not see or hear what they should be able to, not even if they go to a nature reserve, because, despite all the conservationists' best efforts, we have failed to wrap up enough of our meadows, marshes, heaths and woodlands. And the figures don't lie: we are losing the fight for Britain's wildlife.
- 6 I think it's time for us to confess and admit it, to reopen our eyes to the blasted wasteland we jokingly call the countryside and stop being so complacent. It's time to stop pretending, stop lying, stop saying that "it's all right". It's time we jabbed ourselves with a sharp stick and started to talk truthfully about what's been going on.
- 7 Relentless destructive industrialisation of our landscape, drained, cleared, ploughed and poisoned to the point that it's not fit for life; fertilisers, herbicides and pesticides made, marketed and sold by greedy mega-corporations, spread over the land by our overburdened, under-rewarded



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and poorly supported farmers at the command of outdated European policies to produce cheap food, the vast majority of which never reaches our stomachs because of disgusting levels of wastage; lunatic subsidies, supermarket monopolies — is it any wonder that this spring the fields will be silent?

- 8 So why, you may wonder, do we conservationists bother to get up in the morning? After all, trying to tackle that terrible catalogue of oppression is impossible, isn't it? Actually no, and this is the most disturbing thing: we have a whole set of abilities, techniques and technologies that could not only arrest the decay but almost immediately increase the numbers and diversity of our wildlife. Yes, we have it mapped, we have monitored its populations and we have developed and practised methods which really work. It's not beyond recovery, not if we summon the honesty, the energy, the motivation and determination to get up and get on with it.
- 9 It's time we voiced a desire, demanded a right to have a healthy natural environment all around us rather than just in a few scraps of special land which we escape to at the weekend. Because, in fact, it's more than about birds and squirrels, it's about us all needing a seriously sustainable landscape that will continue to function and continue to feed us — that's me, you and your kids. If you know a naturalist, a birder, a beetle or bat boffin, a plant lover or a hedgehog fancier, can you please do me a favour? Give them this piece of my mind. Thanks.

Questions 1–5: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1-4).

1. Naturalists want to see _____ that haven't been ruined by humans. 1
2. People who like wild animals will visit _____ to see them. 1
3. Lovers of wildlife now have quite limited _____. 1
4. Before you get to attractive nature you have to pass _____ first. 1
5. The writer says he is giving us more than just _____ . 1



Questions 6–9: Give short answers—NO MORE THAN THREE WORDS (refer to paragraphs 4-6).

6. Who produced the report that the writer is using? 1

7. Which phrase in paragraph 4 suggests the value the writer places on some types of wildlife? 1

8. What phrase in paragraph 5 means “protect”>? 1

9. Which word in paragraph 6 means “wrongly satisfied with ourselves”? 1

Questions 10–13: Choose the correct answer for each question and tick (✓) one box.

10. The writer shows some sympathy towards 1

- A corporations.
- B farmers.
- C The European Union.
- D supermarkets.

11. Conservationists 1

- A despair about being able to change things.
- B have the skills to improve the environment.
- C are increasing the diversity of wildlife.
- D still need to analyse wildlife populations.



MARKS

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12. The key message of the final paragraph is that

- A we all need special wild places to go to.
- B an escape to nature is very important.
- C all of our land should support plant and animal life.
- D we should get to know some naturalists.

1

13. The overall tone of this article is best described as

- A passionate and idealistic.
- B negative and cynical.
- C mischievous and amusing.
- D objective and neutral.

[Turn over



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Text 2

Read the text below and attempt the questions that follow.

- 1 Making people feel appreciated at work is an important but tricky business. Most employers want intrinsically motivated people who don't need too much external reward — higher salaries, in other words. But there are many ideas on how to reward good performance. Special uniforms work well in some environments, as do fancy titles which make employees feel valued by management. One scheme to motivate staff that is widely used in the service sector is “Employee of the Month” awards.
- 2 In hotels all over the world it is common to find some grumpy person from housekeeping or the kitchen staring out from cheap photographs in the lobby. This is the “Employee of the Month”: an exemplar to other workers of the level of service that is required.
- 3 The idea is that this gives just credit to deserving individuals, boosts morale through symbolic rewards and inspires excellence by providing positive examples for other employees. But there are questions about who nominates the employee of the month: peers, customers, supervisors or managers? And what are they rating? A one-off encounter over a meal, a week-long interaction as a room-steward or what?
- 4 Hotel and airline customers are often asked to rate the service provided. Bedrooms, bars, dining rooms and health spas have feedback cards asking for ratings. Many forms ask you to name a person who has provided exemplary service. This is usually part of the data for employee-of-the-month systems. These systems have their problems. Indeed, it is possible for them to backfire, causing staff who receive no recognition to become resentful.
- 5 There are four issues here. The first is the means to the end: how the award is won. It is not beyond belief to expect that some employees will engage in undesirable or unethical behaviour to get the result. They may fake guest feedback cards or bully their peers.
- 6 A second problem is the front-of-house/back-of-house issue. It's the problem of tips in restaurants: should the waiter/waitress receive the money as the client intended, or should it be shared by the other people out of sight, such as the cleaners. How in a hotel does the laundry manager receive the prize of employee of the month? This means customer ratings alone cannot be the only criterion.
- 7 A third problem is that the criteria for earning the recognition are unclear. One study asked staff to list what they had to do to become employee of the month and none could. It all seems too capricious. The cynical but ambitious worker may target customers who are docile, undemanding and happy to make the recommendation.
- 8 Fourth, it is a winner-takes-all system. The vast majority of workers are not rewarded, even though their behaviour is barely distinguishable from that of the winner.
- 9 Another concern is that if employee-of-the-month systems are truly based on performance then it would be likely that the same individual wins often. This prevents many people ever being employee of the month, which paradoxically



extinguishes (as the psychologists say) the desirable behaviour that managers are trying to encourage. This problem is often approached by ruling that people can be employee of the month only once, or once a year. This backfires because it is based on tedious turn-taking. This is seen not as a reward for good service but a pointless activity. The problem is that if you are not a winner you are, by definition, a loser.

- 10 Supporters of these systems believe that those who aren't nominated as employee of the month will be motivated to try harder. Nonsense, say opponents—if anything, it makes people angry. Indeed, the reward for employee of the month may be to make all your colleagues look less efficient and helpful than yourself. One recent study in the Journal of Organizational Behavior Management put some of these ideas to the test. And they found what they expected: employee-of-the-month schemes backfire and result in the opposite of what was intended: they lower staff morale overall.
- 11 So it is back to the drawing board to find an effective way of motivating staff. There is no substitute for day-to-day positive recognition of good work, reasonable pay, an adequate benefit system and an ethos of appreciation for workers' efforts. Fairness and consistency are important. Managers need to ensure that everyone in their organisation is recognised appropriately for the effort they make.

Questions 14–17: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1-4).

14. One problem for employers is how to make their staff work hard without _____ . 1
15. Pictures of the Employee of the Month often suggest that the winner is _____ . 1
16. There are doubts regarding who _____ people for the award . 1
17. One way of choosing the employee of the month is by using _____ . 1

[Turn over



Questions 18–20: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 5-8).

18. Which of these is mentioned as a problem issue in paragraphs 5-8? **1**

- A Employers bullying workers
- B Tips being shared unfairly
- C The criteria are too strict
- D There are too many rewards

19. It is difficult for a laundry manager to win the award because **1**

- A laundry work is not valued.
- B customer ratings are not good enough.
- C managers aren't popular.
- D the manager does not meet customers.

20. The customers who are targeted **1**

- A may be too assertive.
- B reward good service fairly.
- C are too easily pleased.
- D may be difficult to please.



Questions 21–24: Give short answers — **NO MORE THAN FIVE WORDS** (refer to paragraphs 9-11).

21. What is often the result if the judging for the award is fair? 1

22. Which phrase in paragraph 9 shows that the award is seen as a “pointless activity”? 1

23. What do critics say about these schemes? 1

24. Which phrase in paragraph 11 means “starting again completely”? 1

Question 25: Choose the best answer and tick (✓) **one** box.

25. Employee of the Month schemes are likely to 1

- A damage working relationships.
- B encourage ambitious workers.
- C make workers try harder.
- D give employers too much power.

[Turn over



Part 2 — Work OR Study

Read the two tasks below. One is work-related and the other is study-related.

Attempt **ONE** task only on the lined answer sheets on Pages thirteen, fourteen and fifteen.

Write the task number selected in the box provided on Page thirteen.

You should write approximately 250–300 words for the task you choose.

Task 1: Work – Report

Some people in your office are unhappy that others are behaving too informally or unprofessionally. Write a **formal report** for the manager, detailing their concerns. You may use some or all of the following points, adding your own ideas.

- Timekeeping
- Appearance
- Noise
- Food and drink
- Spoken communication
- Use of computers

OR

Task 2: Study – Essay

Some people think that school pupils who are non-native speakers of English should not be taken out of other classes to learn English because:

- immersion helps quicker language learning
- time should not be taken away from other subjects
- peer support is valuable

Others consider that these pupils should have special English classes because they:

- provide support
- provide focused language learning
- prepare for classes in other subjects

Write an **essay** explaining your own views on this.



ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
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ADDITIONAL SPACE FOR ANSWERS

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ACKNOWLEDGEMENTS

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