

FOR OFFICIAL USE



National
Qualifications
2016

Mark

X727/76/02

**ESOL
Reading and Writing**

THURSDAY, 19 MAY
9:50 AM – 12:00 NOON



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
 Read BOTH texts and attempt ALL questions

Recommended time: 40 minutes

Text 1

Read the article below and attempt the questions that follow.

- 1 A ghostwriter is someone paid to write any kind of text which is officially credited to another person. One of the most interesting and lucrative assignments in this profession is the ghosting of biographies or autobiographies of well-known people — my line of work. My name is James, though that doesn't matter.
- 2 "How does it work?" my clients ask. "I interview you and turn your answers into a book," I say. And there, in a nutshell, is the art of ghostwriting. Someone who can't or doesn't want to write employs me, to change his or her utterances, however muddled, into publishable gold — for a price.
- 3 Ghost writers are invisible — hence the name. I've written a dozen books in the last few years, including several bestsellers — but search for my name on Amazon and you'll be disappointed. We are paid for our anonymity. And there are more of us than you think. Where would the sensational books of all kinds of people be without their friendly ghost to do the writing?
- 4 The rewards for seeing someone else's name on the front cover of your book are extremely generous. One ghost friend admits: "I don't care if my name is on the jacket — as long as it's on the cheque." But enforced anonymity is not the only obstacle to the job. Sometimes your famous collaborators seem to want to make your life as difficult as possible.
- 5 Most celebrities enjoy the kudos of being seen as a "writer", but find actually doing the work too much of a chore. One famous actor refused to be interviewed by a ghost we'll call "Amanda", but kept inviting her to parties. "I was never introduced to anyone, but she liked me there during conversations," she says. "Then if she uttered anything that made people laugh she would turn to me and say, 'Put that in the book!'" She thought all her words, even trivial ones, were worth recording.
- 6 Other subjects pose the opposite problem. "One supermodel seemed perfectly co-operative," Margaret, another writer, recalls. "Gossip about famous friends would flow from her lips — my mouth would water at the prospect of writing them down. But then came the familiar punchline. She could happily spin a terrific story out for 15 minutes. Then, just as I was imagining the newspapers queuing up to bid for serialisation rights, she might say, 'Of course, we can't put that in the book!' So why was she telling me? Does she think I'm there as a friend? Or an audience? I've got a job to do."
- 7 More commonly, stars just won't turn up for arranged interviews at their own house — or they decide to bring along 150 of their closest friends to help them through it.
- 8 Getting the interview is just the first hurdle, though. Most subjects assume that the ghost simply transcribes their conversations and that's it — book finished. I've lost count of the times I've been asked, "Why haven't I seen a copy yet? We finished it last week." They have no idea of the level of research that is necessary. Many anecdotes don't stand up to scrutiny.



- 9 Some celebrities begin the process with an open attitude. David reveals how one well-known footballer demanded from the start that the ghost be given equal billing on his autobiography's front cover. Unusually, it was even written into the contract. "But that all changed the moment he saw the first draft I wrote," David explains. "He called me to say, 'Now I've read the thing, it feels like it's actually my book. Does your name have to go on it at all?'"
- 10 Wanting to forget one's ghost is quite common once the book is finished. A launch party for a new book can be particularly embarrassing for the "author" if the real writer is there. Greg, one of my fellow ghosts, was delighted to be invited to the party to toast his new uncredited work, the autobiography of a former boy band member — until it was made very clear he was not to talk to anyone in case he embarrassed the star.
- 11 Which brings me back to the first question I am always asked: "Don't you mind not being credited for your work?" And the answer is, I genuinely don't. However, other ghostwriters of greater experience predict this will change. "We all start out like that," Jonathan, who has recently given up ghostwriting, warns me, "and then we become like Paul."
- 12 Ah, yes — Paul. For many years he was one of the most successful ghostwriters in the country. He worked with actors, sports stars and royalty and saw all his books fly to the top of the bestseller list. And then browsing one day in his local bookshop, he spotted a table displaying the shop's top five picks — all written by him. After years of anonymous success, something inside Paul snapped and he started throwing the lot on the ground. He was still yelling, "I wrote these! I wrote these!" as security bundled him out of the shop.

Questions 1–3: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 1–5).

1. Famous people employ ghostwriters to make their life stories 1

- A shocking.
- B comprehensible.
- C realistic.
- D anonymous.

2. James is 1

- A an exceptional ghostwriter.
- B well-known for bestsellers.
- C disappointed by his invisibility.
- D unknown but well paid.



Text 1 Questions (continued)

3. Celebrities often

1

A enjoy working with a ghostwriter.

B do not want to cause their “ghost” problems.

C talk about their friends too much.

D find the ghostwriting process tiresome.

4. MATCH the ghostwriter with the problem they describe by writing the correct letter in each box.

There is ONE answer that you do NOT need.

(i) Amanda

1

(ii) Margaret

1

(iii) James

1

(iv) David

1

A Clients misunderstand their relationship with their ghostwriter.

B Clients change when they see a copy of the book about their lives.

C Clients want to write the book themselves.

D Clients do not realise how long writing a book takes.

E Clients think that everything they say is important.

Questions 5–8: Give short answers to the questions below using NO MORE THAN FIVE WORDS.

5. What phrase in paragraph 8 indicates that celebrities’ stories are not always true?

1



Text 1 Questions (continued)

6. What phrase in paragraph 9 indicates that the footballer wanted David to be recognised for his work? 1

7. Where did Greg have a similar experience to Amanda? 1

8. What suggests that Jonathan has taken his own warning seriously? 1

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

9. Paul broke down at the bookshop because 1

A his success was not recognised.

B he had written too many books.

C he had only five best sellers.

D his books were piled on a table.

10. The writer's attitude to his work could be summarised as 1

A emotional.

B anxious.

C relaxed.

D exasperated.

[Turn over



Text 2

Read the article below and attempt the questions that follow.

The academic gender gap

- 1 Teachers tend to give girls higher grades than boys because they behave better during lessons, researchers suggested yesterday. A study of children's performance in school from the age of six has revealed that grades are determined not just by academic ability but also by attributes such as attentiveness and being well-organised. Because girls are perceived as having more of these traits, they have a natural advantage over boys of a similar level of intelligence, the research says. The discrepancy begins as early as primary school — and its effect could last all the way through to university level.
- 2 In Britain, nearly two thirds of girls achieve at least five good qualifications, while only half of boys do so — and the number of female university students is growing at a far faster rate than that of male students. The study by researchers from the University of Georgia and Columbia University blamed the discrepancy on the fact that teachers take into account how well each child is engaged in the classroom, how often the child externalises or internalises problems, how often the child loses control and how well the child develops interpersonal skills. All these factors are perceived to benefit girls — and when boys' behaviour imitates that of their female peers, their grades rise accordingly.
- 3 “The skill that matters the most in regards to how teachers graded their students is what we refer to as ‘approaches to learning’,” said Chris Cornwell, one of the study's authors. “You can think of ‘approaches to learning’ as a rough measure of what a child's attitude toward school is.” There are six items which are rated: attentiveness, task persistence, eagerness to learn, learning independence, flexibility and organisation. “I think that anybody who's a parent of boys and girls can tell you that girls are more likely to have these attributes.”
- 4 He pointed out that teachers' assessments of their pupils are subjective and they can have a significant effect on the children's future. “The trajectory at which kids move through school is often influenced by a teacher's assessment of their performance, their grades,” Cornwell said. “This affects their ability to enter into advanced classes and other kinds of academic opportunities, even post-secondary opportunities.”
- 5 Cornwell said his findings explained why around 60 per cent of bachelor's degrees now go to women, and said they could lead to men falling behind in the labour market. However, he also claimed that while girls may have overtaken boys only recently, they have always had an inbuilt advantage in the classroom. “My argument is that this has always been true about boys and girls,” Cornwell said. “Girls didn't all of a sudden become more engaged and boys didn't suddenly become more rambunctious. Their attitudes toward learning were always this way. But it didn't show up in educational attainment like it does today because of all the factors that previously discouraged women's participation in the labour force.”
- 6 Added to this, stereotypes about boys being intellectually inferior to girls affect children during the first years of primary school and prevent them fulfilling their potential. In the first stage of a recent study carried out by John Sixsmith, 238 boys and girls aged four to 10 were presented with a range of statements related to



behaviour or performance, such as “this child really wants to learn and do well at school”. The children were asked to guess who the statement applied to by pointing to a picture of either a boy or a girl.

- 7 Sixsmith states that by the time girls are aged four and boys are seven, they equate girls with better behaviour and higher achievement at school. He also said that the children believed adults shared the same opinion as them, meaning that boys felt they were not expected by their parents and teachers to do as well as girls and lost their motivation or confidence as a result.
- 8 Researchers said the recent studies could advance our understanding of why boys fall behind at school by highlighting the significant role of stereotypes. Bonny Hartley, a PhD student at the University of Kent who led the study, said: “A lot of the theories so far have been much more biologically based — the idea that boys and girls have different brains or that you need to teach them differently. Even if there are biological differences, as soon as you believe there are differences they can become self-fulfilling, so if anything we want to challenge those differences rather than telling boys and girls they are different.”
- 9 “Parents, teachers and even television programmes should be careful to avoid encouraging stereotypes which could harm boys’ development,” she added. “These studies suggest that negative academic stereotypes about boys are acquired in children’s earliest years of primary education and have self-fulfilling consequences. They also suggest that it is possible to improve boys’ performance, and so close the gender gap, by conveying egalitarian messages and refraining from such practices as dividing classes by gender.”

Questions 11–12: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–2).

11. Not just academic ability, but also the way _____
in class has led to a discrepancy between the performance of girls and boys. 1
12. Boys tend to do better if their conduct _____
_____ that of girls. 1

[Turn over



Text 2 Questions (continued)

13. MATCH the person with the opinion they expressed by writing the correct letter in each box.

There is ONE opinion that you do NOT need.

- | | | |
|---------------------|--------------------------|---|
| (i) Chris Cornwell | <input type="checkbox"/> | 1 |
| (ii) John Sixsmith | <input type="checkbox"/> | 1 |
| (iii) Bonny Hartley | <input type="checkbox"/> | 1 |
- A The high percentage of female teachers is disadvantaging boys.
 B Boys and girls should be treated the same at school.
 C Teachers take good behaviour into account at school.
 D Boys think that less is demanded of them than girls.

Questions 14–17: Answer the following questions.

14. Which **one** word in paragraph 4 suggests that teachers' feelings about a child affect the grade they give? 1

15. Which **one** word in paragraph 5 suggests that boys are noisy and energetic? 1

16. What **two** possible effects of the gender gap are suggested by Christopher Cornwell (refer to paragraph 5)? 2

17. What **two** things does Bonny Hartley say adults should **not** do? 2



Text 2 Questions (continued)

Question 18: Choose the correct answer and tick (✓) one box.

18. According to the article, the academic gender gap is due to

1

- A girls being more attentive.
- B inherent gender based characteristics.
- C parents' and teachers' expectations.
- D natural biological differences.

[Turn over



* X 7 2 7 7 6 0 2 0 9 *

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 13, 14 and 15.

Write the task number selected in the box provided on Page 13.

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

Task 1: Work — Report

Your company, a restaurant chain, wants to produce a formal policy on how tips* are given out. Workers not in direct contact with customers feel they do not get a fair share.

Write a **report** discussing the advantages and disadvantages of each proposal below and give your recommendation. You may also use your own ideas.

- Divide them equally among all staff
- Use customer feedback to allocate them
- The manager decides who gets them
- Staff who are given tips keep them
- Individual branches vote on best system

* extra money left by happy customers

OR

Task 2: Study — Article

Many students struggle at university, for a variety of reasons. These might include the following:

- Course expectations
- It may not lead to real job opportunities
- Lack of support
- Lack of structure, eg managing own time
- Financial considerations

Write an **article** for a student newsletter, giving advice about dealing with each of the above challenges. You may also use your own ideas.



MARKS

DO NOT
WRITE IN
THIS
MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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MARKS

DO NOT
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ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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ACKNOWLEDGEMENTS

Section 1 Text 1 – Article is adapted from ‘What the ghostwriter saw: “I write, they take the credit”’ by Jonathan Campbell, taken from *The Independent*, Thursday 1 April 2010. Reproduced by permission of The Independent.

Section 1 Text 2 – First half of article is adapted from “Girls get higher marks at school ‘because they are better behaved”” by Hugo Gye, taken from *Daily Mail*, 4 January 2013. Reproduced by permission of Solo Syndication.

Section 1 Text 2 – Second half of article is adapted from “Boys ‘worse at school due to stereotypes”” by Nick Collins, taken from *The Telegraph*, 12 February 2013. Reproduced by permission of The Telegraph. © Telegraph Media Group Ltd 2013.



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2016

Mark

X727/76/01

**ESOL
Listening**

THURSDAY, 19 MAY

9:00 AM – 9:30 AM (approx.)



* X 7 2 7 7 6 0 1 *

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 — 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

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 these questions and tick (✓) **one** box.

- | | |
|---|--------------------------|
| 1. Kathy is talking to | 1 |
| A UK postgraduates. | <input type="checkbox"/> |
| B UK undergraduates. | <input type="checkbox"/> |
| C Overseas postgraduates. | <input type="checkbox"/> |
| D Overseas undergraduates. | <input type="checkbox"/> |
| 2. Which of the following does Kathy consider to be important? | 1 |
| A Eating politely. | <input type="checkbox"/> |
| B Entertaining guests. | <input type="checkbox"/> |
| C Women's fashion. | <input type="checkbox"/> |
| D None of the above. | <input type="checkbox"/> |
| 3. As a social anthropologist, Kathy prefers to study the British because she | 1 |
| A likes to be comfortable. | <input type="checkbox"/> |
| B comes from overseas. | <input type="checkbox"/> |
| C finds them much more interesting. | <input type="checkbox"/> |
| D gets ignored by them. | <input type="checkbox"/> |



Recording 1 Questions (continued)

4. The professor was embarrassed because

1

A his salary was too small.

B he couldn't relate to others.

C he found the question inappropriate.

D academic salaries are confidential.

5. Which **two** of these does Kathy say are acceptable to talk about in social gatherings? Tick (✓) **two** boxes.

2

A House prices in general.

B How much you paid for your house.

C The cost of an expensive thing you own.

D How little you paid for an item.

E Funerals.

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

According to Kathy

(a) in Britain, the word "intellectual" is not used as

_____ .

1

(b) academics tend **not** to talk about _____

in social situations.

1

(c) people go out socially to _____

their work.

1

(d) a good conversation topic is _____ .

1



* X 7 2 7 7 6 0 1 0 3 *

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.

7. Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.
- (a) Some of the staff are wearing _____ . 1
 - (b) Tony's job is to do the _____ . 1
 - (c) Tony travels to work from the _____
the city. 1
 - (d) David doesn't want to have workers that he needs to
_____ . 1

Questions 8 and 9: Choose the correct answer for each question and tick (✓) one box.

8. Amanda is impressed by 1
- A the way the work room looks.
 - B the workers' ability to write code.
 - C the workers' ability to concentrate.
 - D the games room.
9. A cubicle is typically used for 1
- A writing.
 - B generating ideas.
 - C meetings.
 - D relaxing.



Recording 2 Questions (continued)

10. Which **two** of the following does David suggest? Tick (✓) **two** boxes. **2**

- A He was rich when he left university.
- B He hates most offices.
- C Boring people get jobs in offices.
- D He wants his workers to stay long term.
- E He's great at table football.

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

11. Regarding David's work environment, Amanda is **1**

- A fully comfortable.
- B very uncomfortable.
- C amused and cynical.
- D fascinated but cautious.

12. David and Amanda's meeting is best described as **1**

- A a job interview.
- B an informal visit.
- C a post interview chat.
- D a planning discussion.

[END OF QUESTION PAPER]



MARKS

DO NOT
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MARKS

DO NOT
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National
Qualifications
2016

X727/76/11

**ESOL
Listening Transcript**

THURSDAY, 19 MAY

9:00 AM – 9:30 AM (approx.)

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 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 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

(m/f) Hi, good afternoon. Well, it's nice to see all of you got here — in spite of the appalling weather. That's something you'll just have to get used to here. As they say, other countries have climate; in Britain we have weather. And the consolation is that by the time you leave here the sun might be shining and it could be a lovely afternoon. Anyway, I should probably introduce myself at this point. My name is Kathy Forster and I'm a social anthropologist. Yes, that one goes down well at parties — "You're a what?", or they just smile and talk about something else. And that brings me to the subject of today's talk.

You're all postgraduate students, and the point here is that, in contrast to being an undergraduate, people start to treat you as a grown-up human being. You might well be invited to functions, even to people's houses, and have to interact socially with some, well, quite influential people. And I'm sure that, as representatives of various overseas countries, you'll want to get things right. Now, many of you have been here before and I'd imagine you know about some of the social codes in Britain — things like, well, don't ever jump a queue. Yes, I know, it's probably the most serious social offence you can commit in this country. And I'm not here to talk about how you should eat asparagus or whether you put the milk or tea in the cup first, or whether women should wear open- or closed-toed shoes to an evening event. The answer to most of these things is, in your case, it doesn't matter so much. As foreigners, people won't expect you to follow all the sillier social conventions. If I do go to a formal dinner party, I take a particular delight in trying to break every rule in the book. I should add that when I first qualified in social anthropology, I decided I didn't want to spend my time living in a remote area away from home comforts studying some hitherto unknown tribe, so I decided to concentrate on my own tribe, the British. Frankly, they're just as interesting and it's a lot more comfortable when it comes to watching them. So I know the book of rules and a lot of the time I ignore it.

However . . . there are some things which are more important, because they concern the way you relate to people. I'm thinking of the sorts of things people talk about in social situations. Let me give you an example. I was at a drinks party a few months ago and an academic from another country was in conversation with a local professor. Now, the

academic was interested in the comparative standard of living between his country and the UK so he asked the professor how much he earned. In his own country, this was a reasonable question, but not here. The professor was very embarrassed. He huffed and puffed a bit, then found an excuse to move away, leaving the overseas academic more than a little puzzled. It was left to me to explain that in this country, you just don't discuss other people's salaries. It's not as if there's any great secret here. Academic salaries are a matter of public record, but that's not the point — it's just something you don't discuss.

In general, money is a bit of an awkward subject. People like to talk about house prices — in fact, you can put that on your list of acceptable subjects, and spend endless hours comparing the prices here with those back home. But nobody's likely to tell you how much they paid for their house, and it isn't polite to ask. That's the sort of subject only for close friends and family, if at all. In general, you don't boast about how much you paid for something. Conversely, you can boast about how *little* you paid. One of the more puzzling aspects of British life is charity shops. Now, I know there are many countries where only poor people buy second-hand things. That isn't the case here. You'll find many charity shops in middle-class areas, and they're full of local people. So, while it's social death for you to go to a party and say how much you paid for your Gucci handbag, it's perfectly fine to say that you got the blouse you're wearing, with the hand-sewn embroidery, for only five pounds in a charity shop.

So, money is a bit of a no-no. What else? Well, I'd say that at any academic gathering, the last thing you want to talk about is anything remotely academic. This country has a strong intellectual tradition, as I'm sure you know, but nobody wants to be called an intellectual. I know, sounds a bit strange, especially if you come from a country where the word "intellectual" is seen as a compliment. Here it's more likely to be, "He's kind of . . . you know . . . intellectual." Which actually means that he's a bit of a weirdo and should get out more often. In general, academics don't want to talk about their subject areas in social situations. This is partly because there are only a limited number of people they can discuss them with on a competent level, and they probably hate all of them, but also because of the convention that that's their job, and you go out socially to get away from your job.

So, what can you talk about? Well, gardening is always a safe option. If you don't know anything about gardening at least pretend a polite interest. (*begin fade*) A professor of nuclear physics will be delighted to tell you at length how to protect carrots from carrot fly, or the best way to prune roses . . .

(ten second pause after first reading)

TONE

(one minute pause after second reading)

TONE

[Turn over

Instructions to reader(s):

Recording 2

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 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

David Hi Amanda, it's really good to see you. Come on in.

Amanda And you. Thanks very much.

David So, as I said on the phone. Today isn't about making you jump through any hoops; it's about introducing you to our office, before any interview as such, and seeing if you like it and what questions you may have.

Amanda OK, that's great. So I can relax. Although . . . looking around at some of the people in jeans, maybe I've overdressed?

David Amanda, I know I'm fairly casually dressed myself, but I have no problems at all with people in business suits. In fact, Tony, the guy who does all our accounts, is due into the office in about 40 minutes' time, and he wears a suit — quite a nice one, actually — every day, because that's what he's comfortable with.

Amanda So is Tony on flexi-time?

David Well, flexi-time suggests that I'm counting people's hours, which is a bit old-fashioned. I trust people to do the jobs I give them. Tony drops his kids off at school and then has to drive here from the other side of the city. He works fantastically hard until about six-thirtyish.

Amanda Interesting. At the moment I'm working with a fairly strict work regime. You don't exactly have to sign in and out, but you know management are keeping tabs on you. There are advantages to the system, of course.

- David** Obviously there are advantages if you're not sure about some people's dedication. What I look for are people I don't need to check up on. Now, the workroom. What d'you think?
- Amanda** Well, I'm quite impressed . . .
- David** Good
- Amanda** I admire the colours and the . . . sort of cool design of the tables and chairs and everything, but I have to say I'm a bit surprised. If people are writing computer code and they need to get everything exactly right, don't they need total concentration? It's all a bit distracting, and I can hear the noise from the — is it a games room? — over there.
- David** See those small doors right the way opposite from the games room?
- Amanda** Oh yes. I see them now.
- David** Five soundproof cubicles. When Tony's working on a spreadsheet, that's where he goes. When someone's writing a program on their own, that's where they go too. But a lot of the time, we've got teams working on an idea. They want to chat and have fun and burn off a bit of energy and they do it here. They finish the meeting, someone goes off to a soundproof cubicle to write up the detail. They need a break, they go to the kitchen or the games room.
- Amanda** And what about breaks?
- David** Guess.
- Amanda** Er . . . there are no set break times or limits to breaks — because it's the responsibility of each staff member to work out what's best for them and plan accordingly?
- David** Correct.
- Amanda** So how did this all come about?
- David** Well, when I left university when I was 22 I was very lucky. My best mate became my business partner, and we had loads of ideas about software and we managed to borrow a few thousand pounds from the bank to get started. Now all through uni I had these ordinary boring-type office jobs and as you know yourself, most offices are grey and deadly dull and generally awful, and that rubs off on the workers — you know, people who might be actually fun and lively outside work become as grey as the offices they work in. I wanted to work somewhere I'd be pleased to arrive at every day and I wanted to work with colleagues who felt the same and never wanted to leave. And I wanted table football in the office as well, which is great for staff to unwind at. Now you have to tell me what you're thinking. Be honest.
- Amanda** OK . . . I think this business has been in operation for 18 months so far?
- David** Yes, that's right.
- Amanda** I think everyone looks very friendly here and right now you have a brilliant set-up. I just wonder, later down the line if things will stay like they are now, or if people will get more and more relaxed, or on the other hand if things will become more formal . . .

David Of course things are going to change in all sorts of ways, but I'm happy where I am right now. So, you're still happy to come on Thursday at 9 with your CV and everything?

Amanda Yes, I'm looking forward to it . . .

(ten second pause after first reading)

TONE

(one minute pause after second reading)

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

(one minute pause)

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

[END OF TRANSCRIPT]

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