

FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X827/75/02**

**ESOL  
Reading**

WEDNESDAY, 22 MAY

9:55 AM – 11:05 AM



\* X 8 2 7 7 5 0 2 \*

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 — 35**

Read the THREE texts and attempt ALL questions.

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.

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 8 2 7 7 5 0 2 0 1 \*



## Text 1

Read the article below and attempt the questions that follow.

- 1 When it comes to accommodation nightmares, I thought I'd seen it all. I've lived in a flat with a filthy shared bathroom, above a pub. I've been electrocuted as I was making pasta in a place I rented above a shop. I've paid my rent, monthly in cash, to dodgy landlords and taken threatening calls from angry ones. But none of this comes close to what I see when I visit George Almond.
- 2 Almond, a 23-year-old youth worker, shows me around the house he shared with friends. "The estate agent had warned us that the house wasn't in a great condition. We just thought that meant it was a bit scruffy. It turned out to be a very damp and mouldy property that had been painted to hide the worst patches. The fungi\* started to grow as autumn turned to winter. Our landlord, who was hard to get hold of, never kept his promises of anti-mould paint and building work to fix it."
- 3 Almond and his friends refused to pay rent and were threatened with legal action. But, Almond says, they faced obstacles at every turn. They couldn't get help with legal fees and nor could they get help from Citizens Advice, whose funding had been cut back by 75%. Eventually he came across a national campaign called Generation Rent.
- 4 Generation Rent is made up of much smaller, regional groups. Its name comes from the idea that private renters are mainly students, recent graduates or young workers, many of whom will never be able to afford to buy their own home. But there are now large numbers of adults of all ages in the UK with no hope of buying their own home, and the problem is only getting worse. Thanks to rising house prices and stagnating wages, private renters make up an increasing proportion of the British population. According to a recent housing survey, there are around 12 million private renters in the UK. Another survey estimates that private landlords own one in five homes in Britain.
- 5 "We're trying to create local groups that unite private tenants so they can get a fair deal from landlords," says Generation Rent's communications officer Dan Wilson, who got involved after suffering his own unaffordable rent increase. "We've set up some Generation Rent groups in towns and cities across the UK."
- 6 One such group is North London Private Tenants, set up by Eleonora Schinella. She saw her landlord on a BBC documentary, discussing his dubious activities quite openly. As a result, she set up an anonymous Twitter account to enable his tenants to discuss their rights. "There were quite a lot of flats and houses that had very poor lighting, terrible ventilation and overcrowding," she says. "The flat I lived in was visited by Environmental Health Officers and found to be unsafe. I had water coming through my light fittings." The Twitter account, she says, "lasted for about three glorious weeks, but then everyone who followed the account who had a recognisable name was forced to leave their homes, me included".
- 7 Schinella, who moved in with her boyfriend as a result, is understandably nervous about going on the record with her views, but is keen to spread the message to other tenants about the importance of knowing your rights. People will generally blame themselves, she adds. "A lot of people feel stupid about having got themselves into a certain situation but they shouldn't. I want to make people realise that you have to make yourself heard rather than hide."



\* X 8 2 7 7 5 0 2 0 2 \*

8 Organising a fightback against landlords can be a challenge. “We’ve occasionally had people who are very supportive, but then they’ve moved away because they were thrown out, their rent got too high or their living conditions were just too poor,” Schinella says. Finding the energy can be difficult, too. “You’re spending so much of your time trying to work in order to pay rent that you don’t have time to build links in your community.” But she is optimistic that change will come. “Renters must demand more. They can’t just throw millions of us out. I’m still hopeful.”

\* fungi: something that can grow on the walls in your home if there is a problem with damp.

**Questions**

Questions 1–4: Tick (✓) the correct answer from the options listed below (refer to paragraphs 1–3 for your answers).

1. What kind of rental experiences has the writer had? 1

- A A mix of positive and negative
- B Mostly positive
- C Mostly negative
- D Worse than George Almond’s

2. What did Almond expect the property to be like from the estate agent’s description? 1

- A Completely terrible
- B Needing some improvement
- C In average condition
- D Of a high standard

[Turn over



3. Almond's landlord:

1

- A was impossible to contact.
- B didn't do the repairs.
- C was always coming to check things.
- D was doing building work.

4. How did Almond and his flatmates respond to the situation?

1

- A They took their landlord to court.
- B They got advice from lawyers.
- C They stopped renting the property.
- D They decided not to give their landlord money.

Questions 5–6: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 4–6).

5. \_\_\_\_\_  
of private renters are part of the Generation Rent campaign.

1

6. Generation Rent wants \_\_\_\_\_  
for tenants.

1

Question 7

7. Which word in paragraph 6 means 'not to be trusted'?  
\_\_\_\_\_

1



Questions 8–11: Give short answers — **NO MORE THAN SIX WORDS** (refer to paragraphs 6–8).

- |  |   |
|--|---|
| 8. What was Schinella's initial opinion of the Twitter account?                      | 1 |
| _____  |   |
| 9. Why could Schinella be worried about making her views public again?               | 1 |
| _____  |   |
| 10. According to Schinella, what do most private renters do when they have problems? | 1 |
| _____  |   |
| 11. Why does Schinella think groups of private renters could be successful?          | 1 |
| _____  |   |

[Turn over



\* X 8 2 7 7 5 0 2 0 5 \*

## Text 2

Read the article below and attempt the questions that follow.

- 1 You're relaxing on the beach admiring the waves when your phone goes beep. You've got mail. From your boss. In many jobs, work e-mails don't stop when the employees leave the office. And now France has decided to act. It has introduced rules to protect people working in the digital sector from work e-mails outside office hours. The deal signed between employers' federations and unions says that employees will have to switch off work phones and avoid looking at work e-mails, and employers cannot pressure staff to check messages.
- 2 Paul Sellers, a Trades Union Congress policy adviser, says the same problem that France is seeking to address exists in the UK. He says people in the law, media, finance and local government are not being allowed to switch off. "Why are we expecting people to work at 8.30 at night?" The Working Time Regulations, which limit the number of hours a person can work in any given 24-hour period, were drawn up in the 1990s before mobile phones were in wide circulation. The rules have not caught up.
- 3 Technology has redrawn the working day. Woody Allen's 1972 film "Play It Again Sam" contains a running joke about a workaholic businessman. He begins every scene by phoning the office to give the telephone number where he can be reached and for how long, followed by the next contact number. He was the exception — workers used to be able to disappear. Today anyone with a smartphone is usually reachable, such as Michael Reid, an IT teacher at a Liverpool secondary school, who says his evenings are regularly interrupted. "An e-mail arrives at 11.45 pm and you know a colleague is working late and you want to support them." When he sees it in his inbox he is crestfallen. "It takes the joy out of what you are doing," he says.
- 4 An advertising consultant in London, who wants to remain anonymous, says she is expected to respond to e-mails. A flood of them comes through between 6 pm and 10 pm. "Needless to say not all e-mails require a response straight away though if I'm to tell which do and which don't, I do need to check them." Requests for information she accepts as part of the role. Others — "can I remind you of X" or invitations to meetings with no context — drive her "nuts", she says.
- 5 So would a ban such as that introduced in France be the way forward? Firstly, there is the issue of who would be protected by the ban. Although there is already protection for many types of worker in the form of The Working Time Regulations, the Trades Union Congress argues this simply doesn't cover out-of-hours e-mail. Furthermore, there are exemptions for categories of worker like lawyers and doctors. If an out-of-hours e-mail ban was brought in, the situation would be similar and not everybody would be protected, says employment lawyer Andrew Lilley.
- 6 Having an effective e-mail ban would be almost impossible, argues Alief Rezza, an oil analyst in Stavanger, Norway. He checks his e-mail every half hour from when he leaves work at 4.30 pm–7 pm. The stock market is still open and he might get an urgent message from colleagues in London. When he wakes, he checks to see if colleagues in the US or Singapore have been in touch. "I don't think a ban would work. If Norway bans my company from sending e-mails to me then my company needs to make sure someone is able to do the things that should have been in my inbox." The industry would find a way around it, he argues.



\* X 8 2 7 7 5 0 2 0 6 \*

7 Ksenia Zheltoukhova, research associate at the Chartered Institute of Personnel and Development, feels strongly that a ban on e-mail is not the answer. She believes it could even hurt workers who increasingly require flexible working — keeping in touch on trains, e-mailing between time zones and leaving early to look after the children. A better approach is to educate managers about work-life balance and encourage them to prioritise.

**Questions**

**Questions 12–16:** Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–3).

12. It is common for people to check their work e-mails after they  
 \_\_\_\_\_ . **1**

13. France has introduced laws to protect employees in \_\_\_\_\_  
 \_\_\_\_\_ . **1**

14. Companies are not allowed to \_\_\_\_\_  
 their workers to read work-related e-mails. **1**

15. When the rules about the length of the working day were written  
 \_\_\_\_\_ were not common. **1**

16. In the past, being in contact with an employee all the time was  
 \_\_\_\_\_ . **1**

**Question 17**

17. Which word in paragraph 3 means ‘very sad and disappointed’?  
 \_\_\_\_\_ **1**

[Turn over



18. Which **two** of these statements are true for the London advertising consultant? Tick (✓) **two** boxes (refer to paragraph 4).

2

- A She's happy to be named and quoted.
- B It's her choice to open work e-mails in the evening.
- C She feels some evening e-mails are part of her job.
- D She thinks you need to reply to all e-mails immediately.
- E She receives a moderate number of e-mails outside working hours.
- F Some of the e-mails she receives annoy her.

19. Match each person with an opinion about a ban on out of hours e-mail by writing the correct letter in each box.

There is one opinion that you do NOT need.

- (i) Andrew Lilley  1
- (ii) Alief Rezza  1
- (iii) Ksenia Zheltoukhova  1

- A It would be hard to enforce.
- B It would limit the ways people could work.
- C It would only help some people.
- D It would be unpopular abroad.





20. Choose the correct answer for this question and tick (✓) **one** box.

The ideas in the article as a whole suggest that a ban on out-of-hours e-mails in the UK:

1

A would improve things for everyone.

B would not be the best solution.

C would annoy employers.

D would not increase productivity.

[Turn over



\* X 8 2 7 7 5 0 2 0 9 \*

### Text 3

Read the article below and attempt the questions that follow.

- 1 Like all teachers, I've spent many hours correcting homework. Yet there's a debate over whether we should be setting it at all. I teach both primary and secondary, and regularly find myself arguing with people about it. Parents, and sometimes colleagues, question its validity. We all argue about how much trouble students have completing assignments. All of which has led me to look at the academic research into homework. Is it worth it?
- 2 Increasingly, there's a divide between those who support the need for homework and those who suggest the time would be better spent with family and developing relationships. The anxiety related to homework is frequently researched. A survey of high-performing schools by Denise Pope of Stanford University, for example, found that 56% of students considered homework a main source of stress. The same study reported that the demands of homework caused sleep deprivation, headaches, and stomach problems, as well as less time for friends, family and extracurricular pursuits.
- 3 But to understand why homework can be useful, we need to understand how the brain works. When students learn in the classroom, they are using their short-term or working memory. This information is continually updated during the class. On leaving the classroom, the information in the working memory is replaced by the topic in the next class. Adults experience a similar reaction when they walk into a new room and forget why they are there. The new set of sensory information — lighting, smells, temperature — enters their working memory and any pre-existing information is replaced. It's only when the person returns to the same environment that they remember the key information.
- 4 But education is about more than memorising facts. Students need to access the information in ways that are relevant to their world, and to transfer knowledge to new situations. Many of us will have struggled to remember someone's name when we meet them in an unexpected environment (a workmate at the gym, maybe), and we are more likely to remember them again once we've seen them multiple times in different places. Similarly, students must practise their skills in different environments.
- 5 Homework can involve revising the key skills learned in the classroom. This means students are more likely to remember what they have learnt, contributing to their overall education. The link between homework and educational achievement is supported by research: in a summary of research done between 1987 and 2003, Professor Steven James wrote that "With only rare exceptions, the relationship between the amount of homework students do and their exam results was found to be positive and statistically significant."
- 6 The homework debate often involves comparing primary with secondary school. Professor John Hattie, who has investigated various influences on student learning and achievement, found that homework in primary schools has a negligible effect. However, it makes a much bigger difference in secondary schools. His explanation is that students in secondary schools are often given tasks that reinforce key skills learned in the classroom that day, whereas primary students may be asked to complete separate assignments. "The worst thing you can do with homework is give kids projects; the best thing you can do is reinforce something you've already learned," he said.



7 So homework can be effective when it's the right type of homework. In my own practice, the primary students I teach will often be asked to find real-life examples of what is being taught instead of traditional homework tasks, while homework for secondary students consolidates the key concepts covered in the classroom. While there is no data on the effectiveness of homework in different subjects, these general rules could be applied equally to languages, mathematics, history and so on. And by setting the right type of homework, you'll help to revise key ideas in a new environment, allowing the information you teach to be used in a variety of situations in the future.

**Questions 21–23:** Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–2).

21. A number of adults are not sure about the \_\_\_\_\_  
of homework. 1

22. A number of students at \_\_\_\_\_  
\_\_\_\_\_ became worried about homework. 1

23. Loss of \_\_\_\_\_  
was one issue for the students surveyed. 1

**Questions 24–26:** Choose the correct answer and tick (✓) one box (refer to paragraphs 3–5).

24. The writer says that adults: 1

- A help students update their working memory.
- B forget things more rapidly than younger students.
- C forget things when changing their environment.
- D remember lighting, smells and temperature.

[Turn over



25. We may find it difficult to remember:

1

A a set of facts related to the subject we study.

B practical information about the real world.

C names of people who appear in surprising places.

D people we see in a number of different places.

26. Homework can make students more:

1

A flexible.

B disciplined.

C reliable.

D determined.

Questions 27–28

27. Which word in paragraph 6 means ‘very small’?

1

\_\_\_\_\_

28. Which word in paragraph 7 means ‘makes stronger’?

1

\_\_\_\_\_



29. Match each educational expert to their research finding about homework by writing the correct letter in each box.

There is one opinion that you do NOT need.

- |                   |                          |   |
|-------------------|--------------------------|---|
| (i) Denise Pope   | <input type="checkbox"/> | 1 |
| (ii) Steven James | <input type="checkbox"/> | 1 |
| (iii) John Hattie | <input type="checkbox"/> | 1 |
- 
- A It is good for exam results.  
 B It is essential in primary schools.  
 C It must relate to classroom tasks.  
 D It can damage leisure time.

**Question 30: Choose the correct answer: A, B, C or D.**

30. The best summary of this text would be: 1

- |  |                          |
|--|--------------------------|
| A homework is always worth doing, however unpopular. | <input type="checkbox"/> |
| B homework of the right kind is worth it.            | <input type="checkbox"/> |
| C homework helps you memorise facts.                 | <input type="checkbox"/> |
| D homework has limited value.                        | <input type="checkbox"/> |

[END OF QUESTION PAPER]



MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 8 2 7 7 5 0 2 1 4 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 8 2 7 7 5 0 2 1 5 \*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE

*Acknowledgement of copyright*

Text 1 — Article is adapted from “Generation rent v the landlords: ‘They can’t evict millions of us’” by Rhiannon Lucy Cosslett, taken from *The Guardian*, 22 August 2015. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2019.

Text 2 — Article is adapted from “Could work emails be banned after 6pm” by Tom de Castella, from *BBC News* website, 10 April 2014. Reproduced by kind permission of BBC News.

Text 3 — Article is adapted from “Homework: is it worth the hassle” by Helen Silvester, taken from *The Guardian*, 7 February 2017. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2019.



\* X 8 2 7 7 5 0 2 1 6 \*



FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X827/75/03**

**ESOL  
Writing**

WEDNESDAY, 22 MAY

1:00 PM – 2:10 PM



\* X 8 2 7 7 5 0 3 \*

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 — 30**

Attempt BOTH parts.

In Part 2 attempt EITHER Task 1 OR Task 2.

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.

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 8 2 7 7 5 0 3 0 1 \*



**Total marks — 30**  
**Attempt BOTH Parts.**

*As a guide, you may wish to spend about 30 minutes on Part 1 and about 40 minutes on Part 2.*

**Part 1 — Everyday life**

**15**

*Read the task below and write your answer on the lined answer sheets below and on page 03.*

You have won two tickets for a sporting event in a competition. Write an e-mail to a friend, asking them if they would like to come with you. Include some or all of the following points:

- how you got the tickets
- what event the tickets are for
- why your friend should come with you
- event details, for example, place, time
- travel to the event
- ask your friend to respond.

You should write approximately 140–160 words






**Part 2 — Work or Study**

Read the two tasks below. Task 1 is work-related and Task 2 is study-related.

Attempt **ONE** task only.

Write the task number you have selected in the box at the top of page 05. Write your answer on the lined answer sheets on pages 05, 06 and 07.

**Task 1 — Work**

**Report**

15

Your company is planning a programme of training events, but is looking for feedback on what training would be the most helpful.

Write a **formal report** to your manager, explaining which events should be high priority and which should be considered less important, and giving recommendations. Use some or all of the following. You may add your own ideas.

- Health and safety
- Information and communication technology
- Customer care
- Career paths/promotion opportunities
- Teamwork
- Company rules such as dress code, attendance

You should write approximately 200–220 words.

OR

**Task 2 — Study**

**Essay**

15

*The use of technology in every aspect of students' lives is having a massive impact on their learning. Is this impact positive or negative?*

Write a **formal essay** on this topic. You may refer to your own experience. You may include some or all of the following points.

- Sleep disruption
- Concentration
- Use of social media
- Effect on spelling and written English
- Research and revision
- Copying and plagiarism

You should write approximately 200–220 words.









MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 8 2 7 7 5 0 3 0 8 \*



MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 8 2 7 7 5 0 3 0 9 \*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



\* X 8 2 7 7 5 0 3 1 0 \*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



\* X 8 2 7 7 5 0 3 1 1 \*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



\* X 8 2 7 7 5 0 3 1 2 \*

FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X827/75/01**

**ESOL  
Listening**

WEDNESDAY, 22 MAY

9:00 AM – 9:35 AM (approx)



\* X 8 2 7 7 5 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 — 25**

Attempt ALL questions.

You will hear three different recordings. **Before you hear each recording, you will have one minute to read the questions.** You will hear each recording twice, with a gap between each playing. After you hear the second playing of each recording you will have one minute to finish answering the questions.

As you listen to the recordings, you may take notes on the separate sheet provided.

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 8 2 7 7 5 0 1 0 1 \*

Total marks — 25  
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.

1. Complete each sentence below using **NO MORE THAN THREE WORDS**.

- (a) When people call 999 for no good reason, the lives of real \_\_\_\_\_ may be put in danger. 1
- (b) The phone operators are \_\_\_\_\_ calls that are not genuine. 1
- (c) One hoax caller rang to protest about a wrong order at a \_\_\_\_\_ . 1
- (d) Some nuisance callers may be affected by \_\_\_\_\_ . 1
- (e) It is not unusual for people to misuse the emergency number for common conditions such as \_\_\_\_\_ . 1

Questions 2–5: Choose the correct answer for each question and tick (✓) **one** box.

- 2. Chief Superintendant Singh suggests that emergency services can be contacted: 1
  - A to provide information as well as save lives.
  - B after a crime has been committed.
  - C when the situation might be dangerous.
  - D in any unusual or embarrassing situation.



**Recording 1 questions (continued)**

3. The Fire Service makes people pay for non-emergency calls: 1

A to raise money for fire and traffic victims.

B because too many cats need to be rescued.

C if they consider people's lives are not at risk.

D even in an accident where no one is at fault.

4. The online videos of non-emergency calls have: 1

A made people twice as likely to dial 999.

B helped reduce the number of misuse calls.

C discouraged people from dialling 101.

D helped start a public education campaign.

5. Chief Superintendent Singh's main message is: 1

A people should think carefully before dialling 999.

B if an animal is trapped do not call emergency services.

C there are charges for accidental calls to emergency services.

D people who make time-wasting calls to 999 will be prosecuted.

[Turn over



**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.

Choose the correct answer for this question and tick (✓) **one** box.

6. This talk comes from: 1

- A a public meeting.
- B a business lesson.
- C a radio programme.
- D a TV programme.

7. Complete each sentence below using **NO MORE THAN THREE WORDS**.

(a) Wilson Worldwide Recruitment aims to \_\_\_\_\_  
 \_\_\_\_\_ with international employment opportunities. 1

(b) How much of the process WWR carries out is the decision of the  
 \_\_\_\_\_ . 1

(c) Some businesses use WWR because they are \_\_\_\_\_  
 at interviewing. 1

(d) Kathryn talks about an unfortunate interview when a candidate was in  
 \_\_\_\_\_ . 1





**Recording 2 questions (continued)**

**Questions 8–10:** Choose the correct answer for each question and tick (✓) **one** box.

**8.** Kathryn’s advice for a Skype interview is: **1**

- A create an interesting background.
- B drink only water.
- C show only your face.
- D pay attention to the lighting.

**9.** The biggest problem for Kathryn’s friend was the: **1**

- A camera angle.
- B microphone settings.
- C Internet connection.
- D noisy dog.

**10.** The best title for this talk is: **1**

- A how to run a recruitment company.
- B presenting yourself at interviews.
- C how to do a good online interview.
- D the increase in online recruitment.

[Turn over



**Recording 3**

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 3 before the recording begins.

**Questions 11–13:** Choose the correct answer for each question and tick (✓) one box.

**11.** Generation X refers to people born: **1**

- A during the Second World War.
- B soon after 1945.
- C around 1970.
- D in the 1990s.

**12.** Which of these is characteristic of Generation X? **1**

- A They questioned traditional values.
- B They often got divorced.
- C Their parents were often absent.
- D Their childhoods were stable.

**13.** Generation Y is sometimes called the Snowflake Generation because: **1**

- A their parents took them skiing.
- B snowflakes are all similar.
- C they had the chance to be independent.
- D their parents protected them too much.



Recording 3 questions (continued)

14. Complete each sentence below using **NO MORE THAN THREE WORDS**.

- (a) Ashley says the atmosphere on campuses \_\_\_\_\_  
 \_\_\_\_\_ these days. 1
- (b) Ashley says students should not have to experience  
 \_\_\_\_\_ . 1
- (c) Some speakers have been \_\_\_\_\_  
 campuses because of controversial ideas. 1
- (d) Craig thinks there's \_\_\_\_\_  
 free speech on campuses today. 1

Choose the correct answer and tick (✓) **one** box.

15. Throughout the interview the speakers are: 1

- A friendly.
- B argumentative.
- C reserved.
- D angry.

[END OF QUESTION PAPER]



MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



\* X 8 2 7 7 5 0 1 0 8 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



\* X 8 2 7 7 5 0 1 0 9 \*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



\* X 8 2 7 7 5 0 1 1 1 \*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



\* X 8 2 7 7 5 0 1 1 2 \*





National  
Qualifications  
2019

**X827/75/11**

**ESOL  
Listening Transcript**

WEDNESDAY, 22 MAY

9:00 AM – 9:35 AM (approx)

---

**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (for example 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 8 2 7 7 5 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.

*(1 minute pause)*

### TONE

- Presenter** . . . so wrap up warm because it looks like we're in for another frosty day.  
Now, with a lack of cash and resources, emergency services are trying to cut nuisance 999 calls — but how do they stop some callers wasting their time? Here with me in the studio is Chief Superintendent Singh, from Police Scotland's Contact, Command and Control unit. Good morning Chief Superintendent.
- Chief Supt Singh** Good morning.
- Presenter** Are the time wasters really putting the lives of genuine emergency callers at risk?
- Chief Supt Singh** Yes, definitely. Misuse, hoax and nuisance calls all divert resources away from genuine emergencies. But our phone operators can usually see what needs to be taken seriously and what should be set aside. They're trained to recognise these types of calls.
- Presenter** What kind of hoax calls do they deal with?
- Chief Supt Singh** Everything and anything. One caller rang 999 to complain about the sprinkles on her ice cream. Another was from a man complaining he'd been given a hamburger instead of a cheeseburger at a fast food restaurant. We also get nuisance callers ringing 999 over and over again. The most frequent nuisance callers are looked at each day, with officers focusing on the top 10 in each area and making prosecutions where appropriate. Our operators are also trained to recognise nuisance callers who might suffer from mental health issues as this can be a factor.
- Presenter** And what about misuse calls?
- Chief Supt Singh** Some examples of misuse calls are someone reporting a chicken walking down the road, the theft of a packet of crisps and a person who wanted to know if the green part of a potato was poisonous. More commonly, we have people dialling 999 for minor ailments like colds and toothache.

- Presenter** Hardly emergencies then! Surely it's common sense that calls like those shouldn't be made to 999?
- Chief Supt Singh** We need everyone to understand that the emergency services are not an information service and that you should only call 999 when a life is in danger, a crime is in progress or a suspect is nearby. We're trying to build up awareness of what's appropriate, but sometimes it's not so clear. There was a case recently where a 15-year-old girl became trapped in a cat flap. She'd returned home in the early hours of the morning without her house keys and so she tried to squeeze herself through the small hole — but got stuck. She called the Scottish Fire and Rescue Service to ask them to free her.
- Presenter** It's well known that the Fire Service now charges for non-emergency calls.
- Chief Supt Singh** That's right. You'll now be charged several hundred pounds if you make a non-emergency call. Its resources are extremely stretched and it has to focus on saving lives in fire and traffic incidents, and not being called out to things such as people being locked out and cats stuck up trees.
- Presenter** So did the girl stuck in the cat flap get a huge bill?
- Chief Supt Singh** I understand that in this case the girl wasn't charged because the service's fire control decided if there had been a fire while she was still stuck, her life would've been at risk. But in most cases you'd expect people to use the 101 non-emergency number.
- Presenter** So where do the emergency services draw the line?
- Chief Supt Singh** It depends on the detail of the incident if callers are charged or not and there's variation nationally on this. Fire Services tend to charge for call-outs in which there's some element of blame, rather than an accident. So if, for example, a load fell off a lorry because it wasn't tied on properly, the company would be charged because it used resources at public expense and it was avoidable.
- Presenter** I've seen the emergency services often release online videos of time-wasting calls they receive. Does that make a difference?
- Chief Supt Singh** It's made a big difference as it makes people think twice before calling 999. Since releasing these we've received far fewer misuse or hoax 999 calls and seen a huge increase in calls to the non-emergency number 101.
- Presenter** That's good news.
- Chief Supt Singh** And we hope the release of examples of inappropriate calls combined with our public education initiatives will help underline the message — 999 is for genuine emergencies only.
- Presenter** Thank you, Chief Superintendent Singh of Police Scotland. (fade)

*(10 second pause after first reading)*

**TONE**

*(1 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 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.

*(1 minute pause)*

### ZONE

**Alan** Right, good morning. As you can see, we have a guest on the course today. This is Kathryn Brydon from Wilson Worldwide Recruitment, and today she's going to give you some tips about something that's becoming more and more common in business — the Skype interview. Good morning, Kathryn.

**Kathryn** Hi — and hello to all of you. It's really nice to be here in college instead of being stuck in the office. Let me start by talking about the company I work for — Wilson Worldwide Recruitment — or WWR. Well, the clue is in the name. We try to match people with jobs all over the world, which means that both the applicants and the jobs can be anywhere. A lot of companies aren't able to deal with applicants that live far away, so we provide a service. We can manage the whole interview process for them, or just a part of it. This is something the client has to decide.

Let's say there's a company in London and they get an application from a candidate in Sweden. We can do the Skype interview and hand over the video to the company. If they like the look of this candidate the next thing might be a face-to-face interview in Sweden with one of our people. This will be videoed and given to the company and only after that they might fly the applicant to London. However, there are a few clients who will hire just because of the videos and the recommendation that we give to them.

Of course we charge a fee for the services we provide. Now, there's nothing to stop the company doing a Skype interview themselves, but — well — time is money. They might have trouble setting up the technology, they might not be very good at interviewing — our people are experts — and very often they find it simpler and more cost effective to pay us to do the whole process. That's how we stay in business.

So, you can see that Skype is very likely going to be a part of your experience as you move towards employment. Therefore, I'm going to move on to some tips on how to do a good Skype interview. Let's start with the clothes you wear. The rule is: you dress as you would for a face-to-face interview, which would mean formally. And don't just think about what you wear above the waist. I've seen some interviews where the candidate has had to stand up, in one case this was a bit embarrassing as she was wearing her pyjamas.

The surroundings are also important. The rule is to keep things simple — a plain wall behind you, no pot plants and definitely no unwashed cups or water bottles on the desk. Think about your position too — set yourself up so the interviewer can see your face, hair, shoulders and upper body. And give some thought to the lighting. They don't want a giant, poorly-lit face talking at them for an hour.

The technology's important too, of course. I'd advise you to practise before. Someone I know never practised with anyone and everything possible went wrong. He was at a strange angle to the screen, worst of all the microphone wasn't working well and rather than listening to the questions he spent most of the time fiddling with the settings. The picture was flickering and kept freezing as his Internet connection was unreliable and his dog was barking in the background. The whole thing was a disaster. You need to be confident with the technology and just concentrate on the interview.

**Alan** Well, thanks a lot Kathryn — that seems to have covered everything. Now, can we have some questions from the group? Yes — Anna . . .

*(10 second pause after first reading)*

*TONE*

*(1 minute pause after second reading)*

*TONE*

**[Turn over**

**Instructions to reader(s):**

**Recording 3**

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 and one female speaker. Sections marked **(t)** should be read by the teacher.

- (t) Recording 3.** 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 3 before the recording begins.

*(1 minute pause)*

**TONE**

- Michael** So . . . now on Radio Nation it's time for Free to Think. Apparently I'm a part of what we now call Generation X. To explain that, meet my first guest — Ashley Collins, a lecturer in sociology at the University of Aberclyde. Welcome, Ashley.
- Ashley** Hi, Michael.
- Michael** Tell us about Generation X.
- Ashley** Well, if you were born in 1970 it probably means that your parents were part of the large number of babies that followed the Second World War, born after 1945. Is that true?
- Michael** Yes.
- Ashley** OK, so that makes you part of Generation X. Now, the post-war generation wanted a different world. They rebelled against their parents, they questioned traditional values, they often got divorced and the women wanted careers. They're quite old now, but they've been a very influential generation.
- Michael** Good for them — but what about my generation?
- Ashley** Well, Generation X, is sometimes called the latchkey generation, meaning they often came home to an empty house and had to use their own key to get in because their parents were protesting against nuclear weapons, or having careers, or were separated, and so on.
- Michael** *(laughs)* Actually, I don't think I'm typical because both my parents are still married and I had a fairly stable childhood. But I've got two kids and what interests me now is that their generation, sometimes called Generation Y, is also being called the Snowflake Generation. But before we get into that, let me introduce my second guest, Craig Ritchie — hi Craig.

- Craig** Hi Michael, nice to be back. Ashley — good to meet you.
- Ashley** You too, Craig. I've read some of your articles.
- Michael** Yes, Craig's a freelance journalist, and I know this area is something that interests him, in fact you've got a book coming out about it haven't you?
- Craig** I have.
- Michael** Craig, tell us about the Snowflake Generation. Does it mean that their parents took them skiing?
- Craig** Well, some did, of course, but no, the point about snowflakes is that everyone is unique. And the idea is that your generation has been over-protective of your children. Every one's been treated as their parents' precious little snowflake — driven to school, and to and from clubs and social events and not given the chance to just do stuff on their own.
- Michael** Hmm — you might be overdoing it a bit here. I mean, it's certainly not true of the way my wife and I brought up our kids. We always encouraged them to be independent, and I know that's true of other parents. But I'll take your general point. What are the consequences?
- Craig** Well, one thing that seems to happen is, the ones that go to university find it a bit scary. Maybe for the first time in their lives they come across ideas that are very different from the ones they heard at school.
- Ashley** Well, university's always been a new experience. But there's certainly a different atmosphere on campuses these days. We hear calls for a safe space . . .
- Michael** Safe space? Could you define that?
- Ashley** It's the idea that students shouldn't be exposed to things like racism or sexism, whoever they are. They should be able to feel comfortable.
- Michael** Well, that's fair. Nobody should have to cope with that kind of thing, on campus or elsewhere.
- Craig** But some universities have taken this further, and it's led to some speakers being barred from campuses because their ideas are seen as controversial.
- Michael** Well, I can remember examples of that when I was at university.
- Craig** True, it did happen, but the speakers that were concerned then were more extreme, I'd say. It's a question of degree. And it seems to be a trend that's increasing, and I'd say that's a threat to the whole idea of free speech.
- Michael** Well, Craig, I'm afraid I'm going to have to put an end to your free speech for the moment because it's time for some music. Here's Oasis covering *My Generation*, live in Manchester.

*(10 second pause after first reading)*

TONE

*(1 minute pause after second reading)*

(t) You now have 1 minute to check your answers.

*(1 minute pause)*

This is the end of the listening test.

[END OF TRANSCRIPT]