

FOR OFFICIAL USE



National
Qualifications
2018

Mark

X827/75/02

**ESOL
Reading**

WEDNESDAY, 23 MAY

1:00 PM – 2:00 PM



* 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 The carpet is filthy. Guests are about to arrive. You have several choices: buy a carpet cleaning machine (around £130 upwards), pay for a professional cleaning company (about £40), or rent a machine from a private hire firm (around £29 for two days). Or, if you live in West Norwood, just pop down the road and borrow one for £9. It isn't only domestic cleaning equipment that is available for knock-down rates in this area of south London. The Library of Things, a new "borrowing space" social enterprise, stocks everything from DIY equipment and camping gear to kitchenware and wetsuits.
- 2 "The concept is simple", says 26 year-old co-founder Rebecca Trevalyan. Anyone can become a member, it's free to join, and up to five items can be borrowed per week. The carpet cleaner is one of the more expensive items but most are hired out at somewhere between £2 (for a garden fork) and £4 (for a bread maker). All are listed in its online catalogue.
- 3 "The way the Library of Things works is that we own all the things . . . and people come to borrow them," says Trevalyan. "All the items are priced depending on their value and how much people want to borrow them."
- 4 Launched last month, the initiative has attracted only about 150 members so far but has big ambitions. Trevalyan and her two co-founders covered the start-up costs of The Library of Things with a successful online fundraising campaign. In addition, a local branch of DIY retailer B&Q donated £1,000-worth of stock, while outdoor brands Berghaus and Patagonia gave backpacks, travel duffle bags and other goods. "We wanted the items to be firstly of high quality, so not previously used where possible, and we had to know that they were safe, particularly where they were electrical," says Derek Smith, one of the founders.
- 5 In addition to revenue from borrowing fees, the founders hope to make a profit through the sale of branded merchandise and additional products such as screws and cleaning fluids. They have also won an award from the Royal Society of Arts (RSA) which they plan on using to fund the writing of a guide for other organisations looking to copy their business model. Trevalyan and her colleagues organise information sessions to train others to set up their own libraries. "We're hoping these will be in all sorts of different contexts, such as libraries, housing estates, community centres and shops," says Trevalyan.
- 6 "Starting projects such as these is always a challenge," says Ben Kellard, head of sustainable business at the specialist advisory organisation, Forum for the Future. What social entrepreneurs such as Trevalyan have in terms of great ideas and innovation, they lack in capital and business connections, he says. Big business, in contrast, lacks the first but has plenty of the second. "It should be a perfect marriage between the two in theory," he says, "but you rarely see that in practice."
- 7 Another hurdle is low public demand. At present, it's just too easy to click online and "blindly buy more stuff", says Sam Stephens, founder of the neighbourhood-based sharing website Streetbank. In his darker moments, Stephens fears it will need a cataclysmic economic shock to make the average consumer think seriously about sharing rather than buying.



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

8 He hopes, however, that democratically-run, community-owned sharing enterprises like The Library of Things can turn the tables on this. If everyone shared everything, GDP* would collapse, he admits. But, he says, “our resources would be used much more efficiently.”

*GDP: Gross Domestic Product, the total value of all goods and services produced in a country in a year.

Questions

Questions 1–4: Complete each sentence with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–3).

- 1. You can get someone else to clean your carpet for approximately _____ . 1

- 2. The Library of Things lends a variety of equipment for _____ prices. 1

- 3. The _____ contains all the details of the equipment. 1

- 4. The cost of each item is based on demand and the item’s _____ . 1

Questions 5–6: Choose the correct answer for each question and tick (✓) **one** box (refer to paragraphs 4–5).

- 5. The money to start the Library of Things came from 1
 - A the founders.
 - B Internet donors.
 - C local retailers.

[Turn over



6. The money to pay for a new business handbook will come from

1

A selling branded goods.

B a grant from the RSA.

C similar organisations.

Questions 7-8: Give short answers to the questions below.

7. How does the Library of Things help people wanting to start similar projects?

1

8. Which word in paragraph 7 means a problem or challenge that you need to overcome before you can do something successfully?

1



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

9. Match each person with an opinion by writing the correct letter in each box.
There is one opinion that you do NOT need.

- | | | |
|--------------------|--------------------------|---|
| (i) Derek Smith | <input type="checkbox"/> | 1 |
| (ii) Ben Kellard | <input type="checkbox"/> | 1 |
| (iii) Sam Stephens | <input type="checkbox"/> | 1 |

- A Most people just buy things on the Internet without thinking.
- B Beginning schemes like the Library of Things is difficult.
- C It's important to use items that are in good condition.
- D The Library of Things is too expensive for poor people.

[Turn over



Text 2

Read the article below and attempt the questions that follow.

- 1 According to a report by the community interest group Active Working Office, workers should spend a minimum of two hours on their feet at work — building up to an ideal four hours. Research has long linked excessive time spent sitting to increased risk of illness or premature death. The new advice, however, represents the first time British workers have been provided with definite targets for getting out of their seats.
- 2 The report's author, Gavin Bradley, calls for a revolution in the workplace through the use of sit-stand desks, standing-based work and regular walkabouts. He also suggests that facilities such as toilets should be moved further away from staff, some e-mails could be replaced by hand-delivered messages and employees could have alarms on computers or personal motion assessment devices prompting them to move.
- 3 Bradley said: "We are creatures of habit and we have come to the conclusion that sitting is the best way of doing office work. We need an environment where people feel much more liberated to stand at their desks. The benefits of four hours standing far outweigh the minor risks."
- 4 Looking at existing scientific evidence Bradley found that compared with those who sit the least, those who sit most are more than twice as likely to develop type 2 diabetes and cardiovascular disease. This group also have a 13% and 17% increased risk of cancer and death respectively. Office workers spend 65% to 75% of their working hours sitting according to the study, published in the British Journal of Sports Medicine.
- 5 British people sit for 8–9 hours each day on average and one study suggested that, for those sitting more than seven hours a day, there is a 5% increased risk of premature death with each additional hour off their feet. Bradley said some tasks, such as writing a report or analysing numbers, were better done sitting but others such as meetings or checking your inbox were actually more productive when standing.
- 6 Therefore the report is strongly in favour of adjustable desks, which only 1% of office workers in the UK have access to, compared with 90% in Scandinavia. They typically cost hundreds of pounds each but the report says benefits come through improved productivity, less absenteeism and reduced healthcare costs. However, the report does admit that standing still for long periods of time also carries health risks. It warns that people who start standing more "could expect some fatigue as part of the process of change".
- 7 John Cridland of the Confederation of British Industry commented, "Firms will generally take a common-sense approach, and we are sure that they will consider encouraging different ways of working, but ultimately firms will seek to balance the practicalities of time spent away from desks with the needs of the business, rather than following all the advice from Active Working Office."
- 8 Professor Maureen Baker, chair of the Royal College of GPs, said doctors tended to move about a lot anyway, particularly when consulting patients, but that the report "provides food for thought". She added: "In many cases — particularly for smaller organisations — the adjustments necessary to allow employees to stand for a significant proportion of the day might be unrealistic. It is, however, important that employers recognise the responsibility they have to maintain their employees' health."



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

9 One office blogger, however, was less cautious in his reaction. Joel Goby said: “Have these people ever worked in an office before? There’s often one of these irritating bits of so-called “science” going around. We’re meant to spend 20 seconds every 20 minutes having an eye break. We’re not meant to inhale toxic fumes from out of the openings at the back of printers. We’re meant to sit up exactly straight for eight hours without slumping. Yeah, right.”

Questions

Questions 10–12: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 1–3).

10. The Active Working report recommends that companies should 1

- A change work practices so that workers stand more.
- B check how long their workers spend sitting down.
- C research the problems linked to long standing hours.
- D encourage standing for all office tasks.

11. One suggestion to make workers more active involves 1

- A taking people’s chairs away.
- B starting exercise classes.
- C providing fewer toilets.
- D changing communication methods.

[Turn over



12. Bradley mainly associates standing with

1

- A habit.
- B hard work.
- C freedom.
- D risk.

Questions 13–17: Give short answers to the questions below (refer to paragraphs 4–8).

13. Among those who sit the most, what is the increased percentage risk of death?

1

14. What does Bradley think you should do when you are reading your e-mails?

1

15. What equipment will help workers alternate between sitting and standing?

1

16. Which word in paragraph 6 means “tiredness”?

1

17. Which word in paragraph 8 means “part”?

1



18. Match each person with an opinion by writing the correct letter in each box.
There is one opinion that you do NOT need.

- | | | |
|---------------------|--------------------------|---|
| (i) Gavin Bradley | <input type="checkbox"/> | 1 |
| (ii) John Cridland | <input type="checkbox"/> | 1 |
| (iii) Maureen Baker | <input type="checkbox"/> | 1 |
| (iv) Joel Goby | <input type="checkbox"/> | 1 |

- A Companies will not be told what to do.
- B This report will annoy office workers.
- C Ordinary office workers will welcome this report.
- D My colleagues don't spend much time sitting down.
- E Office workers think sitting is best for them.

[Turn over



Text 3

Read the text below and attempt the questions that follow.

- 1 It has been quite a week for Year 5 from Middlesbrough's Macmillan Academy. Yesterday, they were struggling in a gale force wind to reach the summit of Scafell Pike in the Lake District. Today, they are gathered around a classroom table in the Lakes' Outward Bound centre, looking exhausted as their group leader, Martin Barratt, guides them through a discussion of an argument two of them had high on Scafell. Why did they feel so strongly at that point, he wonders, and what lessons can be learned to avoid future confrontation?
- 2 Sally, lazing in her chair with an expression of perfect sourness on her face, has no doubts. "Don't climb a mountain," she says, to much laughter. Then something rather amazing starts to happen. Despite everything, the youngsters in the group rouse themselves to analyse with surprising emotional maturity the dramas of the previous day.
- 3 As part of the process, each of the nine students in Barratt's group takes turns to leave the room while the others discuss his or her strengths and how to improve them. "Big" Tom (as opposed to a fellow student called "Good" Tom) is admired for taking the contents of strugglers' rucksacks and putting them in his own, without being told to do this by a teacher or instructor. But the group feels Big Tom could be braver in articulating his ideas, rather than going along with the majority. Big Tom is called back and told these observations. He smiles shyly.
- 4 Slogging up mountains in the rain in a bright red jacket may seem old-fashioned in an age of electronic entertainment and fear about the safety of children, but times seem to be changing once again. Outdoor learning initiatives (such as the Forest Schools) are growing in popularity. And the runaway success of *The Dangerous Book for Boys* shows how many of us wish for a more natural upbringing for our children. Television, too, has been quick to cash in on this interest, with shows such as *Boot Camp* and even *I'm a Celebrity*.
- 5 Kurt Hahn, the educationalist who co-founded the Outward Bound movement in the 1940s, once said: "We are all better than we know. If only we can be brought to realise this, we may never be prepared to settle for anything less." His vision still endures. It has been a bumpy ride for the organisation since then, and in Britain the organisation has even faced financial collapse, but experiential learning of the kind Outward Bound pioneered is firmly back in fashion.
- 6 The Macmillan Academy is certainly convinced of its value. The inner-city secondary school draws children from more than 50 primaries, including from the most disadvantaged areas. Despite that, it is one of the most successful state schools in the country and was recently awarded High Performing School status by the Government. Part of that success, says the Head, Phil Latham, comes from its commitment to adventurous experiences.
- 7 It is the only school in the country with a "specialism" in outdoor learning. It is not about just a bit of canoeing as part of a PE course; it's woven into the fabric of school life for every student. But the week-long residential courses at Outward Bound taken by different year groups are a highlight. "You bring kids here and you notice the improvement in their self-belief and self-esteem," says the Academy's director of programmes, David Exeter. "It creates a can-do atmosphere that you capitalise on in the classroom."



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8 The Year 5 students seem inspired. “You learn about your limits and are stretched beyond your comfort zone,” says Michelle Dabbs. “Working in new teams improves your tolerance of others,” adds Zehrab Hussain, “and leading others is a tricky business.” She continues: “People don’t always do what you want them to do, but you learn that encouraging others is one of the best ways to make them achieve.”

Questions

Questions 19–21: Complete each sentence with **NO MORE THAN FOUR WORDS** from the text (refer to paragraphs 1–2).

19. _____
 made it more difficult for the pupils to reach the top of the mountain. **1**
20. After their climb, the pupils seem to be _____
 _____ . **1**
21. The writer is impressed with the pupils’ _____

 when they review the recent expedition. **1**

[Turn over



Questions 22–24: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 3–5).

22. Eight pupils discuss Big Tom’s behaviour 1

- A in his absence.
- B entirely positively.
- C in a negative way.
- D in a shy, hesitant way.

23. Interest in outdoor experiences is increasing because we 1

- A are inspired to do it by video games.
- B are worried about the safety of children.
- C think our children don’t get outdoors enough.
- D are inspired to do it by the TV.

24. Kurt Hahn’s educational vision involved 1

- A setting ambitious goals.
- B settling for realistic goals.
- C bumpy rides in the wild.
- D making money for Outward Bound.

25. Which word in paragraph 6 means “poor”? 1



26. Match each person with an attitude or opinion by writing the correct letter in each box (refer to paragraphs 6–8).

There is one opinion that you do NOT need.

- | | | |
|----------------------|--------------------------|---|
| (i) Phil Latham | <input type="checkbox"/> | 1 |
| (ii) David Exeter | <input type="checkbox"/> | 1 |
| (iii) Michelle Dabbs | <input type="checkbox"/> | 1 |
| (iv) Zehnab Hussain | <input type="checkbox"/> | 1 |

- A Canoeing is a key part of it.
- B It helps participants improve their people skills.
- C It helped the school win government approval.
- D The confidence it developed means confidence in class.
- E It enables pupils to do things they expected to struggle with.

27. Choose the correct answer for this question and tick (✓) **one** box. 1

Overall, the text suggests that Outward Bound courses

- | | |
|--|--------------------------|
| A work in an entirely positive way. | <input type="checkbox"/> |
| B are necessary for pupils' fitness. | <input type="checkbox"/> |
| C may be too old-fashioned for today's pupils. | <input type="checkbox"/> |
| D may not work for every school. | <input type="checkbox"/> |

[END OF QUESTION PAPER]



MARKS

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ADDITIONAL SPACE FOR ANSWERS



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

ACKNOWLEDGEMENTS

Text 1 – Article is adapted from 'Is the Library of Things an answer to our peak stuff problem?' by Oliver Bach, taken from *The Guardian*, Tuesday 23rd August 2016. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2018.

Text 2 – Article is adapted from 'Office employees should be on feet for four hours of working day, study says' by Haroon Siddique, taken from *The Guardian*, Monday 1 June 2015. Reproduced by permission of the Guardian. © Guardian News & Media Ltd 2018.

Text 3 – Article is adapted from 'Soaring Spirit of Adventure' by Ed Douglas, taken from *The Telegraph*, 21st April 2007. Reproduced by permission of The Telegraph. © Telegraph Media Group Limited 2018.



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Qualifications
2018

Mark

X827/75/03

**ESOL
Writing**

WEDNESDAY, 23 MAY

2:20 PM – 3:30 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 *



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**

Your company cafeteria is unpopular. The manager has asked for suggestions to encourage more staff to eat there.

Write a report for the manager giving your colleagues' suggestions. You may use some or all of the following as well as your own ideas.

- local produce
- international food
- meal deals/prices
- healthy drinks and snacks
- staff suggestions for recipes/sandwich fillings
- canteen environment

You should write between 200–220 words.

OR

Task 2 — Study**Essay**

One quarter of students in the UK are studying at college or university while living at home with their families. Write an essay on the advantages and disadvantages of this choice.

You may use some or all of the following as well as your own ideas.

- cost
- commuting time
- academic/family support
- concentration on study
- independence
- social life

You should write between 200–220 words.



MARKS

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ADDITIONAL SPACE FOR ANSWERS



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MARKS

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FOR OFFICIAL USE



National
Qualifications
2018

Mark

X827/75/01

**ESOL
Listening**

WEDNESDAY, 23 MAY

11:20 AM – 11:55 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.

Questions 1–3: Complete each sentence with **NO MORE THAN THREE WORDS**.

1. You generally find allotments in _____ . 1

2. You have to go on a _____
before you get an allotment. 1

3. The cost of an allotment is _____ . 1

4. Which **two** of these things does Lorraine say about allotments? Choose the correct answers and tick (✓) **two** boxes. 2

- A People focus on making their allotments look good.
- B You can cut costs by growing things in allotments.
- C You can grow vegetables with a lot of flavour.
- D You can buy fresh, locally-grown vegetables there.
- E Allotments can help people to deal with stress.
- F All kinds of wildlife are encouraged in allotments.



Recording 1 questions (continued)

Questions 5–7: Choose the correct answer for each question and tick (✓) **one** box.

5. According to Lorraine, demand for allotments 1

- A has risen steadily since the 1950s.
- B fell after the 1950s but is now rising.
- C started to fall in the 1950s and is still falling.
- D has remained stable since the 1950s.

6. According to Lorraine, which **one** of these is true? 1

- A Towns and cities are buying more land for allotments.
- B There isn't as much land for allotments as there used to be.
- C Allotments are often bigger than they used to be.
- D People today want bigger allotments.

7. The purpose of the podcast is to 1

- A encourage people to apply for allotments.
- B describe an aspect of British life.
- C argue in favour of organic food.
- D describe the drawbacks of allotments.

[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.

8. Complete the sentences below with **NO MORE THAN THREE WORDS**.

(i) The original idea for Alex's business was formed while he was _____ . 1

(ii) Young Enterprise helped Alex and his friends develop the _____ they required. 1

(iii) Alex thinks the British are bad language learners due to old fashioned _____ . 1

Questions 9–12: Choose the correct answer for each question and tick (✓) **one** box.

9. Alex's big idea involved _____ 1

- A producing a children's book.
- B seeking new learning opportunities.
- C entering local competitions.
- D creating stories about animals.

10. According to Alex, the novel *A Clockwork Orange* _____ 1

- A encourages violence and oppression.
- B is a surprisingly popular book for children.
- C is difficult for non-linguists to understand.
- D inspired their approach to writing stories.



Recording 2 questions (continued)

11. Which **two** of the following achievements does Alex mention? Choose the correct answers and tick (✓) **two** boxes.

2

- A Teaching others about real life business.
- B Undertaking relevant market research.
- C Advising other business managers.
- D Raising funds for their project.
- E Working for international organisations.

12. Which statement does **NOT** represent Alex's attitude towards his business? Choose the correct answer and tick (✓) **one** box.

1

- A He's excited about the prospect of changing language learning.
- B He's passionate about what he does.
- C He's eager to take on new challenges.
- D He's enjoying every part of his work.

[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 13–16: Choose the correct answer and tick (✓) **one** box.

13. According to Professor Duff, which of these is **NOT** true about sharks? **1**

- A They are even older than the dinosaurs.
- B They are easy to understand.
- C They vary enormously in size.
- D They live in unexplored parts of the oceans.

14. The mapping of the Earth’s ocean floors **1**

- A is done from outer space.
- B has been done by geologists.
- C reveals tiny structures.
- D has seen technological progress.

15. What is the professor’s attitude towards “Shark Week”? **1**

- A It is extremely popular and rightly so.
- B It has a lot to teach us about sharks.
- C It could send the wrong message about sharks.
- D It gives a completely negative image of sharks.



Recording 3 questions (continued)

16. Which of these is the most likely?

1

- A To be bitten by the same shark twice.
- B To be bitten by another sea creature.
- C To be bitten by a person.
- D To die from a shark bite.

17. Complete the sentences below with **NO MORE THAN THREE WORDS**.

(i) After the film *Jaws* was released, the shark population dropped because fishermen hunted them as a _____ .

1

(ii) The biggest problem for sharks today is that they end up being eaten or _____ .

1

(iii) Sharks may become extinct due to _____ .

1

(iv) To protect sharks there have to be strict rules in _____ .

1

[Turn over for next question



Recording 3 questions (continued)

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

18. The best title for this talk would be:

1

- A Changing our view of sharks.
- B The threat from sharks.
- C Popular ocean creatures.
- D The effects of overfishing.

[END OF QUESTION PAPER]



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National
Qualifications
2018

X827/75/11

**ESOL
Listening Transcript**

WEDNESDAY, 23 MAY

11:20 AM – 11:55 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 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

- Dan** Hi, I'm Dan Cavarro, and welcome to *Watching the British*, a series of podcasts for learners of English. My guest today is Lorraine Drysdale and we're going to talk about allotments. Lorraine, welcome.
- Lorraine** Morning, Dan.
- Dan** Right, so, you are an allotment owner. Would you like to tell us what that's all about?
- Lorraine** Of course. Allotments are pieces of land, maybe 150 to 250 square metres — they vary a bit. You find them in towns and cities. When you see a lot of sheds and land divided up, those are allotments, and there might be hundreds together there. The land is owned by the town or city. There's quite a long waiting list for an allotment so if you want one you should apply sooner rather than later and eventually you should get one. You pay a rent, but it's fairly low, and then you can grow things on the land.
- Dan** So it's like an extra garden?
- Lorraine** Well, in a way, but remember that people might live in flats and not have a garden. And also, they're different. People don't usually grow flowers in allotments. They might put in a few here or there but the main purpose isn't decorative. They want to grow vegetables and maybe some fruit.
- Dan** So it's a way of saving money, of getting cheaper food?
- Lorraine** *(laughs)* Certainly not in Britain. If you think you can compete with the supermarkets on the price of vegetables, you're welcome to try. That might have been the case years ago when food was relatively more expensive, but not today. By the time you've bought your tools and a shed, and bags of compost and other things you need to spread on the ground — well, it costs quite a bit.
- Dan** So what's the point?

Lorraine Hmm — there are so many reasons. I will say, by the way, that you can compete with the supermarkets on taste. With many vegetables, something you can pull out of the ground and cook the same day just tastes so much better than things that have been flown half-way across the world, often picked before they're fully ripe, sometimes deep-frozen.

Dan But there must be something more than just better-tasting vegetables. I mean, if you want to pay more, you can find locally-grown freshly-picked stuff in the high street.

Lorraine Sure, but there's also a huge amount of satisfaction in growing your own food, and just being outside and getting your hands dirty. My job's quite stressful and it's inside and involves spending a fair bit of time staring at a computer screen. It's an artificial world and it's so good to go to the allotment and get away from all that. You can also say that allotments provide green spaces in our cities. They're also good for some types of wildlife, though that depends — we don't like rabbits, for example, because they eat everything. And allotment people are a community. We chat to each other — there's always something to talk about — what are you planting this year, how are the cabbages coming along, and so on. We exchange produce and have social events, like barbecues. It's a whole social scene.

Dan And are allotments more or less popular than they used to be?

Lorraine Well, that's interesting. The demand fell in the years after the 1950s. Food was becoming cheaper and there was a wider choice, and allotments were seen as old-fashioned. But that's changed in recent years. People are interested in growing their own food again — there are plenty of programmes on TV about this — and more and more seem to want an allotment. However, the problem is that some land was sold off in the years when allotments were out of fashion. Now it can take years to get one, although if the area is less desirable it can be quicker. And in fact the pieces of land are being cut in two. I waited five years to get mine, and it's only half-size — 75 square metres. However, it's enough for me. Like most people I have a busy life, in fact most people are happier with smaller allotments than in the past.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instructions to reader(s):

Recording 2

The interview 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 two males or 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)

TONE

- Presenter** For the third programme in our series, High-Growth Start-Ups, we're joined by young entrepreneur, Alex Somervell. Welcome, Alex.
- Alex** Hi, thanks for having me.
- Presenter** Alex, you started your journey by taking part in a Young Enterprise project at school, didn't you?
- Alex** That's right. Together with one of my best friends, Jonny Pryn, we were part of a sixth year Young Enterprise team that wrote a story to help children learn foreign languages.
- Presenter** For listeners who've never heard of Young Enterprise, it's one of the UK's leading charities that aims to empower young people to harness their personal and business skills.
- Alex** Yeah, they help kids make the connection between school and the world of work. So together with a group of ten other friends, we took part in the Young Enterprise scheme. Through that we gained the knowledge and attitudes needed to set up our own business and succeed. While brainstorming our business idea, we realised that most of us, bar me, had a sense of regret around learning a foreign language, and a desire for future generations to have better learning experiences.
- Presenter** Do you speak another language, Alex?
- Alex** I'm fluent in Spanish and I've always had a passion for languages. I grew up in Paraguay with my dad speaking to me in Spanish and my mum in English. When I moved to the UK at seventeen I found that many British people struggle to learn a foreign language. Personally, I feel this is down to outdated grammar books, and the notion that there's simply no need to learn another language.
- Presenter** So what was your big idea?

Alex Well, we decided to use our creative talents and publish a children’s adventure story about other languages and cultures. For most of us, Jonny and myself included, it was our first entrepreneurial experience and a fantastic learning experience. We actually won some regional awards and, most importantly, I got to dress up as a penguin, but that’s another story. We also sold quite a few books, but when university came round we thought nothing else of it and moved on.

Presenter What did you and Jonny study at university?

Alex Jonny studied Literature, Linguistics and Creative Writing, while I started learning a few more languages. We’re now working full-time creating books for children.

Presenter And you based your idea on the novel *A Clockwork Orange*?

Alex Yeah. It’s true that *A Clockwork Orange* is hyper violent and about a scary future, so it might not be the traditional source of inspiration for a children’s book. But we found that throughout the story the author would introduce words in a made-up language. They were placed in contexts that would often make their meaning apparent, even for someone who wasn’t a “languages person”. We decided to build on this idea and develop the “Clockwork Orange Methodology”, which allows us to create books that start in English and end in a different language.

Presenter And, what started as a side project is now, a year after graduating, your very own tech start-up?

Alex Yeah. We’re applying many of the lessons we learnt seven years ago with Young Enterprise to “real life business”. We’ve spoken to countless people in our target market, researched the gap in the market and received advice from hundreds of business leaders. We’ve managed to raise money through investments and received a loan from the bank for new start-up companies. We’ve also won some awards. Over the past few months we’ve successfully launched our first story range, where we partnered with the Spanish Embassy and received investment from Nottingham University. We’ve managed to triple our original £10,000 sales target.

Presenter The journey so far sounds incredible. What’s been your main drive?

Alex I think the potential we see to change the way that future generations learn languages. We want to combine the worlds of entertainment and education to make learning a language as easy as reading a story. We both feel so incredibly lucky and grateful to have the opportunity to do what we’re genuinely interested in and enjoy, apart from the odd day of accounting.

Presenter What a great story, Alex. Thanks for sharing that with us.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

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.

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- (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

Presenter Now Professor Sandy Duff, one of the foremost figures in shark biology, is here to share with us some interesting facts about a creature that inspires our curiosity and our fear of the unknown.

Professor Duff Sharks have been on our Earth far longer than humans, in fact since before the dinosaurs. They hold a certain fascination for us. Perhaps it's about our struggle to understand the mystery of these creatures that are much bigger, faster and stronger than we are. Whale sharks, for example, are the biggest living species of fish. The largest known whale shark was over 12 metres long and weighed over 21,000 kilos. It's a myth that all sharks are large though — the tiniest is the dwarf lantern shark, which could fit into the palm of your hand.

Maybe our fascination with sharks also reflects our desire to know more about the mostly uncharted oceans they live in. 95% of the Earth's oceans remain unexplored by humans. It's often said that we've explored even less of the Earth's oceans than we have of outer space. Geologists have mapped the entire ocean floor, but in most areas of the sea floor, we can only see structures larger than 5 kilometres across. Anything smaller, like a shipwreck or deep blue marine habitat, remains unseen.

Although we don't know the true extent of our universe and we've never been outside of our own solar system, in the areas of space that we have the technology to explore, we've made far more progress than in the depths of the ocean.

So, is it this fear of the unknown that attracts us to sharks? Perhaps we look to sharks as the rulers of the deep oceans, who can tell us more about the uncharted depths where they can travel easily but we cannot.

This week is, of course, “Shark Week” and fans can watch a week of entirely shark-based television shows on the Discovery Channel. I’m afraid I’m not exactly a fan of this kind of “pop” culture. There may be some good educational TV shows, but I imagine that a few will promote the myth that sharks are man-eating monsters! Unfortunately we do still have that image, especially of the great white shark. But the thing is, sharks don’t actually like the taste of humans. The fact is if you’re unlucky enough to be bitten by a shark, the shark’s unlikely to come back for a second taste when it realises that you’re not, in fact, a sea creature. You’re more likely to be bitten by another person than by a shark! And you’re even less likely to die from a shark bite than you are to be bitten. Of the 30 to 50 shark attacks reported each year, only 5 to 10 are fatal. So, while being bitten by a shark is rare, dying from a shark bite is even rarer.

The 1975 film “Jaws” with its vengeful man-killer shark has a lot to answer for. Sadly, after the film came out there was a huge decline in the shark population, particularly in the Northwest Atlantic Ocean, as thousands of fishermen started to hunt down trophy sharks as a kind of sport. But although Hollywood has played its part in the shark’s decline, the main problems today are caused by commercial fishing, whether sharks are killed for food or accidentally trapped in nets.

In addition, sharks are slow to grow to maturity and many are caught before they are able to reproduce. The shark population is at risk of extinction as a result of overfishing. When I say some species of shark are threatened with extinction, there are some people who are pleased because they think sharks are aggressive. So we desperately need to alter people’s image of sharks. They’re beautiful, wild creatures and we have to respect and protect them.

There’s an urgent need for global action. There are a number of countries that are working hard to protect sharks, but we need tough regulations in all countries to protect these wonderful creatures from overfishing.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

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

(1 minute pause)

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

[END OF TRANSCRIPT]

ACKNOWLEDGEMENTS

Recording 2 – Text is adapted from www.young-enterprise.org.uk/case-study/alex-somervell/.
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Recording 3 – Mock radio broadcast includes text adapted from www.quickanddirtytips.com/education/science/10-facts-you-didn't-know-about-sharks.
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