

# Certificate in ESOL Skills for Life Level 1 – Reading Sample paper



**Time allowed:** 60 minutes

Please answer **all** questions. Write your answers in pen, **not** pencil, **on the separate answer sheet.**

You may **not** use dictionaries. You may **not** use correction fluid.

There are blank pages for rough notes at the end of this exam paper.

## Certificate in ESOL Skills for Life

### Level 1 – Reading

Time allowed: 60 minutes

This examination paper has 30 questions. Answer all questions.

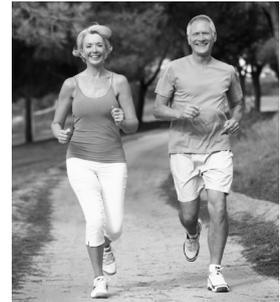
#### Task 1

Task 1 contains an **explanatory** text. There are eight questions (1-8). For each question, write the letter of the best answer **on your answer sheet**.

### Prunes – a superfood?

#### Paragraph A

In the past, prunes were notorious for being the most unpopular item on the school dinner menu. *Example*, times have changed and nowadays prunes are valued for their versatility and year-round availability. They can be used hot or cold in a variety of sweet and savoury snacks and dishes, such as stews, curries, cakes and puddings.



#### Paragraph B

Prunes are quite simply plums that have had some of their water content removed through dehydration. **1.**, they lose their smooth and plump appearance and become wrinkled, dark and sticky. They are naturally sweet and, after the dehydration process, become chewier and less juicy than the original plum.

#### Paragraph C

So what can we gain from this seemingly wonderful natural product? **2.** their unattractive appearance, prunes have high nutritional value. They are free from fat and salt and, as well as containing carbohydrates and naturally occurring sugars, they are also high in fibre and rich in vitamin K. Furthermore, they are a good source of the trace elements copper, boron and potassium.

#### Paragraph D

Studies have shown that prunes have a number of health benefits. Researchers from Tufts University in Boston found that prunes had more than twice the antioxidants of blueberries and raisins. These antioxidants help protect cells from damage. **3.**, clinical studies at Florida State University concluded that the potassium and boron found in prunes are important for maintaining healthy bones and can therefore be useful for people who may be at risk from osteoporosis.

#### Paragraph E

So are prunes worthy of 'superfood' status? 'Superfoods' are rich in nutrients and have health-promoting properties. It is clear that prunes do have a high nutritional profile and can produce health benefits. **4.**, experts have also pointed out that prunes are high in sugar and so should only be consumed in moderation.

**Section A: Questions 1-4**

Each paragraph in the text has a gap. Look at the box below and choose the best discourse marker for each gap. Write the letter **on your answer sheet**.

There is an example (**E**). You can only use each discourse marker once. There is one you do not need.

- A As a result
- B Furthermore
- C Provided that
- D On the other hand
- E *However*
- F Despite

**Section B: Questions 5-8**

Choose the letter of the best answer according to the text and write it **on your answer sheet**.

5. What is the main topic of this text?
  - A the effect of prunes on health
  - B the growing popularity of prunes
  - C scientific research into prunes
  
6. Dehydration is the process of
  - A making something sweeter
  - B removing water from something
  - C increasing health benefits in food
  
7. Our bones benefit when we consume
  - A vitamin K
  - B copper
  - C potassium
  
8. What impression does the **image** add to this article?
  - A running can help you live longer
  - B prunes can help you stay active for longer
  - C eating healthily will help you run faster

**Task 2**

Task 2 contains two **instructional** texts in a work-related context. There are eight questions (9-16). For each question, write the letter of the best answer **on your answer sheet**.

**Text one****Health and Safety Guidelines****A**

At all times staff must take care of their own health and safety and also the health and safety of colleagues, visitors and customers. It is important to be aware of hazards and to take any necessary action to prevent accidents or injuries. Always follow health and safety rules.

**B**

All obstructions, such as cables, should be removed immediately and reported to the line manager. The obstacle or item should be put in a safe place. Damage to items such as carpets or floors, which could cause a fall, requires a warning sign and must be repaired immediately. Floors which are wet require a 'wet floor' warning sign.

**C**

**Fixed** structures such as pillars, doors or steps can be a hazard. Warning signs should be provided on these places if they are not always immediately easy to see. Broken items of furniture should be removed immediately. However, if furniture cannot be moved, a warning sign should be put up. Moveable items such as plants, boxes or furniture should be put in a place where they are clearly visible or out of the way. Drawers and cupboard doors should be kept closed.

**D**

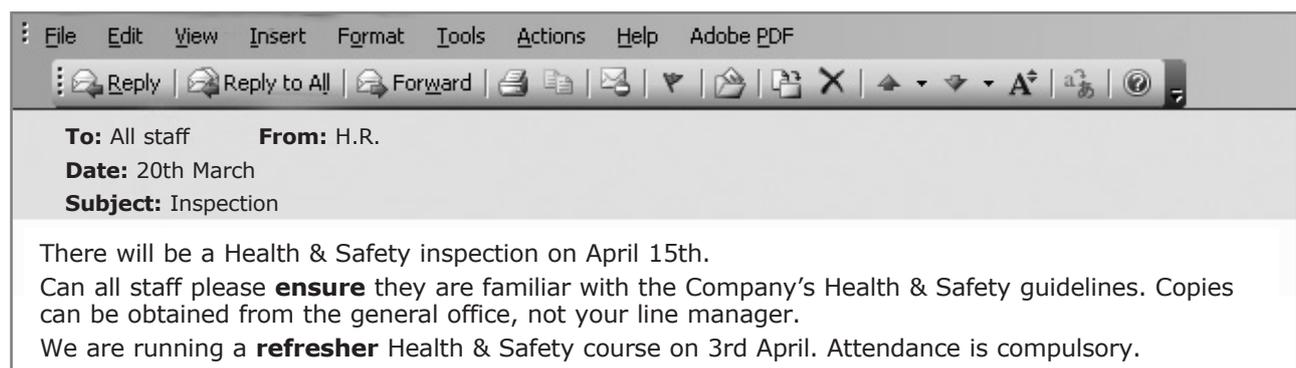
Shelves should never be stacked too high with heavy items. All ceiling and wall fittings such as lights, clocks and information boards should be fixed **securely** so that they cannot fall.

**E**

Regular checks are made on all electrical appliances to **ensure** they work safely. Furniture, appliances and devices should only be used for the purposes for which they were designed. Staff can only use company equipment following full training.

**F**

Fires can be electrical or caused by cigarettes or matches. Therefore smoking is only permitted in designated areas outside the building. Staff should be aware of the fire drill and location of fire exits. Training is given to new staff members on fire safety, including use of fire fighting equipment and procedures. Fire exits must be clear of obstructions at all times. Any obstruction of fire exits should be cleared and reported to the line manager.

**Text two**


The screenshot shows an email client window with a menu bar (File, Edit, View, Insert, Format, Tools, Actions, Help, Adobe PDF) and a toolbar with icons for Reply, Reply to All, Forward, Print, and other actions. The email content is as follows:

**To:** All staff      **From:** H.R.  
**Date:** 20th March  
**Subject:** Inspection

There will be a Health & Safety inspection on April 15th.  
 Can all staff please **ensure** they are familiar with the Company's Health & Safety guidelines. Copies can be obtained from the general office, not your line manager.  
 We are running a **refresher** Health & Safety course on 3rd April. Attendance is compulsory.

**Section A: Questions 9-12**

Text one has six paragraphs with missing headings. Write the letter of the most suitable paragraph on your answer sheet. One paragraph does not have a heading. There is an example.

*Example* Fire safety

    F    

9. Correct Use of Equipment
10. Falls, Trips and Slips
11. Falling Objects
12. Employee Responsibility

.....

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.....

**Section B: Questions 13-16**

Choose the letter of the answer which best matches the meaning of each word as it is used in the text. Write the letter **on your answer sheet**.

13. **fixed** (text one, paragraph C)

- A permanent
- B repaired
- C broken

14. **securely** (text one, paragraph D)

- A hardly
- B closely
- C firmly

15. **ensure** (text one, paragraph E **and** text two)

- A make certain
- B protect from harm
- C guarantee

16. **refresher** (text two)

- A including drinks
- B updating knowledge
- C for new staff

**Task 3**

Task 3 contains a **descriptive** text. There are eight questions (17-24). For each question, write the letter of the best answer **on your answer sheet**.

**Wind power****Paragraph A**

As fossil fuels are in limited supply, environmentalists are exploring renewable energy sources instead. One of the most controversial is wind power, even though it is not a new source of energy. Sailing boats have been powered by wind for centuries; windmills were first built in Iran in the 7th century and then spread across the world being used, for example, to make flour. Nowadays, wind power refers to machines called wind turbines, which transform wind energy into electricity.

**Paragraph B**

A wind turbine is technically very simple. In order to catch the wind the blades, which rotate, are attached to a nacelle. This is positioned at the top of the tower and contains the technical components of the turbine. Inside the nacelle, a low-speed shaft is attached to the blades. The low-speed shaft is connected to the high-speed shaft by a gearbox. The high-speed shaft is connected to the generator, which is positioned at the opposite end to the blades.

**Paragraph C**

This simplicity of design is just one of the advantages of wind turbines. The use of the wind is free, so the production of energy itself is relatively low-cost. It is also getting even cheaper and this downward trend is likely to continue. Environmentally, the use of wind power has little impact. The only pollution is caused during the manufacture of the turbines, and no fuel is consumed in the production of wind power.

**Paragraph D**

One challenge with harnessing wind power is that the strength of the wind ranges from zero to storm force. However, it is possible to overcome problems like varying wind strength with offshore wind farms in the sea, where the wind is generally stronger than on land.

**Paragraph E**

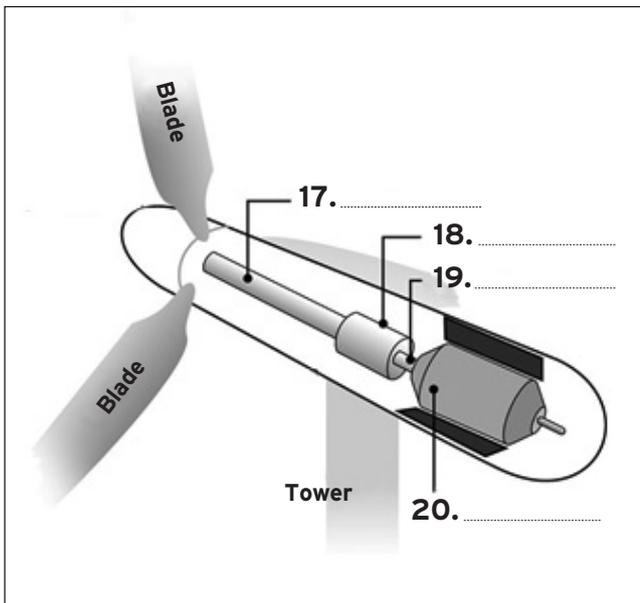
Not everyone is in favour of wind power however, and opposition to wind turbines is extremely strong. They are sometimes seen as ugly constructions spoiling the countryside, particularly when a number of wind turbines are grouped together on wind farms for the large-scale production of electricity. Supporters argue that while wind farms can spread over large extents of land, there is no need to cease agriculture in that area, as the bases of the turbines are relatively small.

**Paragraph F**

Generally, electricity from wind power is growing. By the end of 2012 over 200,000 wind turbines were in operation worldwide. Despite the opposition, wind power is an option that governments will have to seriously consider if less controversial solutions cannot be found.

**Section A: Questions 17-20**

Read paragraph B and use the information to match labels A to E to the correct part of the diagram. There is one label you do not need. Write the letter of each answer **on your answer sheet**.



(Image: www.need-media.smugmug.com)

- |   |                  |
|---|------------------|
| A | Low-speed shaft  |
| B | Generator        |
| C | High-speed shaft |
| D | Nacelle          |
| E | Gearbox          |

**Section B: Questions 21-24**

Choose the letter of the best answer and write it **on your answer sheet**.

- 21.** According to paragraph C
- A using wind power doesn't damage the environment
  - B producing wind turbines doesn't consume any fuel
  - C the process of manufacturing turbines causes pollution
- 22.** According to paragraph D
- A one solution to the problem of differing wind strengths is to have wind farms in the sea
  - B the wind in the sea is generally too strong to make offshore wind farms practical
  - C wind strength is more variable in the sea than on land
- 23.** According to paragraph E, supporters argue in favour of wind farms because
- A the land can still be used for agriculture
  - B they don't occupy large areas of land
  - C not everybody thinks they are ugly
- 24.** According to paragraph F
- A there must be a more popular solution to the energy problem
  - B wind power may be the only option available to governments
  - C governments will not consider wind power if opposition continues

**Task 4**

Task 4 contains a **persuasive** text. There are six questions (25-30). For each question, write the letter of the best answer **on your answer sheet**.

Questions 25-30 test your ability to read a text quickly for the general idea, and to scan it for key words and phrases. You are advised to read the questions **before** you read the text.

**Section A: Questions 25-28.**

This text has seven paragraphs. Each paragraph has a purpose. Choose the letter of the paragraph which best matches the purposes below. Write the letter **on your answer sheet**.

There is an example. You do not need to use all of the paragraphs.

*Example* to explain the qualities of a great restaurant ..... A

**25.** to describe the meal .....

**26.** to describe the standard of service in the restaurant .....

**27.** to describe where the restaurant is situated .....

**28.** to give an idea of how it felt inside the restaurant .....

**Section B: Questions 29-30**

Choose the letter of the best answer and write it **on your answer sheet**.

**29.** How did the writer feel about the Lakeside overall?

- A negative
- B uncertain
- C positive

**30.** What did the writer like?

- A the location and the main course
- B the dessert and the prices
- C the outdoor seating and the starter

## The Lakeside

### Paragraph A

The sign of a great restaurant is not necessarily its location, or its size either, but the quality of its food and the standard of the service. Unfortunately, after my visit yesterday afternoon, I do not count the Lakeside restaurant as being 'great'.

### Paragraph B

The location of the restaurant did make it appear very promising. The Lakeside is next to a beautiful lake in the city park. I went there with the intention of sitting outdoors and enjoying the fantastic view and warm, sunny weather. However, this plan was spoilt as soon as I saw the outdoor seating area. There were bird droppings and cigarette ash on the tables and chairs so I was forced to sit inside. What a pity!

### Paragraph C

The seating inside the restaurant was not much better than outside, but I finally found the cleanest table and sat down. I noticed only two other customers in the restaurant, which seemed unusual for a Saturday. Despite the warm day, it was cold inside and there was very little atmosphere, possibly because it was so empty and there wasn't any music.

### Paragraph D

The menu was disappointing, as it lacked variety and there were no fish or vegetarian dishes. I must admit, though, that the prices seemed reasonable in comparison with other places to eat in this area.

### Paragraph E

After an extremely long wait, an unsmiling waiter arrived to take my order. I ordered soup as a starter, the 'Hamburger Special' for the main course and chocolate fudge cake for dessert. I asked the waiter what was special about the 'Hamburger Special' since the description on the menu was brief. He wasn't really able to answer the question and finally replied, 'It's just a burger with chips and salad,' before returning to the kitchen.

### Paragraph F

When at last my food arrived, the soup was lukewarm. The 'Hamburger Special' was a tasteless burger served on stale bread, with a salad made of dry lettuce and a few slices of flavourless tomato. After this rather unsatisfactory meal I didn't have high expectations for my dessert, but it was actually quite tasty. Overall, I could understand why the prices were so reasonable; they certainly weren't employing first-rate chefs and staff in the Lakeside!

### Paragraph G

Visiting this restaurant was an experience to remember, but not one that I intend to repeat, nor would I recommend it to anyone else. If you are tempted by the lovely landscape around the restaurant, I would suggest taking a photograph of it rather than having a meal there.

You can use these pages for rough notes. This booklet will **not** be marked.

