

FOR OFFICIAL USE



National
Qualifications
2015

Mark

X727/76/02

**ESOL
Reading and Writing**

MONDAY, 25 MAY
1:00 PM – 3:10 PM



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Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 50

SECTION 1 — READING — 25 marks

Read BOTH texts and attempt ALL questions.

SECTION 2 — WRITING — 25 marks

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

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

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

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

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



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SECTION 1 — READING — 25 MARKS

Recommended time: 40 minutes.

Text 1

Read the text below and attempt the questions that follow.

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



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

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

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

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



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

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

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

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

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

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

10. The writer shows some sympathy towards 1

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

11. Conservationists 1

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



MARKS

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12. The key message of the final paragraph is that

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

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

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

[Turn over



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Text 2

Read the text below and attempt the questions that follow.

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



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

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

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

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

[Turn over



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

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

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

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

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

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

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



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

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

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

23. What do critics say about these schemes? 1

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

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

25. Employee of the Month schemes are likely to 1

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

[Turn over



Part 2 — Work OR Study

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

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

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

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

Task 1: Work – Report

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

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

OR

Task 2: Study – Essay

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

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

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

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

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



ADDITIONAL SPACE FOR ANSWERS

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ACKNOWLEDGEMENTS

Section 1 Text 1 – Article is adapted from “*Chris Packham Interview: We are losing the fight for Britain’s wildlife*” by Chris Packham, is taken from The Big Issue, January 20th, 2014. Reproduced by kind permission of The Big Issue.

Section 1 Text 2 – Article is adapted from “*Why everyone hates the employee of the month*” by Adrian Furnham, taken from The Sunday Times, 27 February 2011. Reproduced by permission of News Syndication. © The Sunday Times, February 2011.



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