



Key skills communication Adult literacy ESOL Skills for Life Reading Unit Level 2 Test Paper

YOU NEED

- This test paper
- An answer sheet

You may **NOT** use a dictionary

Do **NOT** open this paper until you are told to do so by the supervisor

THERE ARE 40 QUESTIONS IN THIS TEST

Total marks available: 40

Try to answer ALL the questions

YOU HAVE 1 HOUR TO FINISH THE TEST

INSTRUCTIONS

- Make sure your personal details are entered correctly on the answer sheet
 - Read each question carefully
 - Follow the instructions on how to complete the answer sheet
 - At the end of the test, hand the test paper, your answer sheet and all notes to the supervisor
-

REMEMBER: YOU HAVE 1 HOUR TO FINISH THE TEST

INSTRUCTIONS TO CENTRES

- This paper must not be photocopied

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Questions 1 to 5 are based on the following document.



Half day city walk: The canals and rivers of Leeds, the city that reinvented itself

Leeds was once a grimy, noisy city of fuming chimneys, dirty canals and grim, old factories and textile mills - an essential cog in the great machine of industrial Britain, but just about the last place on earth you'd think of going for a walk. But times have changed in Leeds.

line 1
line 2
line 3
line 4

The canals and rivers are cleaner, the canal sides are being smartened up, the smoke has disappeared and the old warehouses are being changed into offices and even cooler bars, shops and apartments.

line 5
line 6
line 7

Back beside the river Aire, you walk east beneath a succession of handsomely restored old bridges to reach the Adelphi pub by Leeds Bridge, a gorgeous fantasy of panelled woodwork, frosted glass and sculpted lampshades. This is the ideal spot to grab some lunch before beginning your walk again, up to Crown Point Bridge where you leave the waterside for the glories of Victorian architecture that fill the city centre.

line 8
line 9
line 10
line 11
line 12
line 13

The great drum of the Corn Exchange, the vast Town Hall and the warehouse on Park Square, which has been given a complete overhaul to look like a Moorish palace, sum up the civic pride and financial solidity of the North in those bygone days when mighty cities were founded on the backs of mill hands and factory workers, on the poverty and grinding hard work of all those anonymous labouring men, women and children.

line 14
line 15
line 16
line 17
line 18
line 19

- 1 According to the document, Leeds
 - A suffers from dirt and poverty
 - B is still a centre for heavy industry
 - C is a favourite tourist destination
 - D has changed over the centuries

- 2 The word 'changed' on line 7 could **best** be replaced by
 - A demolished
 - B downgraded
 - C converted
 - D updated

- 3 The writer suggests that the way of life in Leeds is
 - A grim and depressed
 - B old-fashioned
 - C anonymous and industrial
 - D smart and trendy

- 4 The document describes the Adelphi pub as
 - A having a spectacular interior
 - B a typical sort of city centre pub
 - C a pub that looks good but is disappointing
 - D a converted warehouse

- 5 The word 'anonymous' as used on line 19 means
 - A homeless
 - B nameless
 - C penniless
 - D hopeless

Questions 6 to 10 are based on the following document.

Stereotypes in Advertising

Advertising tends to exploit the use of stereotypes because it has to communicate very quickly with its audience. If the advertisement has to sketch in a situation rapidly, then it helps to be able to slot characters into instantly recognisable roles. Stereotypes are all about instant roles.

It is also arguable that advertising is especially responsible for maintaining and fixing stereotypes in the public consciousness. Very simply, advertising campaigns work across a range of media. Advertisements are repeated many times. They are the most repetitious form of communication in the media. Anything that is said so many times is more likely to be accepted.

Remember that stereotyping is not just about role and appearance but also about relationships and situations. There are no unmarried mothers in advertisements, no arguments between parents and children, and people are mostly at home or at play. There are many large, well-appointed cars and large, well-appointed homes.

Indeed, these stereotypes of people and their situations also stand for messages about values, about a way of life and a set of beliefs that we in turn are invited to believe in.

Consider the example of 'newness'. Think of the number of advertisements which sell the product using the word new, or by emphasising this is the 'latest model', or by emphasising the glossy new appearance of the product, or by giving some space-age context to the product. All this adds up to the hidden message that newness is OK. If it is new, it must be good. This is, of course, convenient to manufacturers competing in markets already saturated with a given product and where there isn't much new to offer the public. However, it does mean that we may come to believe in newness for the sake of it. Something new is not necessarily a good thing. It is just – new.

- 6 The document is **most** likely to be an extract from a
- A company report
 - B marketing advertisement
 - C business textbook
 - D fashion magazine
- 7 According to the document, a common persuasive technique used in all advertising is
- A the use of ordinary people
 - B the repetition of messages
 - C the use of unusual settings
 - D repetition of the word 'new'
- 8 According to the document, which of the following statements is correct?
- A The types of people in advertisements are easily categorised
 - B Advertising campaigns concentrate on a specific medium
 - C People's opinions are rarely used in advertising
 - D Advertisements often show people at work
- 9 The tone of the document indicates that the writer's **main** intention is to
- A condemn the ways advertisers use stereotypes
 - B praise the way advertising supports stereotypes
 - C persuade the public that 'new is best' in advertising
 - D explain how advertisers make the most of stereotypes
- 10 The document suggests that advertisers
- A offer a realistic reflection of the world
 - B never use hidden messages
 - C always present domestic life as pleasant
 - D target wealthy viewers

Questions 11 to 15 are based on the following draft document.

To: Nitesh	line 1
From: Ricky	line 2
Date: 3 rd February	line 3
Subject: Taking orders	line 4
Starting from next month there will be a new method of recording customers orders. Instead of using the old green forms, we will use the new system that is set up on the computer.	line 5 line 6 line 7 line 8
Anyone who is not confident with the new computer system will be given the opportunity to attend a training session, _____ will enable staff to become familiar with the process. All staff involved with taking orders need to insure that they are knowledgeable about the system by the end of this month.	line 9 line 10 line 11 line 12 line 13 line 14
Please let me know as soon as possible if you wish to attend one of the training sessions. There will be both a morning and an afternoon session on each of the following dates: 10 th , 12 th , 17 th , 19 th and 20 th February. It would be helpful if you could express a preference.	line 15 line 16 line 17 line 18 line 19

11 There is a spelling error on

- A line 9
- B line 10
- C line 11
- D line 19



12 There is an apostrophe missing from

- A line 6
- B line 7
- C line 16
- D line 18

- 13 There is a comma missing from
- A line 5
 - B line 9
 - C line 12
 - D line 17
- 14 A word has been used incorrectly on
- A line 5
 - B line 13
 - C line 15
 - D line 17
- 15 The **best** word to use in the gap on line 11 is
- A who
 - B which
 - C this
 - D and


Please go on to the next page

Questions 16 to 20 are based on the following document.

	Fail one simple examination and the courts could fine you up to £1,000.		line 1 line 2
	If you're caught using a TV without a valid licence, a fine of up to £1,000 could mean curtains for your finances this year. That is why the first lesson you should learn at college if you use a TV is that the same rule applies to students as to everyone else.		line 3 line 4 line 5 line 6
	<ul style="list-style-type: none">➤ When you move your TV to your new address, you are no longer covered by your parents' licence.➤ If you live in halls of residence and have a TV in your room, you need your own separate TV Licence.➤ You need your own licence if you share a house with other students under a separate tenancy agreement and use a TV in your own room.➤ You must have proof of a joint tenancy if the shared house has one TV Licence and more than one TV used by different occupants.		line 7 line 8 line 9 line 10 line 11 line 12 line 13 line 14 line 15 line 16
	It is our policy to visit all addresses where we have no record of a TV Licence. Our detector vans and hand-held detection equipment can pinpoint a TV in use in any area, even in student halls.		line 17 line 18 line 19
	Up to 1,000 people are caught every day, which is why it is so important to remind everyone that it is their responsibility to make sure they are properly licensed; without exception.		line 20 line 21 line 22
	Buy a TV Licence now and you won't have any uncertain terms.		line 23
	You can pay for your TV Licence by direct debit (this will run automatically for as long as you want), or using your credit card by ringing 0845 602 7777, or online at www.tvlicensing.co.uk		line 24 line 25 line 26
	Remember: if you have left home, your TV is no longer covered by your parents' licence.		line 27 line 28

- 16 The **main** purpose of the document is to
- A threaten to prosecute students
 - B advise students on TV licence regulations
 - C order all students to buy a TV licence
 - D insist that parents license all TV sets
- 17 Which of the following ways does the document **not** list as a way of paying for a TV licence?
- A Direct debit
 - B Online payment
 - C Credit card
 - D Postal order/cheque
- 18 Which of the following statements is true?
- A 1,000 people are fined £1,000 each day for not having a TV licence
 - B Detector vans visit all addresses with records of a licence
 - C Paying by direct debit will give you continuous cover
 - D Your parents' licence covers you in joint tenancy premises
- 19 The title of the document suggests it is **mainly** aimed at
- A separate tenants
 - B new students
 - C joint tenants
 - D students' parents
- 20 The **most** suitable sub-heading for the section starting on line 17 would be
- A TV Licensing Officers will be calling
 - B When you need a TV licence
 - C Ways of paying for your TV licence
 - D How to contact us

Questions 21 to 25 are based on the following document.

	<h2>Car Maintenance: Brake Fluid Level</h2>	line 1 line 2 line 3 line 4
<p>Brake fluid can harm your eyes and will damage painted surfaces, so use extreme caution when pouring it. Do not use fluid that has been standing open for some time, as it absorbs moisture from the air, which can cause a dangerous loss of braking effectiveness.</p>	<p>Make sure that your car is on level ground. The fluid level in the reservoir will drop slightly as the brake pads wear down, but the fluid level must never be allowed to drop below the 'MIN' mark. To check the levels of fluid, look for the 'MAX' and 'MIN' marks that are on the side of the reservoir. The fluid level must be kept between these two marks.</p>	line 5 line 6 line 7 line 8 line 9
<p>On older cars, you may need to remove the fluid filter, wash clean in methylated spirits and allow it to dry before refitting. If the filter or reservoir is very dirty, the system should be drained and refilled. Carefully add fluid, avoiding spilling it on surrounding paintwork. Use only the specified hydraulic fluid. After filling to the correct level, refit the cap securely and wipe off any spilt fluid.</p>	<p>If the reservoir requires repeated topping up, this is an indication of a fluid leak somewhere in the system, which should be investigated immediately. If a leak is suspected, the car should not be driven until the braking system has been checked. Never take any risks where brakes are concerned.</p>	line 10 line 11 line 12 line 13 line 14 line 15 line 16 line 17 line 18 line 19

- 21 The document contains a mixture of
- A instructions, advice and information
 - B information, persuasion and advice
 - C information, instructions and persuasion
 - D advice, persuasion and instructions
- 22 The writer uses the word 'specified' on the line 13 to mean
- A advertised
 - B recommended
 - C suggested
 - D accepted

- 23 According to the document, you should
- A clean dirty reservoirs with methylated spirits
 - B ensure that your car is filled on a flat surface
 - C refill only when the brake fluid reaches the 'MIN' mark
 - D change brake pads if fluid level drops below the minimum
- 24 If you suspect that your car is leaking brake fluid, you should
- A change the fluid system
 - B top it up more frequently
 - C have it checked without delay
 - D drive the car carefully
- 25 Suitable sub-headings could be inserted before each paragraph.

Sub-headings			
1	Safety First!	2	Warning!
3	Before you start	4	The correct way

The correct order for these to be used is

- A 1, 2, 4, 3
- B 3, 1, 2, 4
- C 4, 1, 2, 3
- D 2, 3, 4, 1

Questions 26 to 30 are based on the following draft document.

<p style="text-align: center;">BE SAFE A GUIDE TO HEALTH AND SAFETY</p>	
Yesterday, lots of people had accidents at work. Some of _____ were badly hurt. They could spend time in hospital and it might be weeks before they can do the things they enjoy.	line 1 line 2 line 3
Today, much more people will have accidents at work. Someone could be permanently disabled or even killed.	line 4 line 5
Tomorrow it could be you.	line 6
Your workplace probably looks harmless - it isn't. Unless you are told, you may not realise how dangerous it can be.	line 7 line 8 line 9
A competent person where you work should tell you how to work safely and give you training for each job you do. There should be someone who will supervise you.	line 10 line 11 line 12
Don't put yourself at risk. Remember - accidents cost money. Obey your companys' safety rules and safety training.	line 13 line 14
It is your responsibility to	line 15
● learn how to work safely and obey safety rules	line 16
● use all equipment and protective clothing provided	line 17
● report things that seem dangerous, damaged or faulty	line 18 line 19
● never play practical jokes - they can KILL!	line 20
● only use tools, machinery or substances after you have been trained and given permission to do so. You can't be too careful.	line 21 line 22 line 23
BE SMART - THINK BEFORE YOU ACT	line 24

26 The **best** word to fill in the gap on line 2 is

- A they
- B them
- C us
- D who

27 There is an apostrophe used incorrectly on

- A line 7
- B line 13
- C line 14
- D line 23

28 A word has been used incorrectly on

- A line 4
- B line 10
- C line 18
- D line 22

29 There is a spelling error on

- A line 5
- B line 12
- C line 18
- D line 21

30 If the words 'you are' on line 8 were to be abbreviated, the correct abbreviation would be


- A your
- B you'r
- C you're
- D your'e

Questions 31 to 35 are based on the following document.

<p>The nineteenth century held one last important surprise for chemists. It began in 1896 when Henri Becquerel in Paris carelessly left a packet of uranium salts on a wrapped photographic plate in a drawer. When he took the plate out some time later, he was surprised to discover that the salts had burned an impression in it, just as if the plate had been exposed to light. The salts were emitting rays of some sort.</p>	<p>line 1 line 2 line 3 line 4 line 5 line 6</p>
<p>Considering the importance of what he had found, Becquerel did a very strange thing: he turned the matter over to a graduate student for investigation. The student was a Polish woman named Marie Curie. Working with her new husband, Pierre, Curie found that certain kinds of rock poured out constant and extraordinary amounts of energy, yet without diminishing in size or changing in any detectable way. What she and her husband couldn't know – what nobody could know until Albert Einstein explained things in the following decade – was that the rocks were converting mass into energy in an exceedingly efficient way. Marie Curie dubbed the effect 'radioactivity'. In the process of their work, the Curies also found two new elements – polonium, which they named after her native country, and radium. In 1903, the Curies and Becquerel were jointly awarded the Nobel Prize in physics.</p>	<p>line 7 line 8 line 9 line 10 line 11 line 12 line 13 line 14 line 15 line 16 line 17 line 18 line 19</p>
<p>In the early 1900s, Pierre Curie began to experience clear signs of radiation sickness – notably, dull aches in his bones and chronic feelings of depression – which doubtless would have progressed unpleasantly. We shall never know because, in 1906, he was fatally run over by a carriage while crossing a Paris street.</p>	<p>line 20 line 21 line 22 line 23 line 24</p>
<p>Marie Curie spent the rest of her life working with distinction in the field, helping to found the celebrated Radium Institute of the University of Paris in 1914. She died of leukaemia in 1934. Radiation, in fact, is so harmful and long-lasting that, even now, her papers from the 1890s, even her cookbooks, are too dangerous to handle. Her laboratory books are kept in lead-lined boxes and those who wish to see them must wear protective clothing.</p>	<p>line 25 line 26 line 27 line 28 line 29 line 30 line 31</p>

- 31 This document is **most** likely to be an extract from
- A an autobiographical account
 - B a historical novel
 - C a history of science
 - D a medical journal
- 32 The **main** reason the writer starts a new paragraph on line 20 is to identify a change of
- A subject
 - B place
 - C time
 - D speaker
- 33 Who was **not** a recipient of the 1903 Nobel Prize in Physics?
- A Henri Becquerel
 - B Marie Curie
 - C Pierre Curie
 - D Albert Einstein
- 34 According to the document, radiation
- A comes from photographic plates
 - B is sometimes known as polonium
 - C is hazardous and has long-term effects
 - D causes depression and leads to headaches
- 35 The phrase 'diminishing in size' on line 12 could **best** be replaced with
- A becoming smaller
 - B becoming larger
 - C changing shape
 - D changing proportions

Questions 36 to 40 are based on the following document.

	
The Shooting Star Trust	
Children's Hospice Appeal	
A local project to provide care and support for children with life-limiting illnesses and for their families and friends	line 1 line 2
A child suffering from a life-threatening illness is usually diagnosed in hospital. The parents are then responsible for all future care. This puts a huge strain on the whole family.	line 3 line 4 line 5
The Shooting Star Trust Children's Hospice will offer the whole family the support they need. It will be a 'home from home' that will be there for hundreds of children, 365 days a year, at no cost to the family.	line 6 line 7 line 8
The Children's Hospice will provide short breaks (respite care) for seriously ill children, where the families can be relieved of 24 hour nursing care and receive support in the final stages of the child's life.	line 9 line 10 line 11
Over 1,000 families in The Shooting Star Trust area have a son or daughter who is terminally ill. At present there are fewer than 250 beds in the whole of the UK providing specialist hospice care for children.	line 12 line 13 line 14
How you can help	line 15
It's so easy to make a donation and to encourage your family to do so as well.	line 16
You can raise money by...	line 17
<ul style="list-style-type: none">▶ sitting in a bath of baked beans▶ going on a treasure hunt▶ holding a jumble sale or coffee morning▶ organising a quiz	line 18 line 19 line 20 line 21
...the list is endless.	line 22
Join your local Shooting Star group, or help start one in your area. Contact the Appeal Office for help and advice as well as sponsor forms and posters.	line 23 line 24 line 25

- 36 The document states that
- A there are almost 1,000 terminally ill children in the UK
 - B Britain is well provided with specialist hospice care children's beds
 - C the Children's Hospice will give children and families free support
 - D terminally ill children will live permanently at the Hospice
- 37 According to the document, one of the things you can do to help the appeal is
- A contact the Appeal office
 - B provide a short break for an ill child
 - C design an appeal poster
 - D organise a sponsored event
- 38 An alternative way of saying 'a huge strain' on line 4, without changing the meaning, is
- A a great effort
 - B immense pressure
 - C tremendous need
 - D an enormous injury
- 39 The **main** reason the writer uses the sub-heading on line 15 is to
- A give the reader information
 - B answer the reader's questions
 - C highlight an important point
 - D explain where to send money
- 40 The **main** purpose of the document is to
- A explain that there is a large number of terminally ill children
 - B advise people of different ways they can raise money for charities
 - C persuade people to raise money for The Children's Hospice Appeal
 - D inform people of the main aims of The Shooting Star Trust

End of test

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