

FOR OFFICIAL USE

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X222/201



* X 2 2 2 1 1 0 2 1 *

Total Mark
(A + B + C)

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NATIONAL
QUALIFICATIONS
2009

FRIDAY, 15 MAY
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
INTERMEDIATE 2

Do not open this paper until you are told to do so.

Section A: Listening

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Date of birth

Day

Month

Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--

Number of seat

--

For this examination you must use **blue** or **black ink**.

Section A Listening

25 marks are allocated to this paper.

You will hear 3 different recordings played twice. There will be a gap before each recording is repeated. You will have 1 minute to finish answering the questions after you hear the second playing of each recording.

There will also be 1 minute at the end to check your answers.

You will have 1 minute to read the questions before you hear each recording.

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

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



Section A Recording 1*Marks*

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

1. When Atif meets Elena, what is Elena doing?

A Playing table tennis.

☐

B Planning an essay.

☐

C Surfing the Internet.

☐

D Watching a movie.

☐**1**

2. Elena wants to find out about Dan Radcliffe because

A he watches the same movies as her.

☐

B she knew him when she was a child.

☐

C he's one of Atif's favourite actors.

☐

D he's done so much at a young age.

☐**1**

3. Elena needs Atif's help because

A she has done no research so far.

☐

B she has to write more than 40 pages.

☐

C she is overloaded with information.

☐

D he is more intelligent than she is.

☐**1**

Marks

4. Complete the sentences below. Write no more than **three** words for each answer.

(i) Dan Radcliffe got his first TV/film part when he was _____
_____.

(ii) Dan Radcliffe discovered he had got the role of Harry Potter while
he was _____.

(iii) Atif thinks Dan Radcliffe got the Harry Potter role because he is
_____ J.K. Rowling.

(iv) In 2007 Dan was worth _____ pounds (£). **4**

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

5. Dan Radcliffe's lifestyle can be described as

- A extravagant
B modest
C generous
D mean.

☐
☐
☐
☐
1

6. What are Atif's feelings towards Dan Radcliffe?

- A cynical
B angry
C positive
D admiring.

☐
☐
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1**[Turn over]**

Section A Recording 2*Marks*

7. Complete the sentences below. Write no more than **three** words for each answer.

- (i) The speaker says that British people _____
_____ ready meals from supermarkets to cooking at
home.
- (ii) The speaker says that Britain has _____
_____ restaurants than many other countries have.
- (iii) Britain's _____
restaurant opened in 1809.
- (iv) Curry was _____
at Queen Victoria's meals.

4

Marks

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

8. In the 1970s

- A people began to arrive in Britain from South Asia.
 B 30,000 people came to Britain from South Asia.
 C 30,000 people arrived in Britain from Uganda.
 D many people were expelled from South Asia.

☐
☐
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☐

1

9. Many of them opened restaurants because

- A they didn't have much luggage.
 B they had run restaurants in Uganda.
 C they lived in the bigger cities.
 D they had to find a new way to earn a living.

☐
☐
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1

10. You can buy things to make your own curry

- A only in small shops.
 B in large and small shops.
 C in restaurants and major shops.
 D in restaurants, shops and pubs.

☐
☐
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1

11. This recording is about

- A Queen Victoria's experiences in India.
 B political events in Uganda in the 1960s.
 C the history of Indian food in Britain.
 D differences between Indian, Pakistani and Bangladeshi restaurants.

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1

[Turn over

Section A Recording 3*Marks*

12. Complete the sentences below. Write no more than **three** words for each answer.

(i) Jake thinks his trainers come from a shipment that _____
_____ at the last minute.

(ii) Ellie thinks the trainers are either _____
_____ fakes.

(iii) Ellie read that cheap trainers are just _____
_____ expensive ones.

(iv) Jake thinks the *Guardian* newspaper is for _____
_____.

4

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

Marks

13. Ellie seems annoyed with Jake because

- A he's only interested in football.
- B he hasn't really grown up yet.
- C he wants to stay on at school.
- D he wants to start a business.

☐
☐
☐
☐

1

14. How does Jake feel about going to university?

- A He thinks all universities are equally good.
- B He thinks he can get into a good university.
- C He'll go to any university that will accept him.
- D He may go if he can get into a good university.

☐
☐
☐
☐

1

15. Why does Ellie want to study law?

- A She wants to help her family.
- B She wants to help other people.
- C She wants to stop people selling stolen property.
- D She wants to be respectable.

☐
☐
☐
☐

1

16. The recording is mainly about

- A the problems of buying cheap products.
- B difficulties that young people can have in relationships.
- C some issues and choices that concern young people.
- D the reasons for going to university.

☐
☐
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☐

1

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]

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X222/202

NATIONAL
QUALIFICATIONS
2009

FRIDAY, 15 MAY
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
INTERMEDIATE 2

Listening Transcript

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.



Instruction to reader(s):

Recording 1

The dialogue 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 dialogue 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 a male and a female speaker.

Listen to this conversation and answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 1 before you hear the recording.

(1 minute pause)

- Atif: Hi Elena. Is that computer next to you free?
- Elena: Hi Atif. Yeah. Oh, I'm glad you're here 'cos I can pick your brains. (pause) How's it going, anyway?
- Atif: Good. Just beat Sam at table tennis, so well pleased. (pause) What are you looking at? Is it work or are you just surfing the net?
- Elena: Work, of course. We've got to write an essay about our favourite actor and the deadline's Friday. It took me a week just to decide which actor to go for.
- Atif: So, who is it?
- Elena: I finally chose Dan Radcliffe—I've kind of grown up watching his movies and . . .
- Atif: (interrupts) Dan who?
- Elena: Dan Radcliffe, you know, the guy who plays Harry Potter.
- Atif: Oh, the boy wizard. (sarcastic) **He's** your favourite actor?
- Elena: Maybe not my favourite, but I chose him because he's achieved so much so young—all before he was twenty.
- Atif: So, what do you want to pick my brains about?
- Elena: I started to do some research into Radcliffe but I've ended up with far too much information. Look, I've got over 40 pages of notes!
- Atif: All that life history and still so young! Just as well he's not eighty! Imagine how much info you'd have then. (pause) How long's the essay?
- Elena: Just 800 words but I don't know where to begin. Can I just talk it through with you?

- Atif: What background details are you going to include at the start of the essay?
- Elena: Well, he was born in London in 1989. An only child. He always knew he wanted to act and his lucky break came in 2000 when he landed his first TV role in the Dickens classic, ‘David Copperfield’ at the age of eleven.
- Atif: How did he get the Harry Potter role?
- Elena: A lucky coincidence really. You see Dan had gone to the theatre with his parents and the Harry Potter producer spotted him in the audience.
- Atif: And he was offered the role? Just like that?
- Elena: No. He still had to audition for the part. Apparently he found out that he’d got the part while he was having a bath—the phone went and he answered and was given the good news. It took a while for it to sink in, as you can imagine!
- Atif: So he wasn’t chosen by what’s-her-name, you know that woman who wrote the Harry Potter books.
- Elena: You mean J.K. Rowling? No, but they say she was delighted with the choice. She said it was like being reunited with her long-lost son.
- Atif: Yeah, right. I bet he’s related to her—he probably **really is** her son, or nephew or something and that’s how he got the part. (pause) Anyway how much does he earn?
- Elena: I don’t know how much he makes per film, but there’s an article here from the Sunday Times with a ‘rich list’ and he’s on it.
- Atif: Let’s see. It says he had a personal fortune of fourteen million pounds in 2007, so now he must have even more! Wow, imagine all the cars you could buy with that!
- Elena: No. Listen to this quote by Dan about turning eighteen. He said: “*I don’t plan to be one of those people who suddenly buy themselves a massive sports car collection or something similar. I don’t think I’ll be particularly extravagant. The things I like buying are things that cost about 10 pounds—books, CDs and DVDs.*” (pause) So—he’s down to earth. You know he does a lot for charity as well . . .
- Atif: (interrupts) I’ve heard enough about him—got to go. Maybe catch you later.
- Elena: Bye then.

(10 second pause after first reading)

(1 minute pause after second reading)

[Turn over

Instruction to reader(s):

Recording 2

The dialogue 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 dialogue 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 may be read by a male or a female speaker.

Listen to this talk and answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 2 before you hear the recording.

(1 minute pause)

Good morning. We've covered a number of areas in this course. Last week we looked at traditional British food and its history. Today I want to look at foreign food in Britain, especially Indian food.

Now, Britain is rather unusual in that people don't often want to eat British food when they go to restaurants. Some would say this is because many people think that British food is boring. As a country, we cook less and less and seem to prefer buying ready meals from supermarkets. Others say that it's the other way round—our food is bad because the best chefs in the country are cooking other types of food—French, Chinese, Indian and so on. So there's no development of the native tradition—we go on cooking the same old stuff or, like I said, we buy it from the supermarket.

Whatever the reason, the fact is that there are a lot of foreign restaurants in Britain. Now, I don't know if you've ever thought about this but if you go to France or other countries, you can find **some** foreign restaurants, at least in the big cities, but you have to look carefully for them. There are just not very many—they are not so popular.

Now, there are many different types of foreign restaurants in Britain but the most popular are Indian and Chinese, and today I'd like to look at Indian. From what we know, the first Indian restaurant in Britain opened in 1809. Its owner had been a servant to a British officer in India and Ireland, who then moved to London. The restaurant was called the Hindustanee Coffee-House. He put a big advert in *The Times* newspaper but the idea was ahead of its time, and the restaurant closed in 1812.

Right through the 19th century and the first half of the 20th, the British ruled India, and many British worked there. The best-known type of Indian food is curry, and curry recipes began to appear in British cook books. Queen Victoria had Indian servants, and curry was on the menu at many of her meals.

Even so, in 1955, there were only 13 Indian restaurants in Britain. But then in the 1960s, things changed. Thousands of South Asians, that is, people from India, Pakistan and Bangladesh, came to live in Britain to find work. Many of them had business skills and opening a restaurant was the natural thing to do. And in 1972 the number of South Asians in Britain was increased by the 30,000 people of South Asian origin who were expelled from Uganda, in East Africa, by their government. They arrived with only the things they could carry and set about rebuilding their lives. Though they had done many jobs in Uganda, many of them opened restaurants because their work opportunities in Britain were limited.

Today there are around 8000 ‘Indian’ restaurants—and there’s a thing—it’s traditional for restaurants to call themselves Indian even though their owners might come from Pakistan or Bangladesh. 70,000 people work in these restaurants—that’s more than in all the heavy industries. There are also factories in Britain which produce everything from jars of curry paste to take-home meals. You can buy these everywhere from major stores and supermarkets like Marks and Spencer and Tesco to small corner shops. Magazines have Indian recipes and you can even find curry on the menu in pubs. Curry is now Britain’s most popular restaurant food. Things have changed a lot since the first restaurant closed in 1812.

(10 second pause after first reading)

(1 minute pause after second reading)

[Turn over

Instruction to reader(s):

Recording 3

The passage 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 passage 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 a female speaker and a male speaker.

Listen to this conversation and answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 3 before you hear the recording.

(1 minute pause)

Jake: Hi Ellie—how are things?

Ellie: Oh, hi Jake—I'm fine. How's it going?

Jake: Not bad.

Ellie: What are you doing?

Jake: Nothing much—just chilling.

Ellie: Want a coffee or something?

Jake: No, just finished one. I've got to go soon. Got a class at eleven.

Ellie: Yeah, me too. Hey, nice trainers—are they new?

Jake: Yeah, just got them yesterday.

Ellie: Where from?

Jake: The market.

Ellie: Oh—let me have a look. Right. So what are they?

Jake: Nike. What do they look like?

Ellie: Hmmm—how much did they cost you?

Jake: How much? I don't know—not very much.

Ellie: And you reckon they're genuine?

Jake: Well, the guy said they were from a special shipment that was cancelled at the last minute.

Ellie: What?

Jake: (lamely) Well, that's what he said. He seemed honest enough.

Ellie: Oh yeah, sure. They all say that.

Jake: So . . . what do **you** think?

Ellie: I'd say two things are possible. Either they're stolen or they're fakes.

Jake: Well, they look real enough to me.

Ellie: So most likely stolen. Anyway, you'll find out soon enough. If they fall off your feet next week you'll know they were made in some sweatshop in the back streets.

Jake: Well, the thing is, I don't have much money right now.

Ellie: So why not buy a cheaper pair? I was reading something the other day, in the newspaper, it said that cheap trainers are just as good as the ones with big names. They tried them out on runners and tested them for comfort and being hard-wearing and stuff.

Jake: Really? Where did you read this?

Ellie: It was in the *Guardian* I think.

Jake: The *Guardian*? That's for old people, isn't it? Since when did you start reading the *Guardian*?

Ellie: Oh, Jake, you can't go on being a teenager all your life. There's more to the news than sex, scandal and football.

Jake: Yeah, whatever . . . So, are we going out on Friday night?

Ellie: (stiffly) I don't know if I want to go out with someone that wears dodgy trainers and never reads a decent newspaper. What do you want to do with your life, anyway?

Jake: I haven't really thought about it much. I'll stay on at school next year because I want to finish my exams, but after that, I don't know.

Ellie: Don't you want to go to university?

Jake: I'm not sure. These days, it isn't whether you go to university so much as which university you go to. And I don't know if my exam results will be good enough to get me into a decent one. I'm not going to starve for three or four years and come out with a useless degree.

[Turn over

Ellie: It depends what you want to do, I suppose. Have you any idea of what kind of job you'd like?

Jake: Not really. I'd like to go into business, but I've no idea what kind. What about you?

Ellie: I'm thinking about law.

Jake: Law? Oh, come on—in a suit, all respectable and so on. You?

Ellie: Why not? Jake, I'm not like you. Your family's quite well off, even though they don't give you great piles of cash to buy trainers. Mine isn't. My dad lost his job five years ago and he's hardly worked since, and I've got two younger sisters. I want to make some decent money so I can help my family.

Jake: But a lawyer—come on . . .

Ellie: Yeah, then I can spend my time prosecuting people like you who wear stolen trainers.

Jake: Oh, very funny. So I'll see you on Friday night?

Ellie: Yeah. Pick me up around eight. Bye.

(10 second pause after first reading)

(1 minute pause after second reading)

You now have 1 minute to check your answers.

(1 minute pause)

This is the end of the listening test.

[END OF TRANSCRIPT]

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X222/203



* X 2 2 2 1 1 0 2 2 *

NATIONAL
QUALIFICATIONS
2009

FRIDAY, 15 MAY
9.50 AM – 11.20 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
INTERMEDIATE 2

Do not open this paper until you are told to do so.

Section B: Reading

Section C: Writing

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day

Month

Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Number of seat

For this examination you must use **blue** or **black ink**.

Section B Reading

25 marks are allocated to this section.

Read the two texts and answer the questions which follow.

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

Section C Writing

There are two parts in this section

25 marks are allocated to this section.



SECTION B—READING

Recommended Time: 40 minutes

Text 1

Read the text below and answer the questions that follow.

Saving Our Bananas

1 Juliet Namuddu has a look of despair on her face. We are standing in her banana plantation in Uganda looking at her banana plants, where the leaves are dry and the fruit is black. “This last year has been awful; my family has suffered since this disease arrived”, Juliet explains.

2 Juliet used to harvest about 10 bunches a week, which was enough to feed her family and sell some in the market. When the disease arrived the productivity of the plants fell. Now she only gets four or five small bunches and she can no longer afford to send her children to school. They can’t afford three meals a day and she is worried that she will soon run out of sugar, soap and salt. She is desperate and very worried about the future.

3 News of the disease first emerged in 2004 although the disease, Banana Wilt (BW), had first appeared in Uganda in 2001 and was more deadly than previous diseases that attacked bananas. It could destroy all fruit on up to 90% of plants and could do this in just a few weeks. At first the disease was just in 2 districts of Uganda. But in early 2004 it began to spread and by October 2004 had reached 12 districts. It spread quickly across the central area of Uganda and was soon close to the main production areas in the southwest of Uganda.

4 The severe effects of the disease took farmers by surprise. Nobody

knew how to control the disease. Some said all the plantations with the disease should be destroyed. Others said only the flowers on an infected plant had to be removed. There were also rumours that only genetic engineering could control it.

5 One thing was certain. If nothing was done about the disease it would not only disrupt Uganda’s food security and economy but also create social instability. Officials worried that the disease could be disastrous. The economy would suffer and Uganda would have to import food. The whole area could face a severe food shortage.

6 By May 2005, BW had reached 31 of Uganda’s 56 districts and was close to attacking the main production area. However, a year later, although the disease now affected some important banana growing areas, the destruction that was expected had not taken place. So what happened?

7 Researchers realised that bees played an important part in spreading the disease as they flew from plant to plant. This explained why the disease was so strong in the central areas, where the varieties of banana are more sugary than those in other areas. The bees, which like the sugar, cannot be eradicated and so the disease spreads. Officials are confident that they can control the disease in the less sugary areas. The central areas, however, are still causing problems.

8 Researchers have shown that good plantation management, burying infected plants and removing the flowers of healthy plants can eradicate the disease in a plantation. These measures, however, can be expensive. The other problem is that farmers are not used to these techniques and it is difficult to get them to put these new

ideas into practice. Farmers who do use these new techniques have plantations that are now almost free of the disease, and the price of their bananas has risen. Officials hope that by using these farmers as examples, they can encourage others to use similar practices and save Uganda's bananas.

QUESTIONS

DO NOT
WRITE IN
THIS
MARGIN

Part 1

Marks

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

1. Which one of the following statements is true?

- A The disease first started in Uganda in 2004.
- B The disease can be controlled by genetic engineering.
- C The disease can destroy fruit in most banana plants.
- D The disease attacked 56 districts in Uganda.

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1

2. Which one of the following statements is **not** true?

- A The disease spread quickly in 2004.
- B The destruction was less than expected.
- C Bees are the main carriers of the disease.
- D Bananas in the southwest are the most sugary.

☐
☐
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☐

1

3. It is difficult to control the disease because:

- A the bees cannot be controlled or killed.
- B the flowers need to be buried.
- C the new techniques are always expensive.
- D the price of bananas has risen.

☐
☐
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☐

1

[Turn over

Part 2*Marks*

Provide short answers to the following questions.

4. Describe **two** ways Juliet's family life has got worse since the disease arrived.

2

5. Which verb in paragraph 3 means "appeared"?

1

6. Which verb in paragraph 5 means "interfere with"?

1

7. Describe **two** possible effects of the disease in Uganda.

2

8. What **two** benefits do farmers get when they use the new techniques?

2**11 Marks**

Text 2

DO NOT
WRITE IN
THIS
MARGIN

Part 3

Marks

9. Read the text below and write **one** word for each gap of the text.

FLIGHT HEALTH RISKS

The health risks of air travel will be examined again in a new report by politicians. In 2004 they studied the links between flights and _____ and found there was not enough evidence of any major risks, but urged more research in the area.

After the huge growth in air travel, the government wants to know what has been done to improve conditions on planes. They will look at how to limit the spread of illnesses, such as flu and SARS, amongst air travellers.

The Science and Technology Committee's previous report, Air Travel and Health, attempted to raise passengers' understanding of health problems caused by flying. The report highlighted the need for more research into health risks and to improve information for _____.

The new _____ will look at what progress has been made and what new health threats have emerged. The new committee chairman said there has been major growth in the number of _____ since 2004, and public concern about possible health risks is "still high".

So, should we be worrying about flying? Apart from health risks, there is always the worry of pilot error or problems with the plane itself. Unlike most forms of transport, which are becoming more dangerous, flying keeps getting _____. As long as you pay attention to safety information, do exercises on long flights and watch your head when removing things from the overhead lockers, you should be fine.

Follow our advice over the page for an even safer flight.

5

Part 4**Marks**

In the left hand column in the table you can see different travel advice tips. In the right hand column you can see the information about each tip. Match the tip to the information. **One** has been done for you as an example.

		A. Drink plenty of water and fruit juices as cabin humidity can cause dry eyes, nose and throat. If possible remove contact lenses and also apply moisturisers and creams.	
10.	Dress down <u> J </u> Be prepared <u> </u>	B. Some drinks can cause dehydration so keep tea, coffee and alcohol to a minimum.	1
11.	Under pressure? <u> </u>	C. Get a good night's sleep before you travel, eat a light meal and take some exercise before arriving at the terminal.	1
12.	Hydrate <u> </u>	D. Try to give yourself a couple of relaxed days to adjust to new night and day cycles when you arrive. On quick trips, try to adjust your eating and sleeping patterns before leaving home.	1
13.	Eat right <u> </u>	E. If you get motion sickness during take off, landing or with turbulence, focus on a fixed object. Drinking water or pressing your earlobes can also help.	1
14.	Drink right <u> </u>	F. When travelling across time zones your body's sleep rhythms can become disrupted. Prepare your body by getting a good night's sleep.	1
15.	Keep moving <u> </u>	G. Occasionally your ears may feel 'blocked' during take off and landing. To help ease pressure, try sucking a sweet or yawning.	1

Part 4 (continued)*Marks*

16.	Feeling ill? _____	H. Eat a light, well-balanced meal before you travel and a smaller helping than usual on the aircraft. Avoid too much salt and sugar. Eating and drinking to excess can lead to feeling uncomfortable.	1
17.	Watch your body clock _____	I. Keep your circulation going by standing up and walking in the aisle when possible. Slow circulation can cause tiredness, muscle pain and water retention.	1
18.	Adjust to new time _____	J. Feel comfortable and help your circulation by wearing clothes and shoes that are not restrictive and help you move about.	1

14 Marks*[END OF SECTION B—READING]***[Turn over**

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SECTION C—WRITING

Part 1

Recommended Time: 10 minutes

*Read the following text. Look carefully at each line. In each line of the text there is either **one** extra word or **one** missing word. Write the extra or missing word in the spaces 1–10. The task begins with two examples (a) and (b).*

In everyday English conversation, people speak at about five/six	a. <u> or </u>
syllables a second—around 300 a <u>one</u> minute. This is an average.	b. <u> one </u>
Some of people are naturally fast, and others are naturally	1. <u> </u>
slow, in their manner speech. The speed varies greatly	2. <u> </u>
depending on the context. When reading aloud, average is much	3. <u> </u>
lower—around 250 syllables in per minute (spm). Reading the	4. <u> </u>
news on radio or television may produce even more slower	5. <u> </u>
speeds, of around 200 spm. By contrast, in the middle of exciting	6. <u> </u>
story, or with good friends, a speaker he can easily reach	7. <u> </u>
speeds of 500 spm, though not usually for more a few seconds.	8. <u> </u>
Many people think English speakers talk too excessively	9. <u> </u>
quickly; they not always wrong about this.	10. <u> </u>

5 Marks

[Turn over

Part 2

*Read the three tasks below. Answer **one** task only on the lined answer sheets on pages 13–14.*

Choose your task and write the task number selected in the box provided on page 13.

Recommended Length: 250 words

Recommended Time: 40 minutes

Task 1: Everyday Communication

You are not happy with your school/college canteen. You have made a list of the problems (see below). Use this list to write a formal letter of complaint to the canteen manager and suggest what improvements need to be made in these areas. You can also add your own ideas.

- variety of food
- cost
- queues
- service
- cleanliness
- air-conditioning

20 Marks

OR

Task 2: Work

Your company is planning to move offices. You have been asked by your manager to look at three different choices of new office. Write a report, based on the information below. You should

- discuss the advantages and disadvantages of each office
- decide which you would recommend and why.

	Office 1	Office 2	Office 3
Rent	£2,000 per month	£3,500 per month	£4,000 per month
Distance from city centre	5 km	2 km	1 km
Size	1000 square metres	800 square metres	900 square metres
Furnished?	Yes - but not suitably	No	Yes
Which floor(s)?	Ground Floor and First Floor	8th Floor	7th Floor
Other points	Transport links not good	Excellent view of the river	Office cleaning is included in the rent

20 Marks

[Turn over

OR

Task 3: Study

The following table shows the results of a survey conducted among six different age groups about why they use the Internet.

Age group	Stay in touch with friends	Research/ study	Shopping/ banking	Music/ videos	Meeting people
Under 18	80%	50%	6%	85%	3%
18–25	80%	85%	30%	85%	25%
26–40	50%	14%	65%	15%	20%
41–55	61%	12%	42%	12%	36%
56–65	65%	31%	4%	8%	32%
65+	43%	18%	2%	10%	16%

Write a report highlighting the main differences between age groups and suggesting possible reasons for some of these differences.

20 Marks

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[illegible]

Page thirteen

ACKNOWLEDGEMENTS

Section B Reading Text 1—Text is adapted from an article by Charlie Furniss from *Msafiri*, November–January 06/07. Permission is being sought from Travel Africa Ltd.

Section B Reading Text 2—Article is adapted from “Peers probe flight health risks” taken from **www.bbc.co.uk**, Monday 14 May 2007. Reproduced by kind permission of BBC News.

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