

FOR OFFICIAL USE

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

Total Mark  
(A + B + C)

--

# X222/201

NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 11 MAY  
1.00 PM – 1.30 PM

ENGLISH FOR  
SPEAKERS OF OTHER  
LANGUAGES  
INTERMEDIATE 2

Affix label here

Section A: Listening

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

**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

--

### 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. Maria and Sally

A are close friends and see each other regularly.

B used to see each other much more often.

C work in the same building.

D are both friends of Andy.

1

2. Andy is going to an interview for a job as

A a film actor.

B a film technician.

C a university technician.

D a lawyer.

1

3. Andy

A works as a lawyer but wants to work in film.

B is qualified as a lawyer and wants to be one.

C works as a technician and wants to work in film.

D doesn't have a job at the moment.

1

4. Sally

A wants to change her course from French to Media Studies.

B got bored with French and changed to Media Studies.

C finished her French course then did Media Studies.

D thought about French but decided to do Media Studies.

1

**Questions 5–8**

*Marks*

*Complete the paragraph below.*

*Write no more than **three** words for each answer.*

Sally is \_\_\_\_\_ about a young single mother **1**

living in a council flat. The girl's boyfriend is \_\_\_\_\_ **1**

of the baby but she doesn't see him \_\_\_\_\_. Maria **1**

thinks the film sounds \_\_\_\_\_ . **1**

**[Turn over**

**Section A Recording 2**

Marks

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

9. This conversation takes place

- A at the city council.
- B in a shop.
- C in a radio studio.
- D in a café.

**1**

10. Councillor Barton feels that the new traffic system

- A has been a great success.
- B had problems, but is better now.
- C will have to be changed.
- D has been a disaster.

**1**

11. Anne says that

- A the number of shoppers in the city centre has gone up.
- B the shoppers are complaining.
- C the city centre shops are quieter than before.
- D the shops are happy with the new traffic plan.

**1**

12. Sadia Iqbal feels that

- A the new traffic system is working well.
- B the new system needs some changes.
- C the city doesn't need a traffic plan.
- D the city needs a new traffic plan.

**1**

**Questions 13 and 14**

Marks

Tick (✓) the **two** correct boxes.

For which **two** reasons does Sadia Iqbal think it's now more difficult to get to the city centre?

- A There are no car parks.
- B There's too much traffic.
- C There aren't enough taxis.
- D There aren't enough buses.
- E There are too many traffic wardens.
- F The buses don't go near the shops.

2

**Questions 15 and 16**

Tick (✓) the **two** correct boxes.

Which **two** of the following would Councillor Barton like to see in the future?

- A More taxis
- B More buses
- C More shops
- D More car parks
- E An underground car park
- F More streets without cars

2

**[Turn over**

Marks

**Section A Recording 3**

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

**17.** This course on Roman Britain will involve

- A lectures.
- B lectures and writing.
- C lectures and an exam.
- D lectures and discussion.

**1**

**18.** Julius Caesar didn't conquer Britain because

- A he didn't have enough ships.
- B the British defeated him.
- C he had to go back to France.
- D the weather destroyed his ships.

**1**

**19.** The emperor Caligula didn't conquer Britain because

- A he was afraid of the sea.
- B he was mad.
- C the weather was too bad.
- D he didn't think it worthwhile.

**1**

**20.** The next emperor, Claudius

- A was not very clever.
- B was disabled.
- C was also mad.
- D was always afraid.

**1**

**Questions 21–25**

*Marks*

*Complete the paragraph below.*

*Write no more than **three** words for each answer.*

Although people thought Claudius was mad, he was actually \_\_\_\_\_  
\_\_\_\_\_. After he became emperor, Claudius decided that he **1**  
needed to \_\_\_\_\_. The place **1**  
where the Romans built a bridge later \_\_\_\_\_ **1**  
London. When Claudius arrived the Romans \_\_\_\_\_  
\_\_\_\_\_ and went on to Colchester. After that, the Romans **1**  
\_\_\_\_\_ of Britain for about four hundred **1**  
years.

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]

**[BLANK PAGE]**

# **X222/202**

---

NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 11 MAY  
1.00 PM – 1.30 PM

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 two female speakers.

Listen to 3 people talking in a café 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)*

Maria: Sally—hi.

Sally: Oh . . . hi, Maria.

Maria: Come and join us, Sally. Take a seat.

Sally: OK—thanks. I'm just here for a quick coffee. I've got a class in twenty minutes. So how are you? I haven't seen you for ages.

Maria: No, it must be about . . . six months maybe. It's funny—we were flat-mates for two years and now we hardly see each other.

Sally: Well, we work on opposite sides of the town. Still, let's try and keep in touch.

Maria: Yes, let's.

Andy: H-hmmmm. (*coughs*)

Maria: Oh yes, this is Andy.

Sally: Hi, Andy. Nice to meet you.

Andy: Hi.

Maria: We're here because Andy's got an interview today.

Sally: An interview? What kind of job?

Andy: Well, I want to do something in film . . .

Maria: (*sarcastically*) My Andy is a film star! Oooh!

Andy: Oh, give it a rest, Maria. I'm trying to get in as a technician first, then work my way up.

Sally: A technician in a film company? Around here?

Andy: No, any sort of technician. This interview is for a job with the university. If I get it I can maybe move towards TV work, then film.

Maria: Meanwhile, he's a qualified lawyer.

Andy: Maria, I'm *not* a qualified lawyer. I've just got a law degree.

Maria: Which you've never used.

Andy: But I don't want to be a lawyer.

Maria: No, but you do need some sort of job. You've been unemployed for weeks.

Sally: Are you qualified as a technician, Andy?

Andy: Yes, Sally, I did a course after I left university. And I'm making films . . .

Maria: Big budget productions . . . international stars.

Andy: Please, Maria. Its just small stuff, me and some friends, but we're trying.

Sally: Well you have to start somewhere. I'm doing Media Studies myself.

Andy: Really? That's good.

Maria: Oh no, not another one. Sally, last time we spoke you were doing . . . what? French?

Sally: So I switched. I got bored with it. Anyway, about the only thing you can do with French is become a teacher or a translator, and I didn't fancy either of these.

Andy: What kind of stuff are you doing, Sally?

Sally: Well, we're making a film this term.

Andy: That sounds interesting. What's it about?

Sally: Well, we were asked to do something contemporary, looking at a local issue. It's about a girl living in a council flat with a young baby. She's got a boyfriend. He's the father of the baby but she doesn't see him very often.

Maria: Oh, that's so depressing.

Andy: Well, it sounds OK to me.

*(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 should be read by a male and two female speakers.

Listen to 3 people talking about traffic management 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)*

Anne: OK, and we'll hear another track from that album later. Now, just to remind you, you're listening to the Anne Lindsay show on Radio Central. And this morning's topic is city centre shops—are they dying? New traffic rules are making it more and more difficult to get into the centre. Joining me in the studio are Councillor Mike Barton, from the Transport Department of the City Council, and Sadia Iqbal of the consumer group, Shop Aware. Councillor Barton, your new traffic management scheme is a bit of a disaster, isn't it?

Mike: Good morning Anne. OK, I'll admit there were some early problems . . .

Anne: Some problems? People were driving around for hours, trying to find their way.

Mike: Er . . . yes . . . we had to make one or two changes. But things have settled down.

Sadia: Settled down? Nobody goes near the city centre if they can help it.

Anne: Yes, now, Councillor Barton, it's true that the number of shoppers has gone down. So, is that what you're trying to do?

Mike: We're trying to . . . look, there are more cars on the road every year. If we don't do something, the traffic will come to a stop.

Anne: Hmm. Sadia, what do you think is the answer?

Sadia: I think we should throw out this plan and start again. I'd like to see a traffic plan that allows people to drive into the centre, park easily, do the shopping and get out again. We really need more car parks. There isn't one in the city centre.

Mike: Well, the only place for car parks in the centre is underground, and that would cost a lot of money.

Sadia: Other cities can do it. If you stop spending money on stupid traffic plans . . .

Mike: Yes, but it's now easier and quicker to get in and out by bus.

Sadia: But with the changes to the bus routes, you can't get near some of the main shops by bus anymore . . .

Mike: Oh, I don't think . . .

Anne: Councillor Barton, could you tell me, what sort of ideas do you have for the city centre in the future?

Mike: Well, I'd like to see more buses. I'd like more pedestrianised streets in the city centre, where cars are not allowed . . .

Sadia: That's not a city you're talking about, it's some kind of big village.

Anne: OK, well, we're going to have to leave it there. Thanks to both of you. Now, here's some music to take us up to the news at 11 o'clock.

*(10 second pause after first reading)*

*(1 minute pause after second reading)*

**[Turn Over**

**Instruction to reader:**

**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.

Listen to this talk about the Romans in Britain 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)*

Right, good morning. My name's Teresa Simpson, and I'll be with you for the rest of the week at this time. Now, the subject of this part of the course is Roman Britain. What I'd like to do this morning is give you an overview, and then in the next four lectures we can look at various aspects in detail. At the end of this there's an assignment. You have a fairly wide choice of topic within the subject area, and we'll expect an extensive essay with references and illustrations. So you can start thinking about your topic today. And of course, you can speak to me at any time—either after the lectures or in my room in the Paterson Building—just speak to the department secretary to fix it.

Right, so—the Romans. Well, they first landed on the south coast in 55 BC. That was under Julius Caesar, who had just conquered France. The Romans faced two problems here. One was the stormy weather. The other was opposition from the local people. In spite of this they managed to move a few miles inland. But then the people in France started causing trouble again and Caesar had to return there. From what we know of Caesar, if he'd wanted to finish the job, he would have finished it.

After that Britain was left alone for a number of years. When Caligula became emperor in 37 AD, he decided he needed a military victory. He was a young man and there was a tradition that Roman political leaders should be soldiers as well, so Caligula marched the army up to the coast of France. But when he got there he decided it wasn't worth it. Maybe the weather had turned nasty. However, he didn't want to lose face so he told his soldiers to collect sea shells. Then he said they'd won a victory—over the sea. Of course, he was completely mad, and as time went on things got worse and worse. I won't bore you with the details of his excesses—you've probably heard all about them. However, four years after he became emperor the palace guards killed him.

That same day, one of the guards was walking along a corridor in the palace. There was a lot of killing going on at the time, and he found a frightened man hiding behind a curtain. This was Claudius, Caligula's uncle. He probably thought he was going to be killed too, but he was wrong because the next day the guards made him the new emperor.

Claudius had a number of physical problems. A childhood illness meant he had trouble standing up and walking, and he also found speaking quite difficult. Because of this, a lot of people thought he was mad, but in fact he was well-educated and intelligent, and he had read a lot of books.

After Claudius became emperor he too decided he needed a victory—he told his army commander to invade Britain. The army landed successfully on the south coast and the Romans fought their way up the River Thames till they came to a place where they could build a bridge—and that place later grew into London. Before the Romans arrived it was nothing. The army waited there until Claudius arrived with more men. Then they crossed the river and moved on to Colchester, where they held a victory parade. After that, the Romans ruled most of Britain for about four hundred years.

Now, there's a point I want to . . .

*(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]*

**[BLANK PAGE]**

FOR OFFICIAL USE

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

# X222/203

NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 11 MAY  
1.50 PM – 3.20 PM

ENGLISH FOR  
SPEAKERS OF OTHER  
LANGUAGES  
INTERMEDIATE 2

Affix label here

Section B: Reading  
Section C: Writing

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

**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

## 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.*

#### **Heroes At The End Of The Line**

1 Every hour of every day the Royal Navy Search and Rescue (SAR) team at Prestwick are ready for action: at sea, on the hills and even in the city centre. We join the life savers as they take to the skies.

2 It's quarter to three on a cold Saturday afternoon and a man is dying. He has collapsed with breathing difficulties while out walking in the Lake District with a rambling club. A hundred miles away, at their base in Prestwick, the Search and Rescue team are sitting in the crew room, eating lunch.

3 The man is slipping into unconsciousness. One of his fellow walkers frantically tries to resuscitate him. Another calls 999. The wheels of the rescue mission begin to turn. In Prestwick, the telephone is answered. The team leap to their feet and rush out of their first-floor crew room. They scramble down the stairs and along a corridor toward the briefing area. A siren is going off, alerting the whole base to the emergency. The four men in the team today—two pilots, a navigator and a medically trained aircrewman—pull on helmets and lifejackets and head out to their Sea King helicopter.

4 Once they are in the air, details of the casualty's condition come in on the radio. He is reported to be 60 years old and suffering a suspected heart attack. Corporal Tony "Dixie" Dicks checks

his medical equipment as details of the man's location come in: he is on Sale Fell, a mountain at the north end of the Lakes. Navigator Simon Moulton plots a route. It could take up to 45 minutes to get there. For now, getting there is all the crew can do. After the adrenalin rush of the initial call, calm descends.

5 About 15 minutes into the journey, the silence is broken by a voice on the radio. The casualty is "tango 4". One of the crew translates for me. "That means he's dead." The Search and Rescue crew stand down and return to base. Mountain rescuers reached the casualty first and pronounced him dead at the scene. After having a meeting, the team return to the crew room for a cup of tea and get ready for their next mission. A man has died but their work goes on. It is just another typical day.

6 The Search and Rescue team at Prestwick are part of the Royal Navy's Fleet Air Arm. They operate out of HMS Gannet, an airbase on the north-west side of Prestwick airport. The base holds two Sea King helicopters and employs more than 100 staff, split roughly between military personnel and civilians. They are one of two such navy-run SAR teams in the UK; their sister squadron is based at Culdrose in Cornwall.

7 From Prestwick, the SAR team cover a surprisingly large area. In Scotland, it stretches from the border up to Ben Nevis, and includes all the

islands off the west coast, from the Inner Hebrides down to Arran. A Royal Air Force team at Lossiemouth cover the Highlands and Islands. The Navy SAR team at Prestwick also operate in England, covering the north of the Lake District and the area around Carlisle. In addition, they cover Northern Ireland and up to 200 miles of Ireland, out into the North Atlantic.

are frequently called into Glasgow city centre to fish casualties and dead bodies—often suicides—out of the River Clyde. Other jobs include ferrying pregnant women from remote islands to mainland hospitals, flying aid to inaccessible areas during bad weather, and transporting specialist medical staff to road traffic accidents. It's a busy base. The crews, who are on standby 24 hours a day, 365 days a year, receive around 250 call-outs a year.

8 Most people associate the SAR team with picking injured walkers and climbers off remote mountains. But their tasks are extremely diverse; they

Note: SAR team = Search and Rescue team.

## QUESTIONS

### Part 1

#### Questions 1–3

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

1. Which one of the following statements is true?
  - A. The man was dead when the SAR team arrived.
  - B. The SAR team did not reach the man.
  - C. The man fell down a mountain.
  - D. The mountain rescue team saved the man.
  
2. Which one of the following statements about SAR is **not** true?
  - A. The SAR teams are part of the armed forces.
  - B. There are only 2 SAR teams in the UK.
  - C. The SAR team in Prestwick only operate in Scotland.
  - D. The Royal Air Force does similar work in Scotland.
  
3. What point is the writer making in the final paragraph?
  - A. They do many ordinary jobs.
  - B. They mainly rescue mountain walkers.
  - C. They have many different duties.
  - D. The crew never has a day off.

DO NOT  
WRITE IN  
THIS  
MARGIN

Marks

1

1

1

**Part 2**

**Questions 4–7**

*Marks*

*Provide short answers to the following questions.*

4. Find **two** verbs in Paragraph 3 which tell you that the men are moving quickly.

\_\_\_\_\_ 2

5. Apart from the pilots, who else is on the helicopter? (Paragraph 3)

\_\_\_\_\_ 2

6. Describe the feelings of the crew while on their way to the rescue. (Paragraph 4)

\_\_\_\_\_  
\_\_\_\_\_ 2

7. Describe **two** things the crew do when they return to base. (Paragraph 5)

\_\_\_\_\_  
\_\_\_\_\_ 2

**11 Marks**

**Text 2**

DO NOT  
WRITE IN  
THIS  
MARGIN

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

Marks

**Part 3**

**Questions 8–12**

**ABOUT CONCORDE**

There were more spectators than usual on the terraces at Orly airport, south of Paris, on that September afternoon in 1973. They had come to see the making of a piece of aviation history—the climax of the fastest ever Transatlantic crossing by a commercial aircraft.

The \_\_\_\_\_ (8) was the Concorde, built jointly by France and **1**

Britain. Yet the crowd was not enormous, nor was there any feeling of great

excitement in the air. \_\_\_\_\_ (9) in the countries the **1**

aeroplane had just been visiting, the situation had been very different.

Ten-mile traffic jams had built up around airports as crowds of a hundred thousand gathered to look over the creation that was designed to bring faster-than-sound flight within reach of anyone.

The \_\_\_\_\_ (10) had been told to expect Concorde at **1**

15.30. It came in only three and a half hours after take-off from Dulles airport, Washington—213 minutes to cover a distance of nearly 3,900 miles.

\_\_\_\_\_ (11) average speed had been about 1,100 miles an hour. **1**

More than 2.5 million passengers have flown supersonically on British Airways' Concorde since it entered commercial service in 1976. The most frequent

\_\_\_\_\_ (12) did almost 70 round trip transatlantic crossings a **1**  
year.

Since the last commercial Concorde flight on 24 October 2003, the British Airways fleet of seven Concordes have gone to their final resting places at museums around the world.

**Part 4**

Marks

**Questions 13–21**

In the left hand column in the table you can see different FAQs (Frequently Asked Questions) about Concorde. In the right hand column you can see the answers for each question. Match the answers on the right with the questions on the left. **One** has been done for you as an example.

13.	Who will own the Concorde fleet now that it has been retired? _____	A. 34 years old since its first ever test flight out of Filton in 1969. 27 years since the first commercial flight.	1
14.	Did Concorde cost the British public billions of pounds to develop? _____	B. Because of the high price that passengers would pay to fly, the aircraft only needed to be half full to break even and make a profit.	1
	How old is Concorde? <u>A</u>	C. Even though the fleet is now grounded and placed at museums around the world, British Airways will retain ownership.	
15.	How much does a Concorde cost? _____	D. It would be too costly to maintain for occasional use so it never will.	1
16.	Did Concorde make a profit for the airlines? _____	E. We do not know what it cost the governments—the development of Concorde was a joint decision taken by the French and British governments.	1
17.	Where did Concorde fly to? _____	F. It was all down to cost: the airlines were not making back the money spent on the safety and other upgrades.	1
18.	When did Concorde begin commercial services? _____	G. In 1977, the airlines bought their 9 aircraft for around £23 million each. This would be around £200 million at today's prices.	1

**Part 4 (continued)***Marks*

<b>19.</b> How many flights have the British Airways Concorde made since 1976?  _____		<b>H.</b> Concorde's services were a once-daily service between Paris and New York for Air France, and a twice-daily service between London and New York for British Airways.	<b>1</b>	
<b>20.</b> Why was Concorde retired?  _____		<b>I.</b> BA's first service flew London Heathrow—Bahrain on January 21, 1976. BA's first Concorde flight to New York was November 1977.	<b>1</b>	
<b>21.</b> Will Concorde ever come out of retirement?  _____		<b>J.</b> Just under 50,000.	<b>1</b>	

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

**[BLANK PAGE]**

**SECTION C—WRITING**

**Part 1**

Recommended Time: 10 minutes

*Read the following text. Look carefully at each line. There is a maximum of **one** error in each line of the text. The errors in the text are either spelling or grammar mistakes.*

*Underline each error and write the extra, correct or missing word in the space.*

*Mark correct lines with a (✓) in the space. The task begins with four examples (a) to (d).*

I'm sitting in the car, having pressed the power button <u>n</u> start it, and the <u>a</u> vehicle is strangely silent. The only noise is coming from the "old-fashioned" cars rushing past on the <u>near</u> road. Yet when I press the accelerator the car moves smoothly and quietly forward. This is a special car, the first among new generation of what are now know as hybrid cars. When you lift the bonnet the sight is both familiar strange. There is an ordinary petrol engine on the left, but on the right there is a large silver box. This is the electric engine who powers the car at low speeds and is the environmentally freindly aspect of the car. At slow speeds the car runs entirely from the battery and once you gets going the petrol engine takes over. At first it's strange to moving forward without any engine noise at all and it's even stranger when you stop at the first junction.	<p><b>a.</b> _____ to _____</p> <p><b>b.</b> _____ a _____</p> <p><b>c.</b> _____ nearby _____</p> <p><b>d.</b> _____ ✓ _____</p> <p><b>e.</b> _____</p> <p><b>f.</b> _____</p> <p><b>g.</b> _____</p> <p><b>h.</b> _____</p> <p><b>i.</b> _____</p> <p><b>j.</b> _____</p> <p><b>k.</b> _____</p> <p><b>l.</b> _____</p> <p><b>m.</b> _____</p> <p><b>n.</b> _____</p>
---	---

**5 Marks**

**[Turn over**

## Part 2

Read the three tasks below. Answer **one** task only on the lined answer sheets on pages 11–13.

Choose your task and write the task number selected in the box provided on page 11.

Recommended Time: 40 minutes

Minimum length: 250 words

### Task 1 Everyday Communication

You have been asked to write an article for a special environmental issue of a local magazine. Write about what people are doing in your area to improve the environment.

You must use this information and title to help you write your article. You can also add your own ideas.

<b>YOU AND THE ENVIRONMENT</b> <b>It's Your Responsibility too!</b>
We can all help to improve the environment. Here are some suggestions:
<ul style="list-style-type: none"><li>• recycle</li><li>• save energy</li><li>• use local shops</li><li>• eat organic fruit and vegetables</li></ul>

**20 Marks**

**OR**

### Task 2 Work

You have been working for a few months for a business and you are in charge of a team which shares an office. The office is very small and the team have listed the following complaints. Write a report to your manager outlining the relevant problems and making some recommendations.

- office too hot or cold
- four computers—only two printers
- photocopier 3 floors upstairs
- only two good computer chairs
- not enough cupboard space
- water cooler often empty

**20 Marks**







## ACKNOWLEDGEMENTS

Section B: Reading, Text 1 – Article is adapted from “Heroes at the end of the line” by Jim Byers, taken from The Herald Magazine, 11 March 2006. Reproduced by kind permission of The Herald, Scottish Media Newspapers Ltd.

Section B: Reading, Text 2 – Article is adapted from [www.concordesst.com](http://www.concordesst.com). Reproduced by kind permission of Mr Gordon Roxburgh.