

# Integrated Skills in English

## ISE II (B2 CEFR)

### The Controlled Written examination

### Wednesday 22 April 2009

### 10.00am-12.00pm

**TRINITY**  
COLLEGE LONDON



Università  
Ca'Foscari  
Venezia

Your full name: .....  
(BLOCK CAPITALS)

Candidate registration number: .....

Centre: .....

Time allowed: 2 hours

#### Instructions to candidates

1. Write your name, candidate number and centre number on the front of this examination paper.
2. You must not open this examination paper until instructed to do so.
3. This examination paper contains **two** tasks. You must complete **both** tasks.
4. Use blue or black pen, not pencil.
5. Write your answers on the examination paper.
6. Do all rough work on the examination paper. Cross through any work you do not want marked.
7. You must not use a dictionary in this examination.
8. You must not use correction fluid on the examination paper.

#### Information for candidates

The tasks in this examination have equal weighting.

You are advised to spend about 60 minutes on Task 1 and about 60 minutes on Task 2.

Examiner's use only					
<b>Task 1</b>					
Task fulfilment	A	B	C	D	E
Accuracy and range	A	B	C	D	E
<b>Task 2</b>					
Task fulfilment	A	B	C	D	E
Accuracy and range	A	B	C	D	E

## Integrated Skills in English II

Time allowed: 2 hours

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### Task 1 – Reading into writing task

Read the text below and then, **in your own words**, write a report (approximately 250 words) for a government committee:

- i) summarising how the residents of Gartmore saved the village shop and the problems they faced **and**
- ii) suggesting other facilities that you think would benefit rural communities.

### Village shop rescue

A decade ago, the solitary shop in Gartmore village was to be sold for housing. This, given rural decline, wasn't unusual, but what happened next was. In a few weeks, the villagers raised enough money to buy the shop.

The novice shopkeepers did not realise the enormity of the task. 'Many community shops have come and gone and we have managed to keep ours open and viable,' local resident, Peter Sunderland said. 'Don't ask me how! We haven't had any serious disagreements, for a start. Lots of those shops fail because people do. And we have had to take tough decisions.'

Mr Sunderland was in the committee formed when 98% of the 250 or so villagers voted to save the village shop where they could buy groceries, use postal services and catch up with village news. Villagers raised money which was matched by European funding. The purchase went ahead.

It wasn't easy. Experiments in selling organic food failed because organic food didn't keep well and was expensive. Some managers were less successful than others. There was the occasional argument between those wanting to try new ideas and those wanting to do nothing.

Worries about lack of growth continue, the turnover is the same as ten years ago and costs have increased. It pays the wages of a manager and some part-time staff and it survives – just. 'It works,' says another villager, 'but I'm disappointed. I thought that community ownership would lead to an increase in profits and greater rewards for everyone. Many villagers commute to work elsewhere, but it is important for older villagers, who don't travel to the supermarket and also for people returning home from work late.'

One politician commented, 'It keeps life in the local community. Not only does the shop provide essentials, but it creates a meeting and information point for villagers.' Another politician said, 'The shop is a fantastic model for the future – for the environment, for using local produce and, most importantly, it keeps the money in the community.'

(Source: Adapted from *The Times*, 29 March 2008)

Use your own words as far as possible. No marks for answers copied from the reading texts.



















