

FOR OFFICIAL USE

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X222/301



* X 2 2 2 1 2 0 2 1 *

Total Mark
(A + B + C)

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NATIONAL
QUALIFICATIONS
2011

MONDAY, 6 JUNE
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
HIGHER

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

--

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

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

Marks

1. The purpose of Dr McKinnon's talk is to

- A inform students studying various subjects.
B update genetics students on new developments.
C inform members of the general public.

☐
☐
☐

1

2. Which **three** of these statements are **True** of Thor Heyerdahl? Tick (✓) **three** boxes.

- A He sailed from the Pacific islands to South America.
B He sailed in a traditional type of boat.
C The story of what he had done became very popular.
D He proved that the Polynesian people had come from South America.
E He proved that early South American people could have reached the Pacific islands.
F Most anthropologists agreed with Heyerdahl.

☐
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3

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

3. Professor Bryan Sykes' work with DNA

- A contradicted established thinking in anthropology.
B was responsible for new ideas in anthropology.
C confirmed existing views in anthropology.

☐
☐
☐

1

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

(i) People on the political left have traditionally been _____

_____ .

1

(ii) Two people living on opposite sides of the world can share a _____

_____ .

1

(iii) Genetics can supply historical information which isn't obtainable from _____ .

1

Section A Recording 2

DO NOT
WRITE IN
THIS
MARGIN

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

Marks

5. Which of these is **True** of Tahira as a teenager?

- A She wanted to go to clubs and stay out late.
- B She had a good relationship with her father.
- C Their relationship became worse as she grew older.

☐
☐
☐

1

6. Why did Tahira stop working in her father's shop?

- A She wasn't interested, and didn't like the goods.
- B She didn't have any interest in Scottish tourism.
- C She felt herself torn between two cultures.

☐
☐
☐

1

7. Which word best characterises Mike's attitude to tartan?

- A contemptuous
- B enthusiastic
- C ambiguous

☐
☐
☐

1

8. Which one of these does Tahira say?

- A George IV had an effect on Scottish tourism.
- B George IV visited India in 1911.
- C When George V visited India, people wore western suits.

☐
☐
☐

1

[Turn over

Marks

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

(i) Sanderson's stock is _____
than that sold in Tahira's father's shop.

1

(ii) Mike thinks he is the first person in his family to marry _____
_____.

1

(iii) Tahira wants to keep her connections with _____
_____.

1

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

10. How would you characterise Tahira's attitude to her work?

- A naive
- B realistic
- C idealistic

☐

☐

☐

1

Section A Recording 3*Marks*

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

(i) Electromagnetic fields might cause people to think they've _____

_____. **1**

(ii) Professor Chris French set up an experiment using a _____

_____. **1**

(iii) People involved in the experiment had to record any _____

_____. **1**

(iv) The results were _____

because exposure to electromagnetic waves appeared to have no effect. **1**

12. *Mark the following statements **True** or **False**.*

(i) Dr Jason Braithwaite is convinced that the magnetised bed causes spooky sensations. _____

1

(ii) He believes that factors such as suggestibility can be discounted. _____

1

(iii) Professor Chris French is not convinced that spooky sensations are caused by electromagnetic fields. _____

1

(iv) Professor Chris French believes the Muncaster “haunting” is just a hoax. _____

1

[Turn over for Question 13 on Page six]

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

Marks

13. This radio programme is mainly concerned with research into

- A a famous haunted castle in Cumbria.
- B the causes of spooky sensations.
- C creating an artificial haunted room.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]

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X222/302

NATIONAL
QUALIFICATIONS
2011

MONDAY, 6 JUNE
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
HIGHER
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:

Recording 1

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 one male speaker.

Listen to the following lecture and answer the questions that follow. You now have 1 minute to read the questions in Section A Recording 1 before you start.

(1 minute pause)

TONE

Good morning. I'm Dr MacKinnon from the Department of Human Genetics. I've been asked to give this interdisciplinary lecture because recent developments in genetics seem to raise issues, sometimes provide answers, and certainly can help to support lines of thought, in other subject areas. That's why the arts faculty asked me to come and talk to you, and I'm assuming—since this is an open lecture—that you're here because you're interested. Now, I'd expect to find some historians here . . . yes. Any sociologists? Right, well I'm not going down the list but other disciplines that tend to be interested might include political science, psychology . . . and so on.

Let me start with an example you may be familiar with. In 1947, a Norwegian anthropologist, Thor Heyerdahl, sailed from the west coast of South America over 4000 miles across the Pacific to the Tuamotu Islands, in a replica wooden raft. The story's well-known. His book was translated into many languages and there was a documentary film of the expedition. So, what was Heyerdahl trying to prove? Simply that the Pacific islands could have been settled from South America, that the Polynesian people had come from there. Well, he certainly proved that it was possible for them to cross the ocean in the sort of boats they had, but anthropologists in general continued to believe, based on linguistic and cultural evidence, that settlement was from west to east, originating in the Asian mainland. Today, as the result of work done by Professor Bryan Sykes in Oxford in 1992, we can say that the DNA supports the accepted theory. Sykes found genetic matches right back through the Pacific islands to New Guinea and Borneo, even as far as Taiwan. Now, this didn't really affect academic thinking in any significant way because most anthropologists were fairly sure of their existing conclusions, but it does stand as an example of how genetics can support thinking in other disciplines.

Now, I think it's fair to say that there is a history of suspicion against genetics, particularly from those on the political left. This seems to relate to the idea that genetics supports the concept of racial differences. But I'd put it to you that modern developments have turned this upside down. The fact is that you get your DNA from your parents, and they get it from their parents, so you might find that the closest match to your DNA, apart from your immediate family, is someone living on the other side of the world with whom you share a common ancestor, maybe 50,000 years ago.

We're in the early stages now, but we're beginning to build up a picture of movement and interaction among human beings over the centuries that we simply couldn't get from historical sources. To use myself as an example—one of my own DNA sequences is almost unknown in the West Highlands, which is where my immediate family come from . . .
(*fade*)

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instruction to reader(s):

Recording 2

The conversation 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 conversation 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 one female and one male speaker.

Listen to the conversation between two people and answer the questions that follow. You now have 1 minute to read the questions in Section A Recording 2 before you start.

(1 minute pause)

TONE

- Mike: Do you want the last biscuit?
- Tahira: No, help yourself. Anyway, what was I saying . . . yeah, I got tired of working for my dad and started looking for something else.
- Mike: Weren't you getting on with him?
- Tahira: Actually, we've always got on fine. I didn't go through all the usual Asian teenage girl stuff—wanting to go to clubs and stay out late, and dad trying to . . .
- Mike: It's not just Asian teenage girls that go through that—it's all teenage girls—teenage boys too.
- Tahira: Yes, but it's worse for Asians, especially if the parents didn't grow up here. There's just too much difference between the two cultures—anyway, what I'm trying to get across is that wasn't a problem. I didn't want to do all that clubbing stuff.
- Mike: So what was the problem?
- Tahira: Well, like I said, partly it was working in dad's shop—I got bored. But it was also the type of shop.
- Mike: It's that biggish one on the corner of Bridge Street, isn't it?
- Tahira: Yes, Scottish flags, polyester kilts for thirty quid, big reproduction swords—a load of tat mainly.
- Mike: Oh come on, don't be such a snob. It's catering for a market.
- Tahira: Yeah, the rubbish market. The thing is, well, I was born here, grew up here. I think of myself as Scottish—OK, Asian background, but I've never even been to Pakistan. And I'd like to do something in tourism—as a career, like. I've got quite interested in the whole tartan, Scottish culture thing . . .
- Mike: But that's just stuff we sell to the tourists. If anything, it's Highland culture, and it's not particularly genuine at that.
- Tahira: Yes, I know all that . . . still . . . you got married last year, didn't you?

Mike: You know I did. You were at the wedding.

Tahira: And what did you wear?

Mike: Mm-hm, a kilt. Guilty as charged.

Tahira: As did your brother and a good number of the male guests. Mike Trotter—good old highland name, Trotter . . . not.

Mike: Yeah, yeah, I know, it's got nothing to do with the Highlands. But it's still a fact that most tartans date from the 19th century, or later, when all this Highland stuff become fashionable.

Tahira: And your point is? It's still history. The king, George the Fourth, visited Edinburgh in 1822, and wore a kilt, and everybody got dressed up in kilts for the occasion, and that's what kicked off the tartan and tourist industry. So what? A later King George—George the Fifth—visited India in 1911 and everybody got dressed up in traditional costume. Most of them probably wore western suits the rest of the time . . . it's nothing new.

Mike: OK, OK. So where's your new job?

Tahira: It's in Sanderson's—they've got a branch in the Old Town.

Mike: Yes, I know it. And, let me see—they sell designer jumpers, kilts that cost about three hundred quid. Tartan stuff for people with money.

Tahira: (*laughs*) Yep, it costs more—that's more or less it.

Mike: And I suppose you get Americans called Schwarzenegger coming in to find their authentic clan tartan?

Tahira: A bit like that sometimes—yes, some of the time. And I do my best for them. Tell me, Mike, did any of your family ever marry someone from overseas?

Mike: Yes, me.

Tahira: Yes, I know that Claudia's Italian. I meant further up the family tree?

Mike: Nope, you've got me there. Generations of Lowland Scots.

Tahira: So you've got no idea of this need to belong to something . . . to somewhere? Well, maybe your kids will, if you ever get round to having any.

Mike: Maybe—yes, I suppose so.

Tahira: Look, at home I sometimes wear traditional Pakistani clothes—and what does that add up to? The dress of a country I've never been to, and might never go to? But that culture's still a part of me and I can't just ignore it. I was talking about this . . . this need to belong, with an Australian couple last week. It was their first visit to Scotland. Both of them had Scottish ancestors. They felt the same way as I did.

Mike: So you sold him a kilt and her a tartan skirt?

Tahira: Of course. We're a commercial business, not a personal counselling service. Now, I'm going to have to go—I start work again in ten minutes. (*fade*)

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instruction to reader(s):

Recording 3

The conversation 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 conversation 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 two male speakers and one female speaker.

Listen to the conversation between three people and answer the questions that follow. You now have 1 minute to read the questions in Section A Recording 3 before you start.

(1 minute pause)

TONE

- Claudia Hammond: According to a MORI poll, 40 per cent of us believe in ghosts and 37 percent have even seen, heard or felt one. But two psychologists think there might be a less spooky explanation for these experiences. One theory is that people might get strange feelings because in fact they are detecting naturally-occurring patterns of electromagnetic fields. Then looking around for an explanation for the spooky sensation, people often decide it must have been a ghost. Professor Chris French of the University of London has tested this theory by building a so-called haunted room.
- Chris French: It was basically a completely featureless white chamber. We thought a real room might cause possible context effects—people might associate a wardrobe with something spooky. Before they went in we told people: you'll spend 50 minutes in the space, you may be exposed to electromagnetic fields or not. They were told to record any unusual sensations and to make a note of the time they occurred.
- Claudia Hammond: And what did people say that they felt?
- Chris French: A high proportion did report unusual sensations, dizziness for example, and so to that extent we could claim some success in creating an artificial haunted room. It was a little disappointing that, although a lot of people reported unusual sensations, it didn't seem to matter what condition they were in. It would have been much more interesting if we had found we had actually induced these unusual sensations.
- Claudia Hammond: So sometimes there was no electromagnetic field, but they still thought that something spooky was going on?
- Chris French: Exactly.

Claudia Hammond: Well someone who's done research in a real place with a reputation for haunting, is Dr Jason Braithwaite. For 19 years you've been studying at one of the UK's reportedly most haunted castles, Muncaster in Cumbria. What is it that's so unusual about Muncaster?

Dr Jason Braithwaite: Well over the period we've started to map out something that we can only refer to as an electromagnetic anomaly. In the so-called haunted room there's a very old bed with an iron mesh support in it. And it appears to be magnetised. Many people have reported strange experiences when lying there and it's possible that there's a connection between this and the electromagneticism.

Claudia Hammond: So what do you think's happening when people say they've seen or heard something?

Dr Jason Braithwaite: Well we didn't entirely expect to find this magnetic field. The question is ... is that a coincidence? Chris has already touched upon a number of psychological explanations. There's the role of suggestibility. There's the role of context, let's not forget we're in a medieval castle. There's also the role of the immediate experiential context, that you're surrounded by old furniture and portraits looking at you. All these things come into play.

Claudia Hammond: Chris, what would be your explanation for what's happening?

Chris French: I think the idea that electromagnetic fields might have an effect is an intriguing one, and one that does merit further research. I'm not 100% convinced at this stage, though, that this is the most plausible explanation. There are lots of other factors involved, as Jason outlined, and of course there are other cases where people think they may have a ghost in the attic when in fact they've got rats, which my wife would find far more frightening! I'm not suggesting this of Muncaster but, some other famous "hauntings" have been deliberate hoaxes from start to finish. So, lots of explanations, but the evidence is suggestive enough that there just might be something in this idea.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

You now have 1 minute to check your answers.

(1 minute pause)

TONE

This is the end of the listening test.

[END OF TRANSCRIPT]

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X222/303



* X 2 2 2 1 2 0 2 2 *

NATIONAL
QUALIFICATIONS
2011

MONDAY, 6 JUNE
9.50 AM – 12.00 NOON

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
HIGHER

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

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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 three parts in this section.

25 marks are allocated to this section.



SECTION B—READING

Recommended Time: 40 minutes

Text 1

Read the article and answer the questions that follow.

- 1 It is a Wednesday night in Glasgow. The high walls, rails and steps of Rottenrow Gardens look like some form of municipal amphitheatre under the reddening sky. Several athletic youths in T-shirts and jogging bottoms are moving quickly. They bound over rocks, sure-footed, before leaping like cats into the air, their trainers crunching into the gravel on landing. To move off again, they roll onto their shoulders on the hard ground, springing up and pushing off in one fluid, unbroken movement. You can still see dust in the air as they pass on through the shadows, up and over a wall or vaulting a railing.
- 2 Witnessing this for the first time, you might think you've come across an unorthodox piece of urban theatre, and in a sense you have. This is parkour, an underground activity that started in the suburbs of Paris in the 1980s and is now sweeping Europe, fuelled by the Internet, especially DIY productions on video-sharing websites such as YouTube.
- 3 Participants are known as traceurs and the parks and city structures of Scotland are rapidly becoming their stage. "I really like the ability to move the way you want, rather than being bound by the way the street designer wanted you to move," says Glynn Forsythe, 24, one of the traceurs assessing the obstacles dotting the campus of Strathclyde University. The Biology PhD student points to a walkway snaking into the distance. "It might be faster to go across that railing than take the path. I like that," he says. "It makes things interesting."
- 4 Like its more expressive cousin, free running, parkour is a street art that embraces continuous movement over obstacles. There are no rules and no projected outcomes; parkour simply advocates that individuals "find their own way". The aim is to improve strength, both mental and physical, while developing your technique to overcome ever-greater barriers. The obstructions can be bollards, benches, scaffolding, advertising boards, bins, cars, bus stops or high walls. In extreme cases, they can be whole buildings.
- 5 In Glasgow, it's only the grey tower blocks on the skyline and the cranes of the Clyde shipyards that remind you this isn't a Paris backstreet or downtown New York. Parkour, say its practitioners, transgresses physical, mental, cultural and geographical boundaries. It is unique, operates off the radar and involves risk and a sense of danger. Just as city kids of the late 1970s and early 1980s found creativity in skateboarding and hip-hop, it isn't difficult to see why, for some, parkour is now synonymous with freedom and cool.
- 6 Therein lies the problem, though. The glamorisation of parkour has been a catalyst for its growth but has also communicated mixed messages. The explosion in popularity has caused a schism to develop within the parkour community over the movement's philosophy. Is it, for example, about dangerous jumps across tenements, and the sort of flips and tricks which have seen brand-name executives reaching for their cheque books? Or is it, as many argue, about fine-tuning the mind and the body to overcome obstacles and fear?

- 7 According to the Glasgow traceurs, the media backlash against the activity has been disproportionate. They feel the headlines ignore the spirit of positivity which many participants have brought to the activity. Getting the public and civic authorities to look behind the sensationalism to find parkour's beating heart is something with which Glasgow's serious traceurs have tasked themselves. For them, the increased profile of parkour counts for little if it doesn't lead to a proportionate level of acceptance. They feel the best way to understand the activity is to watch it being practised, and encourage doubters to come along and witness proceedings for themselves.
- 8 When coached properly, traceurs are taught in incremental steps, with each individual learning to work at the edges of his or her own limits. However, there are those who have scant regard for this methodical approach, or for private property, and issues of damage liability remain. These are the adrenalin junkies who log on to YouTube in the belief they can imitate the stunts performed by the Parisian masters. They are the statistics waiting to happen; the damaging headlines waiting to be written.
- 9 David Walker, of the Royal Society for the Prevention of Accidents (ROSPA), has attended parkour sessions himself. ROSPA, he says, is now "fairly relaxed" in its attitudes towards the activity but there are obvious issues with individuals who ignore the guiding principles. "I would distinguish between those who are genuinely interested in parkour and those who are idiots looking for a kick," he says.
- 10 As the traceurs pull on their zipped tops and make for their homes across the city, the banner for Glasgow 2014 is almost blanked out by the creeping darkness. Their hobby will maybe never be accepted as a Commonwealth sport, but if they can continue to chip away at the misconceptions, at the very least they might have more places to train without being moved on. That would be progress—and that, in the end, is what parkour is all about.

[Turn over

QUESTIONS

DO NOT
WRITE IN
THIS
MARGIN

Marks

1. Which **three** of the following are **true**? Tick (✓) **three** boxes.

- | | | |
|---|--------------------------|----------|
| (i) Parkour takes place in an open air theatre. | <input type="checkbox"/> | |
| (ii) Parkour was inspired by a game on the Internet. | <input type="checkbox"/> | |
| (iii) Traceurs try not to be limited by street design. | <input type="checkbox"/> | |
| (iv) Traceurs prefer to set their own goals. | <input type="checkbox"/> | |
| (v) Parkour is more than just a physical activity. | <input type="checkbox"/> | |
| (vi) Newspapers have welcomed the emergence of parkour. | <input type="checkbox"/> | |
| (vii) Outsiders are unwelcome at parkour activities. | <input type="checkbox"/> | 3 |

2. *Give short answers to these questions.*

- | | | |
|---|----------|--|
| (i) What are the largest obstacles that traceurs try to overcome? | | |
| _____ | 1 | |
| (ii) Which earlier trends are compared to parkour? | | |
| _____ | 1 | |
| (iii) Why are brand-name executives interested in parkour? | | |
| _____ | 1 | |
| (iv) Which groups do some traceurs want to engage with? | | |
| _____ | 1 | |
| (v) What does the writer call irresponsible traceurs? | | |
| _____ | 1 | |
| (vi) What does David Walker of ROSPA want traceurs to follow? | | |
| _____ | 1 | |
| (vii) What has to happen before traceurs have more places to train? | | |
| _____ | 1 | |

Marks

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

3. How would you describe the writer's attitude to parkour?

A critical

☐

B cynical

☐

C idealistic

☐

D supportive

☐

1

4. Which word or phrase in paragraph 8 has the following meaning?

_____ : little concern

1

5. Which word or phrase in paragraph 9 has the following meaning?

_____ : in search of excitement

1

13 Marks

[Turn over

Text 2

Read the extract below and answer the questions that follow.

- 1 When David Ewart was eighteen, he made a trip to Glasgow. Everything amazed him. He had with him the address of a house in Park Road. It lay in his pocket like a visa to a new life. Anna Kerr had written it out neatly for him on a large sheet of paper which he had folded very carefully. She had also telephoned ahead to say he would be coming. She had spoken to someone called Scott Laidlaw. David Ewart had been with her during the call. The way she spoke to Scott Laidlaw suggested that she did not know him as well as she had pretended but that she would like to know him better. There was a forced familiarity in her manner.
- 2 The address was where Scott Laidlaw and three other student friends were living. They had kept the flat on during the summer and, now that a new academic year was about to begin, they were moving out. David Ewart was starting out on the journey they were completing. He was to attend the Glasgow School of Art and he was checking the flat out for himself and three others. He felt important to be the one making the decision on behalf of the four of them.
- 3 He decided to walk from the railway station. He did not know where Park Road was but it was a bright September day and he wasn't sure how expensive a taxi would be or if taxi-drivers could be expected to know Park Road. By the time he found the place, he was sweating slightly with exertion and excitement, high on new sights and vivid faces. He felt like an explorer. He had climbed to the top floor of the tenement. What further discoveries lay beyond the door he was staring at? They threatened to be strange. He hesitated. He knocked and waited. The door was ajar. He thought he heard a muffled voice saying "Come in" but he couldn't be sure. He knocked again. This time the voice bellowed.
- 4 He went in. The first impression he had was a smell. It was the smell of oil paint. Several canvasses were stacked in the dim hall. He negotiated them respectfully and looked in the door of the living-room. What he saw was to stay with him. Sunshine made a window of light on the floor. The room was shabby and poorly furnished but the effect wasn't depressing. The place for him had a romantic dignity imparted to it by the unknown lives that had passed through. There were more paintings scattered around the room, resting in groups against the walls. There were piles of books on the floor. A young man sat with his back towards the living-room doorway, leaning sideways so that he was profiled against the window. It was a striking profile. He was leafing through a book. An attractive girl sat in the chair opposite, her face towards the ceiling. Her eyes were closed. Neither of them seemed to be aware of David Ewart's presence. That impressed him.
- 5 The man stopped turning the pages. He read carefully for a moment. He held up his finger, though the girl's eyes remained closed.

"This is the bit," he said. He read aloud a brief passage from the book. David Ewart could never remember afterwards what the words had been saying. He had never found the book from which the passage came. He regretted that. It was as if he had been listening to the password to where they were, a password he had never learned.

The girl didn't open her eyes.

"Maybe" she said.

"Maybe? Nobody could say it as well as that if it wasn't true."

6 David Ewart walked into the living-room. The man looked up. The girl opened her eyes. They were blindingly blue. "David Ewart," the man said, pointing. "Sorry. I'm Scott Laidlaw. Some welcome that. I'm sorry." They were shaking hands. "We thought you were just some of the through traffic we get here. This is Hester." He gave her surname but David Ewart couldn't remember it. He couldn't remember very clearly much that followed. What remained with him was a sense of

excitement. His memory of the circumstances that generated it was fragmentary. Hester showed him round the flat. Scott made coffees for them. He learned that Hester was at Art School as well with one year still to go.

7 Someone came in who was called Sandy. He was studying medicine. Someone else came in who was called Nick. The atmosphere became that of an impromptu party. There was a lot of laughter. David Ewart enjoyed being part of it. By the time he was leaving, he had decided that was where he would be living, even if it was just to share in the ghost of this ambience, which he loved. He was ceremonially given a key.

[Turn over

QUESTIONS

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

DO NOT
WRITE IN
THIS
MARGIN

Marks

6. The best title for this extract is

- A The Room
- B Starting Out
- C Flatmates.

☐
☐
☐

1

7. What is Anna Kerr's relationship with Scott Laidlaw?

- A She is pretending to be nice.
- B She feels superior to him.
- C She is interested in him.

☐
☐
☐

1

8. David goes to Glasgow . . .

- A to find a flat for his student friends.
- B to view a flat for himself and his friends.
- C to join his student friends in their flat.

☐
☐
☐

1

9. David doesn't take a taxi because

- A Park Road isn't far away.
- B taxis are too expensive.
- C he is new to Glasgow.

☐
☐
☐

1

10. *Provide short answers to the following questions about the extract.*

Marks

(i) What “journey” is David about to begin?

1

(ii) How does the writer describe David’s walk past the pictures?

1

(iii) Despite its drabness what is David’s impression of the room?

1

(iv) Why did Scott Laidlaw not welcome David earlier?

1

(v) David cannot remember many details about his visit to the Glasgow flat. What is his most vivid memory?

1

(vi) What is David’s main reason for deciding to live in the flat?

1

11. Which word in paragraph 6 has this dictionary entry?

_____ : (adjective) incomplete

1

12. Which word in paragraph 7 has this dictionary entry?

_____ : (adjective) unplanned

1

12 Marks

[END OF SECTION B—READING]

[Turn over

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).*

Society is a less formal place <u>in</u> these days, but manners are still important	a. <u>in</u>
and if children <u>/</u> not taught how to behave when they are young,	b. <u>are</u>
they will become bad-mannered adults. Just because are children does	1. _____
not mean they are exempt: this is about setting up good habits for the life.	2. _____
Having good manners which means treating others with kindness and	3. _____
consideration, so, well-mannered people find it easier make friends and get	4. _____
on with business colleagues. Good manners also make the world less	5. _____
aggressive place. Children can be taught for the words ‘please’ and ‘thank	6. _____
you’ once they have been reached their first birthday or even before. They	7. _____
can also be taught because not to interrupt conversations or demand	8. _____
everything they want. Other of basics include learning to pass food to	9. _____
others the table, not rushing through doors and not taking up all the space	10. _____
on a sofa so that no one else can sit down.	

5 Marks

Part 2

Everyday Communication

Recommended Time: 30 minutes

Recommended Length: 140 words

A friend is going to stay in your house/flat for a month while you are away. Write an e-mail to him/her giving information about some or all of the following aspects of your area. You can also add your own ideas.

- getting around
- shopping
- entertainment/nightlife
- places to eat
- Internet access
- useful contacts

8 Marks

[Turn over

Part 3

Recommended Time: 50 minutes
Recommended Length: 240 words

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

*Answer **one** task only on the lined answer sheets on pages 15 and 16.*

Write the task number selected in the box provided on page 15.

Task 1: Work

Your manager has asked you to investigate the possibilities for interns* to work in your company. Write a report on your findings and make recommendations. Include the following. You can also add your own ideas.

Benefits for the company:

- No costs
- May provide future workers
- Good publicity.

Drawbacks for the company:

- Possible lack of commitment from interns
- Constantly changing workforce
- Time needed for organisation, training and supervision.

*young people who work without pay in companies for a short time in order to gain experience.

12 Marks

OR

Task 2: Study

Some universities admit students purely on the basis of academic grades because they believe that:

- academic grades are objective
- an interview is too short a process to assess a student
- a personal statement may be inaccurate or copied.

Other universities consider the interview and personal statement to be important because they can reveal:

- personality
- social skills
- commitment to the subject(s) of study.

Write an essay discussing the above and give your opinion.

12 Marks

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[illegible]

[X222/303]

ACKNOWLEDGEMENT

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