

FOR OFFICIAL USE

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X222/301



Total Mark
(A + B + C)

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NATIONAL
QUALIFICATIONS
2008

THURSDAY, 15 MAY
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
HIGHER

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.



Marks

Section A Recording 1**Questions 1–4**

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

1. Today the radio programme will focus on texting and its effect on

- A the media. ☐
- B children's health. ☐
- C reading and writing. ☐
- D English literature. ☐

1

2. Martha carried out the research into texting because

- A she wants to improve children's English. ☐
- B parents and teachers were worried. ☐
- C children were being damaged. ☐
- D children were failing their exams. ☐

1

3. What is Alan's attitude towards texting?

- A Uninterested ☐
- B Quite optimistic ☐
- C Very concerned ☐
- D Open-minded ☐

1

4. Alan thinks that text abbreviations lead to mistakes in children's

- A pronunciation. ☐
- B grammar. ☐
- C vocabulary. ☐
- D spelling. ☐

1

*Marks***Questions 5–8**

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

5. Martha's research shows that children who text regularly

_____ and _____

better.

1

6. Texting may be bad for pupils who are _____

_____.

1

7. For the research 50 pupils had to sit spelling, reading and writing tests and

_____ text language.

1

8. Martha thinks that texting could be used in a _____

way.

1**[Turn over**

Marks

Section A Recording 2**Questions 9–12**

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

9. The schoolchildren in Britain and Ghana

- A had very different concerns.
 B were both concerned about litter.
 C were both concerned about disease.
 D had the same concerns.

☐
☐
☐
☐
1

10. The two schools

- A joined the Link Programme last year.
 B visit each other every year.
 C do international charity work.
 D are established partner schools.

☐
☐
☐
☐
1

11. The British pupils were shocked because the Ghanaian children

- A took clean water for granted.
 B didn't have access to clean water.
 C suffered from 70% of all diseases.
 D usually die before the age of five.

☐
☐
☐
☐
1

12. Every day 12-year old Napoga used to

- A take her animals to drink at the well.
 B draw pictures of people collecting water.
 C wait 6 hours for her family to fetch water.
 D spend over 6 hours fetching water.

☐
☐
☐
☐
1

Questions 13–16*Marks*

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

13. The charity WaterAid provides the world's poorest people with safe water, _____ and

1

14. _____ .

1

15. WaterAid couldn't help immediately because of _____
_____ .

1

16. The head teacher's overall message is that young people can make a difference if they _____ .

1**[Turn over**

Section A Recording 3**Marks****Questions 17–19**

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

17. Professor Mitchell is giving a talk to members of a _____

_____.

1

18. The Aztecs regarded the *Theobroma Cacao* tree as a source of

_____.

1

19. The cocoa drink made by the Aztecs was much more

_____ than today's chocolate drinks.

1**Questions 20–22**

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

TIME	DEVELOPMENT
16 th century	20. Explorers brought cocoa back to Europe and it was seen as _____.
1880s	21. Rudolphe Lindt made chocolate with cocoa butter, which melts at _____.
Now	22. Milk chocolate is the _____ variety in the world.

1**1****1**

Questions 23–25

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

23. Our ancestors' skill at identifying sweet food helped them to avoid

_____ .

1

24. Japanese scientists have found that chocolate could

_____ tooth decay.

1

25. The Californian research might not be reliable because the research was

_____ a chocolate manufacturer.

1

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]

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X222/302

NATIONAL
QUALIFICATIONS
2008

THURSDAY, 15 MAY
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
HIGHER

Listening Transcript

This paper may 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 one female and two male speakers.

Listen to the radio programme and answer the questions that follow. You now have 1 minute to read the questions in Section 1 before you hear the recording.

(1 minute pause)

Simon: Good afternoon. Simon MacLeod here with “News and Views” – the latest news from those in the know. Well, we’re all aware that there’s been plenty of coverage of mobile phones and their health risks in the media lately. But there have also been a few reports on the dangers of sending text messages, not in terms of health, but in terms of literacy. Joining me in the studio this afternoon is Alan Moss, Head Teacher of Littleton Academy ... hello, Alan.

Alan: Good afternoon.

Simon: ... and Martha Higgins, lecturer at North Vale University and author of a report on texting. Hello, Martha.

Martha: Hello, Simon.

Simon: Martha, if we could start with you. You’ve just completed some research into the effect of texting on children’s reading and writing. Can you give us a little background to this?

Martha: Well, we identified a need for research because many parents and teachers are concerned that texting might damage children’s ability to use English properly. People have been alarmed about it because there have been anecdotes about pupils putting text abbreviations in their exams.

Simon: Is that your experience as a head teacher, Alan?

Alan: Yes. They’re not just anecdotes – we had 11 actual cases of text abbreviations being used in this year’s exam diet and hundreds more examples in everyday schoolwork.

Martha: I’d agree that abbreviations and simplified spellings are becoming common, but ...

Alan: (laughs sarcastically) Can't you see that texting is corrupting our pupils' writing. It's a growing problem in schools and a disaster for the future of the English language.

Simon: So if we could just focus on text abbreviations for the moment. Alan, what's your experience of this?

Alan: Phonetically based spelling is the biggest problem. For example, 'w', 'o', 't' for what or the letter 'u' for you. Casual language is also widely used, such as "wanna". This is definitely having a negative impact on children's spelling.

Simon: Martha?

Martha: Well, I love the abbreviations. Young people are inventing a whole new code of language and our research ...

Alan: (interrupting) A new code of language – that's putting it mildly!

Simon: Coming back to your research, Martha. Is there evidence to suggest that teachers and parents should be concerned?

Martha: No, teachers shouldn't be overly concerned. Our data shows that pupils who send regular text messages are unlikely to be at risk of becoming poor spellers. In fact, those who texted frequently were identified as strong readers and writers. Children in our study who were the best at using "textisms" were actually found to be the better spellers and writers.

Alan: Fine, but what about the weaker pupils?

Martha: Well, our report has thrown up some questions: one of these is whether texting hinders pupils who are struggling in their grasp of standard English.

Alan: It certainly does! It's difficult enough for them to learn to spell correctly without the confusion caused by text abbreviations.

Simon: Could you tell us how you conducted the original research, Martha?

Alan: Yes, I'd like to know how many children you surveyed.

Martha: We put fifty 11-year olds through standard spelling tests and assessed their national reading and writing skills. The pupils then had to translate passages of text language into standard English and vice versa.

Alan: That's a small study. How many schools were involved? My problem with this research is that too much public money is being spent ...

[Turn over

Martha: (interrupting) Two schools so far. As I said, I'm hoping to interview more pupils – this is just the start. I believe that texting could be used positively to increase phonetic awareness in less able children and perhaps increase their language skills in a fun yet educational way.

Simon: Well, Martha, I'm afraid I'll have to stop you there. Thank you both for talking to us today (fade out).

(10 second pause after first reading)

(1 minute pause after second reading)

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 one male and one female speaker.

Listen to an interview with a head teacher. Answer the questions that follow. You now have 1 minute to read the questions before you hear the recording.

(1 minute pause)

Peter: Good morning. Welcome to World Focus. I'm Peter Connor and today we are talking about two schools with a special link. When children at a Coventry school exchanged postcards with a school in Ghana they were shocked at the concerns of their African friends. While the Coventry children were worried about graffiti and litter, children in Nyogbare, in the rural north east of Ghana, wrote about the lack of clean water in their village. On seeing photos of children struggling to carry buckets of river water and suffering from water-borne diseases, the Coventry children decided to act. Now, Nyogbare has its own water supply – thanks to their far-away friends. (pause)

When I was in Coventry earlier this month I met with deputy head teacher Jo Hailes at Southfields Primary School and started by asking how this all came about.
(pause)

Jo: Well, Peter, Southfields and Nyogbare have been partner schools for five years through the international charity, Link Schools Programme. The annual postcard exchange last year resulted in some vivid images from the Ghanaian pupils, highlighting the lack of clean water and toilet facilities.

Peter: I imagine your pupils were shocked by such images?

Jo: Very much so. The children found it hard to understand that people couldn't readily get hold of clean water. They found it incredible because we take water for granted.

(pause) In Ghana there are some staggering statistics: 70% of all diseases are caused by inadequate water supply and poor sanitation. The three northern regions are particularly deprived, with one in ten children dying before their fifth birthday.
(pause)

[Turn over]

- Peter: I'm sitting in front of a poster the children produced to raise awareness of the problem. Can you tell me a little about that?
- Jo: Yes, the pupils were very much affected by the plight of the Nyogbare children. They wanted to put themselves in their shoes and imagine a typical day in Nyogbare. They've done drawings to illustrate the lives of Ghanaian children.
- Peter: One of these shows a young girl fetching water from a muddy hole, where animals are also drinking.
- Jo: Yes, that's twelve-year old Napoga Gurigo who used to fetch water for her family every day at 5.30 am. It would take her at least six hours a day to collect water, as she had to sit and wait for water to seep through the ground and the mud to settle before she could collect it.
- Peter: Once the children were aware of the problem, where did the idea come from to contact WaterAid?
- Jo: Well, one of the pupil's parents does voluntary work for WaterAid, which is an international charity. It uses low-tech solutions to provide safe water and works closely with local communities. As well as safe water and sanitation, it also delivers hygiene education to the world's poorest people.
- Peter: So, WaterAid stepped in?
- Jo: On hearing about the classroom project, the mother proposed that the children write to WaterAid asking if they could help their friends in Ghana. Obviously they had a lot of other existing projects so they couldn't promise anything immediately, but they said they'd try. In April this year we heard that trucks had arrived at the school. It was wonderful news.
- Peter: And do you have plans to get involved in any other projects?
- Jo: Not directly, but we're planning some fund-raising events to raise money for WaterAid. (pause) You know, it's the power of young people's voices, in both the south and the north, that got the well built: both schools were active partners in this. It has an important message for our children—that their involvement can really make a difference.
- Peter: Jo Hailes, thank you very much for joining us.

(10 second pause after first reading)

(1 minute pause after second reading)

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 may be read by a male or a female speaker.

Listen to a talk about chocolate and answer the questions that follow. You now have 1 minute to read the questions before you hear the recording.

(1 minute pause)

Good afternoon. I'm Professor Mitchell from the Department of Nutrition. Thank you for inviting me to 'Chocaholics': I'm told it's the club for people who take their chocolate seriously! I'm here to talk about the history, benefits and some recent research into our nation's favourite product: chocolate.

(pause) Let's start off with a little history.

Chocolate is made from the seeds of the tree *Theobroma cacao*. *Theobroma* is Greek for 'food of the gods' and certainly the ancient Aztecs venerated the cacao tree, which they thought gave them strength and wealth. In Aztec times the cocoa bean was also used as a form of currency.

The Aztecs discovered that by crushing the beans into a paste and adding spices, they could make a refreshing and nourishing drink. However, this drink would have been very bitter, unlike our sugary chocolate drinks today. In the 16th century European explorers brought the drink back from their travels, added sweeter flavourings, and soon it was popular as an expensive luxury.

In the 1880s, Rudolphe Lindt from Switzerland started adding extra cocoa butter during chocolate manufacture, to make it smoother and glossier. Cocoa butter melts at around human body temperature. That's why chocolate melts in the mouth.

Daniel Peter, also from Switzerland, perfected the manufacture of milk chocolate, which is sweeter and smoother than dark chocolate. He used a recently-invented condensed milk, which was easier to mix with cocoa paste than liquid milk. Milk chocolate is now the world's best-selling variety.

(pause) So what is so special about chocolate?

Chocolate can induce craving in a way that other sugary products like toffee or marshmallow don't. Chocolate makes us feel good: this may partly be due to the fact that all modern commercial chocolate products contain substantial amounts of sugar.

[Turn over]

An ability to identify sweet things, and a tendency to respond to them positively, would have been an advantage for our ancestors. Such a genetic trait would have made prehistoric humans seek energy-rich, nutritional food such as fruit, while avoiding poisonous plants.

(pause) But could chocolate be good for you? Back in the 17th and 18th centuries, much was written about the medicinal virtues of chocolate.

Today some unusual properties have been discovered: chocolate toothpaste, for example. According to scientists at Japan's Osaka University, chocolate could help prevent tooth decay. The husks of the cocoa beans from which chocolate is made contain an antibacterial agent that fights plaque. These husks are usually discarded in chocolate production, but in future they could be added back into chocolate to make it dental-friendly.

On the health front, Californian scientist Professor Carl Keen and his team have suggested that chocolate might help fight heart disease. They say that flavinoids, found in chocolate, actually thin the blood, helping to prevent clotting. However, sceptics have pointed out that Keen's research is funded by confectionery maker Mars!

But it's not all good news, I'm afraid

(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]

ACKNOWLEDGEMENTS

Listening Recording 1—Transcript taken from *Texts do not hinder literacy* from www.news.bbc.co.uk. Reproduced by kind permission of BBC News Website.

Listening Recording 2—Transcript taken from *School link delivers clean water* from www.news.bbc.co.uk. Reproduced by kind permission of BBC News Website.

Listening, Recording 2—Transcript taken from Water Aid website, www.wateraid.org.uk. Reproduced by kind permission of Water Aid.

Listening Recording 3—Transcript taken from *Science of Chocolate* from www.news.bbc.co.uk. Reproduced by kind permission of BBC News Website.

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X222/303

NATIONAL
QUALIFICATIONS
2008

THURSDAY, 15 MAY
9.50 AM – 12.00 NOON

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
HIGHER

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

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 newspaper article and answer the questions that follow.

Seeing Scotland in a day is so exhausting.

1 Every morning, at about 7.30, a queue of tourists snakes its way down the High Street. In rain, sun or howling gales they wait patiently for the arrival of a coach that will whisk them off on a 12½ hour road trip around Scotland.

2 Last week I joined them to discover whether Scotland's attractions can really be crammed into one marathon sightseeing session.

3 I found a youthful-looking crowd of budget backpackers, and families on tour, who had come from Malaysia, China, Mexico, America, Australia, Ireland and England. Most were in Scotland for no more than a couple of days and had chosen the coach trip as a way of ticking "must-see" boxes.

4 As we pulled away from the kerb through a thick Edinburgh haar*, I noticed all the seats were occupied. Peter Hughes, our guide, told me this trip sold out every day.

5 "A lot of people who come on the tour are only in Scotland for one day," said Hughes, with a barely disguised curl of his lip. "They take the full-day trip, then get off the bus and go straight off to board another bus for London. It's certainly not my idea of fun." Hughes was not the sort for overblown displays of enthusiasm. Despite an encyclopaedic knowledge of local history, his humour, as we discovered over the next 12 hours or so, was that uniquely Scottish sort: deadpan, cheerless and full of cynical asides.

"If you have any questions during the trip, I suggest you keep them to yourselves," he began, dryly. It was a chilly welcome for our foreign friends, but they seemed to enjoy his approach.

7 We inched our way out of the morning rush-hour traffic, then hit the motorway on our way towards Falkirk and Stirling. Dozing passengers perked up as we approached Stirling Castle, perched high above a foggy Bannockburn, and the cameras started clicking as the monument slid by.

8 After 90 minutes we were ready for our first pit stop at Kilmahog, and the chance to sample the coronary-inducing delights of a full Scottish breakfast.

9 We headed to our first outdoor photo opportunity at Glencoe. The weather was uncharacteristically co-operative, and blue skies appeared on cue as we got out at the foot of the Three Sisters mountains. A young couple from Dubai handed over their newborn son to a man in full Braveheart regalia, and grinned as they snapped their child snuggling into his tartan shawl. Japanese girls gave the peace sign for digital cameras and an Australian couple bought replica Rob Roy swords from a roadside stall.

10 Ushered back on the coach by a foot-tapping Hughes—who had a timetable to meet—we set off again, passing boulevards of pink rhododendrons, sparkling millpond lochs and the picture-postcard rail bridges of the West Highland Way. The pace was frantic, covering 400 miles in a day, but the mood in the bus remained calm.

- 11 Jean Ong had made a long journey from Malacca, western Malaysia, and was delighted with what she had seen. "This is even better than I imagined," she said. Rajeswary Sivakumarar, from Dubai, now living in Surrey, came on the coach tour because hiring a car seemed like too much hassle. "I'm with friends from Dubai. They wanted to see as much as possible of Scotland before setting off for Paris tomorrow," she said. While Scots head to the beaches of Dubai, her friends opted for Scotland as their honeymoon destination. "They find the Scots very polite and friendly."
- 12 Racing towards Loch Ness, Hughes continued his monotonous stand-up routine. As the mysterious loch flashed into view I turned in my seat to watch my fellow passengers' reactions. I was greeted by a sea of open mouths. But they were not awestruck, just sleeping. The relentless pace seemed to have taken its toll. Rubbing the sleep from their eyes, they clambered off the coach again to play on the ramparts of Urquhart Castle. It was time for a sail
- down Loch Ness on board the Jacobite Rose. Naturally, the tourists had their fingers crossed for a monster sighting, but Nessie was a no-show.
- 13 Back on the coach we began the journey south to Edinburgh. As evening drew in I was dead beat, but, contrary to my expectations, I had enjoyed relaxing in my seat, watching some of the country's most famous sights fly by and learning more about them from Hughes's informative if sardonic commentary.
- 14 Aracely Guzman and Jesus Agnesi, aged 20 and 23, from Mexico, were tired but happy after their do-it-all day. When the bus pulled into Waverley Bridge they headed back to their B&B to look at their photos. "My favourite place was Urquhart Castle," said Guzman. "It was really special."
- 15 "But the weather here is too changeable," said Angesi. "You never know what clothes to wear!"

* *haar*: Scots word for sea-mist/fog

[Turn over

QUESTIONS

Part 1

Marks

Questions 1–8

*Read the summary of the article and complete the text by putting **one** word only in each gap so that the meaning in the summary is the same as the article.*

Every morning a coach leaves Edinburgh to take tourists on a very

(1) _____ trip around Scotland. They come from

1

all over the world. Some of the tourists are (2) _____,

1

some are with their families; most of them are in Scotland for only a couple of days and will head off to London or elsewhere after the trip. They

(3) _____ this kind of tour because they do not have

1

much time to spare. The coach is (4) _____,

1

every day. The guide, Peter Hughes, knows everything about the area and,

although he has a rather (5) _____ manner, the visitors

1

appear to enjoy his personality. Although the tourists seem rather

(6) _____, they are keen to photograph famous

1

landmarks, enjoy some traditional food and buy souvenirs. The journey covers

400 miles and the (7) _____ is so fast that the visitors are

1

exhausted by the end of the day. They all seem to enjoy the trip, however.

Even the reporter is unexpectedly (8) _____ .

1

Marks

Part 2**Questions 9–13**

Provide short answers to the following questions about the article.

9. Why do most of the tourists come on this kind of trip? (Paragraph 3)

1

10. When the tourists arrive at Glencoe, the weather is described as “uncharacteristically co-operative”. What does this phrase imply about the weather in Scotland? (Paragraph 9)

1

11. What does “foot-tapping” suggest about Peter Hughes at this point? (Paragraph 10)

1

12. What does the reporter find humorous about the appearance of the passengers as the coach approaches Loch Ness? (Paragraph 12)

1

13. What was Jesus Agnesi’s only criticism of Scotland? (Paragraph 15)

1

13 Marks**[Turn over**

Text 2

Read the short story extract below and answer the questions that follow.

- 1 He was finding it hard to concentrate on driving. He kept thinking of all the things he should've said but hadn't found the words for, the reasonable, rational things ... He came to a bend so sharp that he had to slow down to take it. He didn't know this road and it kept surprising him, dipping and rising and twisting unpredictably. He couldn't go back tonight, that was for certain. Maybe this time he wouldn't go back at all, maybe this was it, the final break.
- 2 Up ahead, just beyond the range of his headlights, there was some kind of truck. One of its brake lights wasn't working. It was hard to make out on that dark road. Even when he flicked his headlights on full for a moment, it was difficult to determine the exact nature of the vehicle. A loose tarpaulin was roped around the cargo, whatever it was. At every sudden summit, the truck made a lot of noise, as if its various parts had come apart for a second, only to crash back together as the truck roared on into the night. The way it seemed to move from side to side unpredictably at every bend bothered him most of all. He put his foot on the accelerator. He felt his heartbeat speeding up too. He knew that if his wife had been in the car with him he wouldn't take the risk—but she wasn't.
- 3 Before he could level with the truck he saw, above the dark embankment at the side of the road, the light from an approaching car's headlights, so he braked and pulled back in. The truck-driver hadn't slowed down to let him pass—hadn't he gone faster to make sure he couldn't? The approaching car dipped its headlights as it came round the corner. Even so it dazzled him and he slowed down till it had passed. There was a moment when he could make out nothing but the red brake-light of the truck, then it disappeared. When his eyes had readjusted he saw that he was too far into the middle of the road as he took the bend, so he swung back. The road was wild. It wasn't so much the blind summits or the sharp bends, but the stretches in between, where the road curved backwards and forwards.
- 4 It was a dangerous road. Maybe it didn't go anywhere. He lit a cigarette and tugged open the overflowing ashtray on the dashboard. He'd been smoking too much and there was a sour taste in his mouth.
- 5 He came over the rise and saw the truck there ahead, its one brake light moving up and down, its tail-board rattling. It had slowed down. There was a clear stretch ahead. He accelerated and signalled to overtake, but it was taking longer than it should. The truck threw a spray of dirty rainwater over his windscreen as he drew level with it. He could feel the car bumping around on the uneven road. It was a relief to get in front. Even so, the truck-driver had his headlights at full beam and he could see nothing but the glare of them in his mirror. The truck was gaining on him, so he put his foot down again and tried to leave the truck behind.
- 6 A sharp bend in the road came at him and he had to brake hard to get round it. The brakes screeched. The car skidded and swung too far into the side of the road and scraped noisily against a barrier. At the same moment

he was dazzled by the headlights of an oncoming car and he raised his right hand to shield his eyes, trying to control the wheel with his left hand. The other car roared past blaring its horn.

7 He went on driving, but his heart was thumping and he could feel his hands and his arms shaking.

8 Immediately the road wound downwards and he saw a speed-limit

sign and the nameplate of a village he'd never heard of. He slowed down until he saw a pub just off the main street, then pulled over and waited till the truck roared past. It was just an ordinary truck, moving something from somewhere to somewhere else in the night. He put his hand to his head, pressing his thumb and his forefinger into his eyelids, and he sat like this for a moment before switching off the engine and the lights.

QUESTIONS

Part 3

Questions 14–16

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

14. Why is the man upset as he drives into the night?

- A. He does not know this road.
- B. He has had an argument with someone.
- C. He has decided to leave home.
- D. The weather is making it difficult to drive.

☐
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1

15. Why is the man particularly worried about the truck up ahead?

- A. At every bend it moves from side to side.
- B. He is unable to see the vehicle properly.
- C. It is making a great deal of noise.
- D. There is something hidden on the truck.

☐
☐
☐
☐

1

16. Why does the man drive too far into the middle of the road?

- A. He is trying to avoid the sharp bends.
- B. He is trying to overtake the truck.
- C. He is dazzled by a car's headlights.
- D. It is dark and he does not know the road.

☐
☐
☐
☐

1

DO NOT
WRITE IN
THIS
MARGIN

Marks

[Turn over

Part 4*Marks***Questions 17–23***Provide short answers to the following questions about the extract.*

17. Why does the man decide to “take the risk” and overtake the truck?
(Paragraph 2)

_____ **1**

18. The man is concerned about the actions of the truck driver. Write down **two** things the truck driver does that appear to be thoughtless.
(Paragraph 3 - Paragraph 5)

_____ **1**

_____ **1**

19. Why does the car skid as the man approaches the next bend?
(Paragraph 6)

_____ **1**

20. What evidence is there that the man is beginning to panic? (Paragraph 7)

_____ **1**

21. What **two** reasons are suggested for the man stopping in the village?
(Paragraph 8)

_____ **1**

_____ **1**

22. Which word in Paragraph 6 has this dictionary entry?

“_____ (noun) fence that bars access.” **1**

23. Which word in Paragraph 8 has this dictionary entry?

“_____ (verb, past tense) turned and twisted.” **1**

12 Marks*[END OF SECTION B—READING]*

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).*

People will cease/eat beef if they see more evidence that it is	a. _____ to _____
related to BSE or “mad cow disease”. The UK government <u>is</u> claims	b. _____ is _____
that it will not affect humans, but the tabloids argue will affect us if	1. _____
we eat beef. Recent experiment on mice, which supposedly proved	2. _____
that there no link between BSE and the human equivalent, was	3. _____
conveniently ignored by newspapers and that other media.	4. _____
If the papers keep by saying “beef is bad for you”, people will stop	5. _____
eating beef and choose a suitable replacement, for an example	6. _____
lamb. It is in my view, therefore, that it is the press that is	7. _____
blowing the situation out all proportion and it is this which will	8. _____
eventually be the downfall of beef in the UK. It was not long that the	9. _____
press announced that a killer bug which was eating people alive.	10. _____
When the press got bored with this story, the bug ‘disappeared’.	

5 Marks

[Turn over

Part 2

Everyday Communication

Recommended Time: 30 minutes

Recommended Length: 140 words (*you do not need to write any addresses*)

You have recently been invited to your friend's wedding. He/she lives in another city and the wedding is to take place there.

However, you have realised that you will not be able to attend.

Write an informal letter to your friend:

- expressing regret for not being able to attend
- explaining why you won't be able to attend
- suggesting an alternative visit after the wedding.

Write your letter on the lined answer sheets on pages 11 and 12.

8 Marks

Part 3

Recommended Time: 50 minutes

Recommended Length: 240 words (*you do not need to write any addresses*)

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

You work for a company called Browning Shipping. Some staff have their cigarette break just outside the main door of the building and there have recently been complaints from neighbours that tobacco smoke is reaching their premises. (It is against the law to smoke inside an office building.)

Browning Shipping is keen to resolve this issue and to keep both the staff and the neighbours happy.

A survey of both groups was carried out, the results of which are below.

Write a formal report on the situation using the information from the survey. You should also suggest some solutions to the problem.

1. *Are you happy with the situation that Browning Shipping staff smoke at the front door of their office?*

Smoking staff (17)		Non-smoking staff (67)		Neighbours (47)	
Yes	2	Yes	17	Yes	4
No	15	No	31	No	19
No opinion	0	No opinion	19	No opinion	24

2. *If not, why not? (You can give more than one reason.)*

Smoking staff		Non-smoking staff		Neighbours	
Exposed to weather	15	Mess	26	Smoke entering their	
Feel like a criminal	11	Negative image	14	buildings	16
Time wasted	6	Time wasted	10	Negative image	13
Coffee gets cold	2			Mess	9
Negative image	1				

12 Marks

[Turn over

OR

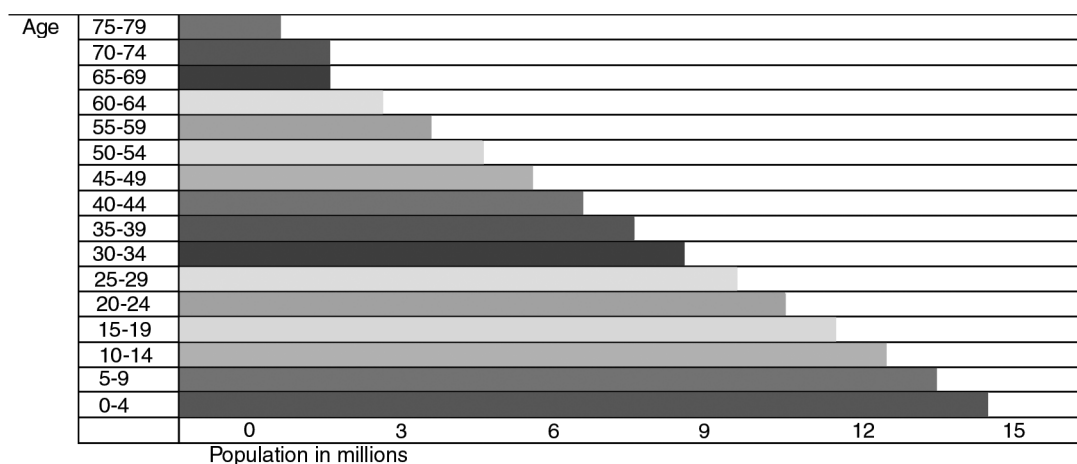
Task 2: Study

*“There are many differences between developed and developing countries.
One of the most important of these is the age distribution of their populations.”*

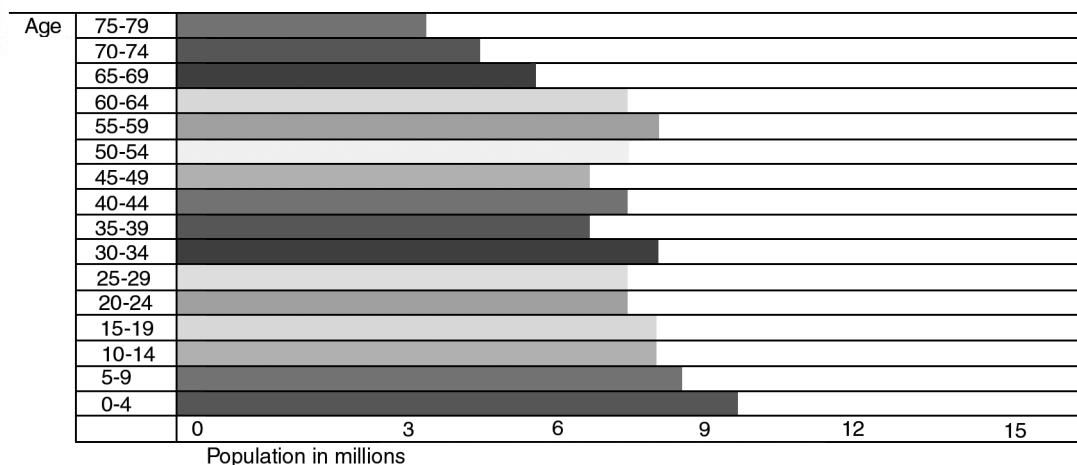
Write a formal, academic report on this subject. You should summarise the information in the charts below by selecting, reporting and comparing the main features where relevant. You should also discuss problems related to age distribution in developed and developing countries, for example

- health
- education
- pensions.

Developing Country—age distribution per population



Developed Country—age distribution per population



12 Marks

[illegible]

[Turn over

ACKNOWLEDGEMENTS

Section B Reading Text 1—Newspaper article—*Seeing Scotland in a day is so exhausting* taken from page 2 of *The Sunday Times*, 9 July 2006 by Claire Sawers. Published by Sunday Times Scotland. Reproduced by kind permission of Claire Sawers.

Section B, Reading, Text 2—Short story adapted from *Bringing Back Some Brightness* by Brian McCabe. Taken from page 70–78 of *Not about the Kids*. ISBN 0 948877 60 X. Reproduced by kind permission of Brian McCabe.