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Total Mark  
(A+B+C)

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NATIONAL QUALIFICATIONS 2012

ENGLISH FOR SPEAKERS OF  
OTHER LANGUAGES  
INTERMEDIATE 2



\* X 2 2 2 1 1 0 1 \*

Section A: Listening

**X222/11/01**

MONDAY, 28 MAY 9.00 AM – 9.30 AM

Fill in these boxes and read what is printed below.

Full name of centre

Town

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Forename(s)

Surname

Number of seat

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Date of birth

Day

Month

Year

Scottish candidate number

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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.



\* X 2 2 2 1 1 0 1 0 1 \*

### Section A Recording 1

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

1. Which of these statements is true?

- A Nobody survived the crash of the Hindenburg.
- B The Hindenburg crash was broadcast live on radio.
- C Britain stopped building airships before Germany did.

1

2. The R34 made the first flight

- A from Britain to the United States
- B across the Atlantic
- C across the Atlantic from west to east.

1

3. The crash of the R38 was caused by

- A fire
- B pilot error
- C structural failure.

1

4. The Hindenburg was filled with hydrogen because

- A hydrogen is safer than helium
- B Germany couldn't import helium
- C helium burns faster than hydrogen.

1



Marks

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

- (i) Some airship designers are now thinking of using hydrogen again because it's \_\_\_\_\_ helium. **1**
- (ii) Jan says that airships have a smaller \_\_\_\_\_ than aeroplanes. **1**
- (iii) Jan says that airships could be very useful for \_\_\_\_\_ after natural disasters. **1**
- (iv) Airships are more effective than ships because they can \_\_\_\_\_ as well as sea. **1**

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

6. The best title for this talk is

- A The history of airships
- B The future of air transport
- C Airships: the past and future.

**1**

[Turn over



### Section A Recording 2

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

7. A recent study of children in the UK showed that in the last year

A 64% have played outdoors more than once a week

B 28% haven't walked in the countryside in the last year

C only 20% have ever climbed a tree.

1

8. Stephen says that

A parents allow children out unsupervised

B parents may worry about traffic accidents

C children worry about being outdoors.

1

9. Anna says that parents

A just want to be left alone to work

B prefer less structured activities for their children

C want their children's time to be organised.

1

10. Stephen argues that children today

A take responsibility for themselves

B need to learn to assess danger

C spend a lot of time in the countryside.

1



Marks

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

(i) Anna accepts that outdoor play can be \_\_\_\_\_

\_\_\_\_\_ .

1

(ii) Anna believes that children should be allowed to improve

\_\_\_\_\_ .

1

(iii) Research by the American Medical Association has shown how good \_\_\_\_\_

\_\_\_\_\_ outdoors is for children.

1

(iv) One emotional benefit of outdoor play is \_\_\_\_\_

\_\_\_\_\_ .

1

[Turn over



**Section A Recording 3**

Marks

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

12. Paul and Trisha are standing

- A in the centre of Hornsea
- B between Hornsea and Bridlington
- C between Hornsea and Withernsea.

  
  


1

13. The lamp-post fell over because

- A the cliff is made of soft earth
- B the sea is washing the cliff away
- C it wasn't fixed in place properly.

  
  


1

14. The concrete box was originally

- A on the cliff
- B on the beach
- C in the sea.

  
  


1

15. Which of these statements is true?

- A The village of Owthorne is in danger.
- B Owthorne has been under the sea for 200 years.
- C Owthorne disappeared suddenly in a great storm.

  
  


1

16. Which two of these things does Trisha say? Tick (✓) **two** boxes.

- A The coastal towns and villages have sea defences.
- B There are sea defences along the whole coast.
- C The coastal towns and villages are in immediate danger.
- D Rising sea levels will increase the danger to the coast.

  
  
  


2



Marks

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

(i) Trisha says that when the ice melted, it left behind \_\_\_\_\_

\_\_\_\_\_.

1

(ii) In time, about fifteen \_\_\_\_\_

\_\_\_\_\_ will be washed away by the sea.

1

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]



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NATIONAL QUALIFICATIONS 2012

ENGLISH FOR SPEAKERS OF  
OTHER LANGUAGES  
INTERMEDIATE 2



Section B: Reading    Section C: Writing

**X222/11/02**

MONDAY, 28 MAY    9.50 AM – 11.20 AM

Fill in these boxes and read what is printed below.

Full name of centre

Town



Forename(s)

Surname

Number of seat




Date of birth

Day

Month

Year

Scottish candidate number

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

**Section B Reading**

25 marks are allocated to this section.

Read the two texts and answer the questions which follow.

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

**Section C Writing**

There are two parts in this section.

25 marks are allocated to this section.



## SECTION B—READING

Recommended Time: 40 minutes

### Text 1

Read the text below and answer the questions that follow.

#### Obesity ‘spreads among the young’

1 Teenagers who have overweight friends tend to develop a weight problem themselves, evidence suggests. Latest research from the US found a strong link between teenagers’ own weight and that of their closest peers. The link is likely to be causal and down to catching bad habits.

2 Another study in the *Journal of Economics and Human Biology* adds weight to the notion of imitative obesity—mimicking of friends who pile on the pounds. It looked at data on nearly 5,000 teenagers, many of whom were later followed up after a two-year interval. From this the researchers found friendships between the adolescents tended to cluster according to weight, meaning overweight children tended to hang out together.

3 When they looked at weight changes over time, they found having a fat friend could lead to weight gain for a child. For example, if a 1.75 m boy weighing 66.6 kg—deemed a healthy weight using the Body Mass Index measurement of obesity—had a friend of the same height and weight who later gained 3.17 kg, he himself would gain 0.9 kg. Although he would still be within the healthy weight range, a continued cyclical trend of gain over a period of time could tip him and his friend into obesity. This change could be even greater for girls who generally have higher rates of obesity than boys. It is not clear why this is the case although it may partly be due to the fact that boys tend to be more active than girls generally.

4 The authors of the US study say they cannot tell from their work whether overweight teens influence their friends to become overweight or whether obese adolescents simply choose to flock together. If gaining weight causes one’s friends to gain weight, this knowledge will be important for policy makers working on targeted campaigns, says Dr Sally Kwak and her team.

5 Tam Fry of the UK’s National Obesity Forum, said mounting evidence suggested the link was causative. “Other work has shown that you take on the weight attributes of your friends more than other people surrounding you, like neighbours, even if your friends live many miles away.” He said it boiled down to bad habits, like eating the wrong foods and not getting enough exercise. “If you go to dinner with your friends who are fat you are liable to eat the same foods that made them fat.” He said research showed children could also pick up bad habits from their parents. “If your father is fat he is less likely to go out and kick a football with you and you are more likely to join him on the couch.”

6 But he said it could work the other way, with slim children acting as good role models. “The answer is, in the end, to put in a lot of education and make sure children learn at an early age about the importance of leading an active life and eating healthily. Maybe then children could bring good habits to friends who are obese.” He went on to say, “You do not stop seeing people because they are fat, but you might be able to influence them into leading a healthier lifestyle by going for a walk rather than playing computer games, or choosing the smaller



\* X 2 2 2 1 1 0 2 0 2 \*

bag of crisps rather than the bigger value pack.”

7 A spokeswoman from Weight Concern said: “We do learn from our peers and eat with our friends, so these children may be picking up unhealthy habits. But I would not assume that the overweight teenagers are necessarily the ones with the bad habits. Most teenagers have unhealthy diets, but not all of them are obese. And most of the food consumed is still at home with the family.”

8 But it is not only individuals who are to blame. If you define eating as a purely individual choice, like whether or

not to eat sticky toffee pudding, you miss the whole point that the food industry has created larger, more calorific portions of food while often reducing the nutrient content. It is simple economics: some quite disgusting forms of food chemistry can increase tasty sugars, salts, fats and calories while lowering prices, so people sell and eat more junk. Likewise, the cost of a larger portion is often lower than the extra price that can be charged for smaller, more nutritious portions, so portions increase. Look at the shift of coke from cans to bottles—a bit more coke, a much higher price. That’s why portions, calories, obesity and diabetes are increasing across rich countries.

### QUESTIONS

Match the names **A–D** with the opinions **1–4**. Write **A, B, C** or **D** in each space. Marks

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<b>A.</b> The Journal of Economics and Human Biology		<b>1.</b> It is not clear if overweight children affect the weight of their friends.  _____
<b>B.</b> Dr Sally Kwak and her team		<b>2.</b> Children copy the bad habits of their friends.  _____
<b>C.</b> Tam Fry		<b>3.</b> Family influences are probably more important.  _____
<b>D.</b> Weight Concern		<b>4.</b> People nearer to you influence you less than friends.  _____

4



Marks

Provide short answers to the following questions.

5. Which word in paragraph 2 means “group or collect together”?

\_\_\_\_\_

1

6. Which word in paragraph 5 means “increasing”?

\_\_\_\_\_

1

7. What **two** practical examples of good influences are given?

\_\_\_\_\_

\_\_\_\_\_

2

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

8. According to the text which of the following is true?

A Girls have less active lifestyles than boys.

B You should stop meeting overweight friends.

C The quality of food is improving.

1

9. According to the text which of the following is **not** true?

A Understanding the link between friends and weight could be important for governments.

B Children need to be taught about healthy lifestyles when they are very young.

C Bigger portions of food that are produced these days have more nutrients.

1

10. The main message of the article is:

A Young people are unable to choose healthy diets.

B The food industry is mainly to blame for obesity.

C Providing good influences and examples is important.

1

11 Marks



**Text 2**

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

Photography is a fun hobby that interests many different people across a broad range of ages. Enthusiasts of all types have found a creative recreational outlet in the hobby of photography and, with the advances in technology that have occurred in recent years, photography has become more accessible.

There was a time when an individual who was (i) \_\_\_\_\_ in getting into the hobby of photography had quite an initial investment to make. To get a serious start in the craft, one would need to (ii) \_\_\_\_\_ an expensive camera, darkroom equipment and very expensive exhaustible supplies (film, developing chemicals, photo paper, etc).

With digital photography, the hobbyist has a much lower (iii) \_\_\_\_\_ to pay to get into the hobby in a serious way. Once the initial purchases of a quality digital camera and professional imaging software are made there is little or no expense required to participate. Aside from the occasional prints, there are few other necessary hidden costs to the hobby when approached from the digital side of things.

If you think you want to give this (iv) \_\_\_\_\_ a try, you should check out some of the photography communities on the web. There are literally thousands of enthusiasts' sites out there and hundreds of free tools to make the most out of digital photography technology. From online image repositories with the ability to organize digital photos, to free image editing tools, there are many tools and resources out there for the taking. These free tools, together with a very active and robust online digital photography community make for an excellent hobby that can provide hours of (v) \_\_\_\_\_ to those who are willing to put in the time and effort.

Read our tips for taking great photographs on *Page six*.

**5 Marks**






Marks

12. (continued)

(vi) Get down to their level _____ _____		G Before taking a picture check the area behind your subject. Look for trees or poles sprouting from your subject's head; a cluttered one will be distracting while a simple one will emphasize your subject.	1		
(vii) Watch the light _____ _____		H. Study the effect of this in your pictures. For people, choose the soft lighting of cloudy days. For scenic pictures, use the long shadows and colour of early and late daylight.	1		
(viii) Be a picture director _____ _____		I. This will create a sharper picture of off centre subjects. Press shutter halfway to lock and then press all the way down	1		
(ix) Keep to straight lines _____ _____		J. Bring your picture to life by simply placing it off centre. Imagine a noughts and crosses grid and place the subject on one of the grid lines. Remember most cameras focus on what is in the middle so you have to lock the focus of your picture when doing this.	1		
		K. Fill your picture with the subject. Move a few steps nearer or use zoom until it fills the viewfinder. This will show off the detail.			

9 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).

Tennis is <del>a</del> wonderful sport and is also wonderfully simple.	a. <u>  a  </u>
There are, however, a few basic rules to <u>be</u> consider.	b. <u>  be  </u>
Players stand opposite sides of a net and use a racket	1. _____
to hit a ball back and forth each other. After the ball has	2. _____
been hit a player, their opponent has a maximum of	3. _____
one bounce to return the ball over to the net. Once a player fails to	4. _____
do this, their opponent wins a point. The aim to win enough	5. _____
points to win a game and enough of games to win a set and	6. _____
enough sets to win match. The first person to win six games	7. _____
wins a set but only they are winning by two clear games.	8. _____
Matches which are usually the best of three sets for women and	9. _____
five sets for men, although some men they play only three sets.	10. _____

5 Marks



## Part 2

Read the three tasks below. Answer **one** task only on the lined answer sheets on Pages 11–12.  
Choose your task and write the task number selected in the box provided on Page 11.

Recommended Length: 250 words

Recommended Time: 40 minutes

### Task 1: Everyday Communication

Your school/college newsletter wants to publish articles about what is available in your area for students to do in their free time.

Write your **article**. Use the points below and any others you may wish to add:

- sport
- entertainment
- culture
- shopping
- outdoor interests.

**20 Marks**

**OR**

### Task 2: Work

You and your colleagues are unhappy in your workplace for a number of reasons. Write a **report** for your manager about the situation and make recommendations for improvement.

Use the points below and any others you may wish to add:

- pay
- hours
- staff shortages
- support/training
- co-operation.

**20 Marks**



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OR

**Task 3: Study**

Write an **article** for your college/school newsletter giving advice to other students on how to prepare for exams.

Use the points below and any others you wish to add:

- timetable/study plan
- study group
- library
- online resources
- past papers.

**20 Marks**







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## ACKNOWLEDGEMENT

Section B: Reading Text 1—Article is adapted from “Obesity ‘spreads among the young’”, taken from **news.bbc.co.uk** 31 July 2009. Permission is being sought from BBC News

Section B: Reading Text 2—Article is adapted from “Photography as a fun and interesting hobby”, by James Hunt, taken from **www.unitedimages.co.uk**. Reproduced by kind permission of Eastman Kodak Company.



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# X222/11/11

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NATIONAL MONDAY, 28 MAY  
QUALIFICATIONS 9.00 AM – 9.30 AM  
2012

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 talk 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 talk 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 the talk. 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)*

TONE

Teacher: This is class 5B, design and technology presentations, 17 of March. Jan Belina. OK, Jan.

Jan: Hi, now . . . er . . . for my presentation I'd like to talk about the future of the airship. Let me get the first slide up. (click) This is a picture of maybe the most famous airship in history — the Hindenburg. So, as you can see, an airship is basically a big sausage-shaped balloon. However, in May 1937, as it was landing in the United States, the Hindenburg caught fire and crashed. About a third of the 97 people on board died, and all of this was captured on film because there was a news team there. The radio commentary, which was broadcast the next day, is very dramatic. And after that, nobody was interested in airships. The Hindenburg was German, and Britain had pulled out of airship construction even earlier after an airship called the R101 crashed in France in 1930.

There had been some successes, though. In 1919 the British R34 — there she is — (click) took off from near Edinburgh and flew to New York. But this was rather overshadowed by the fact that two men, John Alcock and Arthur Brown, had made the first flight across, in a plane, a few weeks before. However, they had flown from the United States to Britain, so the R34 made the first flight from east to west. And the Hindenburg, before she crashed, made a number of passenger trips from Germany to Brazil and the United States, but at the end of the 1930s governments and the people took the view that airships weren't safe.

There were two problems. One was that the materials and construction techniques just weren't advanced enough at the time. One British airship, the R38, actually broke in half during a test flight in 1921. Here's a picture of the crash (click). The other problem was the gas used to lift them. The safest gas for airships is helium, because it doesn't burn. Helium is found underground in oilfields, but almost all of these are in the United States. In the 1930s, the Americans wouldn't export helium to Germany because they thought the Germans would use airships for military purposes. So the Hindenburg was filled with hydrogen, and hydrogen is highly flammable. However, some designers are thinking that hydrogen might still be the way forward, if it can be stored safely, because it costs much less to

produce. And, obviously, it should be possible to build a modern airship that won't simply break up in flight.

So what are the advantages of airships? Well, they use much less fuel than planes — you could say that their carbon footprint is very small. And airships don't need a runway. You can land almost anywhere. This would be especially useful after natural disasters. Airships could bring supplies in when the roads had been destroyed by an earthquake, or couldn't be used because of flooding.

They also have advantages over ships. They're much faster, for a start. And if you're bringing goods in by ship, you still have the problem of moving them overland from the port to where they're needed. An airship can put them down in exactly the right place.

Whether the airship will have a role in passenger transportation is another question. *(begin fade)* They're much slower than planes, and a trip from London to New York would take two days.

*(10 second pause after first reading)*

TONE

*(1 minute pause after second reading)*

TONE

**[Turn over**

**Instruction to reader(s):**

**Recording 2**

The discussion 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 discussion 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, plus one male/female presenter.

Listen to the discussion. 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)*

**TONE**

Terry: Good morning. I'm Terry Roberts and welcome again to "Listen In".

Today we are going to discuss how fewer and fewer children play outside and engage with the natural world. Recent studies have shown that this is having a huge impact on their health and development. To look at the reasons for this trend we have in the studio Stephen Murray, naturalist, broadcaster and author and Anna Taylor, a representative of the "Parents Today Association".

Hi Stephen. Tell us about your findings and why the way children spend their free time nowadays has changed so much in the last forty years.

Stephen: Hi. Well what the survey has shown is that in the last year 64% of children today play outdoors less than once a week, 28% have not been on a country walk and 20% have never once climbed a tree. Another interesting fact is that 71% of their parents, as children, played outdoors regularly.

Terry: So why is this the case?

Stephen: One main reason is "stranger danger", the fear of abduction by an unknown adult. This results in many parents not allowing their children out unsupervised. Another explanation is the increase in road traffic. But, while recognising that these anxieties are justified, I do firmly believe that these are obstacles which would be overcome if parents realised the hugely positive impact playing outdoors has on their children.

Anna: I'm sorry Stephen. Solving these problems is more complex. To begin with, there was a real community spirit forty years ago which no longer exists. As a result this "stranger danger" fear is very real amongst parents and not one which will disappear easily. And yes, as you admit yourself, there are great concerns regarding the huge volume of traffic on roads and so parents, once again, are justified in their reluctance to allow their children to play freely in the streets. Added to all of this, is, the majority of parents work and prefer their children to take part in more structured activities simply because these are compatible with parents' schedules.

- Terry: Of course I think we all agree that there are increased worries in terms of traffic accidents but surely children must be exposed to certain situations in order to develop a sense of awareness and be able to take responsibility and make decisions for themselves. Stephen?
- Stephen: Yes and this is a problem that we need to address. Climbing a tree, for example, is about learning to take responsibility for yourself and how — crucially — to measure risk for yourself. Another negative effect the lack of outdoor play has had on children is the increase in child obesity. This is possibly the most visible symptom of how children are engaging less and less in outdoor physical activity. A recent study revealed that just five minutes “green exercise” can produce improvements in mental well-being, with the greatest benefits experienced by the young.
- Anna: I’m not disagreeing with the fact that outdoor play can be beneficial to children. But I believe, for example, that my own children, who participate in organised after school and weekend activities, use their free time constructively and obtain an ideal amount of exercise. Also, if they are supervised properly while using much criticised media entertainment, then there is no reason why they shouldn’t spend some time improving their computer skills at home.
- Stephen: Okay I can see what you’re saying but you may well be missing the point. The American Medical Association has published a study which concluded that unstructured play in the outdoors boosts problem-solving skills, focus and self-discipline. And, socially, it improves cooperation, flexibility and self-awareness. Also, the emotional benefits include increased happiness. So actually there is no substitute for outdoor play.
- Terry: Anna and Stephen, thank you very much for your contributions but I need to stop you there as we’ve run out of time.

*(10 second pause after first reading)*

TONE

*(1 minute pause after second reading)*

TONE

**[Turn over**

**Instruction to reader(s):**

**Recording 3**

The discussion 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 discussion 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 and two female speakers.

Listen to the discussion. 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)*

TONE

Gillian: . . . so we'll see some very heavy rain through Tuesday night into Wednesday morning, spreading across the whole of the UK. Now back to you Jeremy.

Jeremy: Thank you, Gillian. Now, just to remind you, you're listening to Capital Radio 6 and it's time now for *Out and About* with Paul Farini.

*(beach sounds: seagulls, waves.)*

Paul: Hello, welcome. Well, for today's programme I'm in Yorkshire, on the east coast. I'm standing on a beach a couple of miles north of the town of Hornsea. Up the coast, about twenty miles north, is the town of Bridlington, and about the same distance to the south is another town, Withernsea. Above the beach there are cliffs, about twenty metres high, and there's something special about this whole coast. Now, with me is Trisha Kendrick, who works for the National Coastal Survey, and she's going to tell us more about it. Good morning, Trisha.

Trisha: Hi Paul. Well, take a look at the cliff over there. Halfway down it, tell me what you can see.

Paul: Mm—it looks to me like a lamp-post, but it's sticking out of the cliff—it's almost horizontal.

Trisha: Yes—any ideas how that happened?

Paul: Well, the cliff looks quite soft. It isn't rock—it looks like earth.

Trisha: Well, not actually earth. It's a mixture of clay and gravel, but, yes, it's soft and the sea is washing it away.

Paul: And that lamp-post once stood on top of the cliff, but the cliff collapsed underneath it, and it fell over the edge?

Trisha: That's right. This coast is eroding very quickly. The sea is taking it away, about two metres every year. In fact, it's the fastest-eroding coast in Europe. Let's walk on a bit—I've got something else to show you.

*(sounds of walking)*

Trisha: Now, tell me what you think *this* is.

Paul: OK, I'm looking at a great big piece of concrete, about a metre and a half by two metres. It's about half-way down the beach. What is it?

Trisha: Well, it was built in 1939, at the start of the Second World War. It's part of a concrete box that had a big gun inside.

Paul: So it used to stand on top of the cliff?

Trisha: Exactly.

Paul: But the cliff's . . . well over a hundred metres away now.

Trisha: Oh, I can do better than that. Look out to sea, over there.

Paul: Yes . . .

Trisha: A thousand years ago, this coast was two miles further out to sea. There were at least a dozen villages that have now disappeared. One of them, Owthorne, a few miles south of here, was lost just a couple of hundred years ago. The sea got closer and closer, then a great storm took part of the village away, and very soon after that the rest of it disappeared into the sea.

Paul: But could that happen today? I mean, are the coastal towns and villages safe?

Trisha: Well, they all have sea defences, but you can't protect the whole coast, and eventually the sea will take the land on either side, but I don't think it will happen in our lifetimes.

Paul: Are you sure about that? What about global warming, rising sea levels?

Trisha: Well, certainly there seems to be a connection, and rising sea levels will obviously speed things up, but it's still going to take some time. At the end of the last Ice Age, 12,000 years ago, this whole area was covered by glaciers—big mountains of ice. When the ice melted, all the clay and gravel that was carried with it was left behind. And that's the problem. There's no harder land until you get to a band of chalk, about fifteen miles inland from here.

Paul: So eventually that fifteen miles of country will disappear into the sea?

Trisha: Yes, it'll just be washed away, but that should take a few thousand years.

Paul: Well, we can only hope so. Thanks, Trisha.

*(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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