

FOR OFFICIAL USE



National
Qualifications
2016

Mark

X727/75/02

**ESOL
Reading and Writing**

THURSDAY, 19 MAY

1:45 PM – 3:20 PM



* X 7 2 7 7 5 0 2 *

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

Total marks — 50

SECTION 1 — READING — 25 marks

Read BOTH texts and attempt ALL questions.

SECTION 2 — WRITING — 25 marks

Attempt Part 1 and Part 2. In Part 2 attempt EITHER Task 1 OR Task 2.

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

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* X 7 2 7 7 5 0 2 0 1 *

SECTION 1 — READING — 25 MARKS

Read BOTH texts and attempt ALL questions

Recommended time: 35 minutes

Text 1

Read the article below and attempt the questions that follow.

- 1 After only a few breezy minutes, the little boat turns into Easdale’s harbour. Easdale, a tiny island fifteen miles south of Oban, is one of the smallest permanently inhabited islands of the Inner Hebrides on the west coast of Scotland. It is also the venue of the World Stone Skimming Championships where competitors throw flat stones across the water so they bounce along the surface.
- 2 “The stone skimming competition has made a big difference to the island,” claims John MacFadyen, the ferry operator. “Every month you get visitors asking where the stone skimming happens because they’ve seen it on TV or in the newspaper. It generates a lot of interest. It’s the highlight of the year.” There is a trickle of visitors in March, growing to a steady stream during the summer, but visitor numbers peak during one day in September when the island hosts the annual World Championships, a small-scale local event which has gained international status.
- 3 Nearly one thousand visitors come from as far away as Japan. Altogether, there are over three hundred participants from ten to fifteen countries. A sizeable group from Denmark are coming this year, while last year there were several competitors from Holland. They came down with their gear, their big hats and their flag. “For a wee place like this — only sixty of us live here — to attract so many people is phenomenal,” says John excitedly. “There will be over six hundred people watching.”
- 4 At the summit of the island, John points out the old slate quarry, now flooded, which is the venue for the stone skimming. It is hard to imagine last year’s 323 competitors, plus spectators, squeezed along its precarious edge. Down in the quarry the island’s current champion stone skimmer, Allan Laycock, is reflecting on what it takes to be the best. “It’s a long road,” he says with a grin. “You have to train very hard. I love the competition though, it’s a real focal point for the whole community.”
- 5 He has won The Bertie several times. This award is named after the founder of the event, Bert Baker, and goes each year to the islander with the best skim. When it comes to Allan’s skimming technique, he is willing to share some tips: “It’s all in the wrist flick. Then you direct the stone with your index finger. I’ve been practising for 15 years so I’ve got a bit of a head start. There’s not that much to do around here!”
- 6 The revenue generated by the stone skimming — last year around £6500 was raised in entrance fees, merchandise, food and drink — goes back into the community to fund the island’s art programme and run the community hall. So what do the locals think of it all? The stone skimming competition has become a point of dissent between those who are keen to embrace new ideas and those who want the island to remain unchanged.



- 7 “Some people don’t like it and they go away for the day because they can’t be bothered,” says Donald Melville, who has lived on the island for 18 years. “You get people on the island who don’t want it to change but that is inevitable. We have got to develop and move on. If there aren’t dynamic things happening, the island starts to stagnate and people leave. That’s the last thing we want.” What Donald says is a real concern, when the quarrying died out at the beginning of the 20th century, most of the islanders left to find work elsewhere. At one point during the 1960s there were only four people living on Easdale.
- 8 The Stone Skimming competition has been included in a well-known guidebook this year as one of the top 10 things to do in Scotland, so this could be a great year for Easdale island, with lots more visitors eager to see such an unusual event.

Questions

Questions 1–4: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 1–4).

- | | |
|---|---|
| 1. Which of the following is true about Easdale Island? | 1 |
| A People only live there in summer. <input type="checkbox"/> | |
| B The ferry journey to Easdale is short. <input type="checkbox"/> | |
| C A national competition is held there. <input type="checkbox"/> | |
|
 | |
| 2. When does Easdale get the most visitors? | 1 |
| A Summer <input type="checkbox"/> | |
| B March <input type="checkbox"/> | |
| C September <input type="checkbox"/> | |
|
 | |
| 3. Which group is the biggest? | 1 |
| A Residents <input type="checkbox"/> | |
| B Players <input type="checkbox"/> | |
| C Spectators <input type="checkbox"/> | |



Text 1 Questions (continued)

4. In paragraph 4 what is the writer suggesting about watching the competition? 1

- A There is not much space.
- B There is lots of space.
- C Not many people are impressed.

Questions 5–8: Give short answers — NO MORE THAN FIVE WORDS (refer to paragraphs 4–8).

5. Who won The Bertie last year? 1

6. Name **two** things the money raised from the competition has helped. 2

7. Which word in paragraph 6 means disagreement? 1

8. Which word in paragraph 7 means to stop growing or developing? 1

9. Match each person with an opinion by writing the correct letter in each box. There is **one** opinion that you do **NOT** need.

- (i) John MacFadyen 1
- (ii) Donald Melville 1
- (iii) Allan Laycock 1

- A. The competition is important for island development.
- B. Lots of visitors come to the island because of the competition.
- C. Too many visitors come to the island.
- D. The stone skimming brings people together.



Text 2

Read the article below and attempt the questions that follow.

- 1 Record numbers of students have gone to university in the past ten years, so we are the most educated generation in history. However it seems that we know less and less about basic life skills. Looking back on my first couple of weeks of living in student accommodation, I think I am lucky to still be alive. Unknown to freshers, there are many hidden dangers hiding in the dirty corners of student accommodation.
- 2 I have survived a couple of serious boiling egg incidents and numerous cases of food-poisoning, probably from dirty kitchen table-tops. And although some of my clothes have been destroyed by my iron, I think I now finally have all the domestic skills I missed out on in my modern education.
- 3 In 2010, Sir Ken Robinson gave a talk on the TED website in which he discussed the importance of creativity in education. Robinson's main claim is that our current education system stops people developing their natural talents. I would like to go a step further and propose that, actually, the system takes away from us our basic life skills.
- 4 Today's graduates may be clever at history, law or economics, but when it comes to simple things like putting up a shelf to hold all their academic books, or fixing a hole in their fashionable clothes, they have to call for help from a professional carpenter or tailor. Since the invention of the Internet, it has never been easier for people to access information. But it doesn't mean we can do anything.
- 5 Besides what we need to know for our own jobs, we have little need for practical skills. We don't grow our own food, build our own houses, or make our own clothes anymore; we simply buy these things. Unable to create anything ourselves, what we are good at is shopping whether online, by ourselves or with friends. Have a look at how many top magazines are not only about shopping, but are produced by shops rather than publishers.
- 6 In a television interview, sociologist Saskia Sassen argues that we have a middle class that isn't able to "make" any more. She refers to the masses of jobless, homeless middle class people now living in camps around the United States, all sitting in front of their neat little tents, properly shaved and nicely dressed, ready to take a new job — "waiting for the system to take them back in". But, says Sassen, that's not going to happen, because the system isn't working.
- 7 Now that our economy is in a mess and there are fewer new jobs, we consumers can't create our own ways of living. Universities have responded by providing a range of courses about starting a new business, and student businesses are offered start up loans by government in a bid to get young people going.
- 8 In her university blog, Laura Blumenthal recognises that students are fearful of being their own bosses, and her explanation is significant: "I call myself fearful," she says, "not because I think anyone owes me a job, or because I'd rather be travelling the world, but because I've been brought up and educated to be a good employee."



* X 7 2 7 7 5 0 2 0 5 *

- 9 Instead of boring children with tests on subjects like maths, language and history, we should create an interactive learning environment in schools, where craftsmanship, design and problem-solving are valued as highly as the ability to remember information. We need to develop children into people that not only think for themselves, but are also able to do *things* for themselves. I suggest that we start with re-introducing the best bits of “domestic science” education, before we get serious accidents in student accommodation.

Questions

10. Which word in paragraph 1 means “new students”? 1

Questions 11–14: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–4).

11. The population has never been better _____ than now. 1
12. The writer wasn’t very good at using her _____. 1
13. Robinson believes strongly in _____. 1
14. Today’s graduates can’t mend their own _____. 1

Questions 15–18: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 4–7).

15. The writer thinks that the Internet 1
- A is full of inaccurate information.
- B doesn’t help us with practical things.
- C will help us be more creative.

16. The writer thinks that shopping is something which 1
- A makes us more sociable.
- B stimulates our minds.
- C we do too much of.



Text 2 Questions (continued)

17. According to Sassen, homeless middle class people in the USA

1

A look untidy and depressed.

B will get their jobs back.

C are living in a fantasy world.

18. If you want to start your own company, universities will

1

A employ you.

B teach you how.

C lend you money.

19. Match each person with an opinion by writing the correct letter in each box. There is **one** opinion that you do **NOT** need.

(i) Robinson

1

(ii) Sassen

1

(iii) Blumenthal

1

A. We don't teach students how to be self-employed.

B. Students should know more about the Internet.

C. We don't teach students the skills they need.

D. Many adults can't create things.

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

The writer is most worried about

1

A. her generation's lack of skills.

B. accidents at university.

C. education being boring.



Part 2 — Work OR Study

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

Attempt **ONE** task only on the lined answer sheets on Pages 11 to 13.

Write the task number selected in the box provided on Page 11.

Task 1 — Work

Report

You work for a local company. You are supervising a student on a work placement, but there have been a number of problems. Write a **report** for your manager about this, making recommendations.

You may use some or all of the following as well as your own ideas.

- Inappropriate dress
- Use of personal mobile phone
- Ability with computers
- Ability to follow instructions
- Respect for colleagues
- Attitude to work

Recommended length: 200–220 words.

15

OR

Task 2 — Study

Essay

Write a formal essay on the following topic:

Some people say that online learning programmes are more effective than traditional face to face learning in a classroom.

Discuss this statement and say which you would prefer.

You may include some or all of the following as well as your own ideas.

- Study hours
- Feedback and support
- Study environment
- Travel costs
- Course materials
- Isolation

Recommended length: 200–220 words.

15



MARKS

DO NOT
WRITE IN
THIS
MARGIN

ADDITIONAL SPACE FOR ANSWERS



* X 7 2 7 7 5 0 2 1 4 *

MARKS

DO NOT
WRITE IN
THIS
MARGIN

ADDITIONAL SPACE FOR ANSWERS



* X 7 2 7 7 5 0 2 1 5 *

ACKNOWLEDGEMENTS

Section 1 Text 1 – Article is adapted from “A stone’s throw from glory” by Marisa Duffy, taken from *The Herald Scotland*, Saturday 15 September 2012. Reproduced by kind permission of The Herald and Times Group.

Section 1 Text 2 – Article is adapted from “We’re so well educated – but we’re useless” by Leonie Veerman, taken from *The Guardian*, Monday 25 February 2013. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2016.



* X 7 2 7 7 5 0 2 1 6 *

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Mark

X727/75/01

**ESOL
Listening**

THURSDAY, 19 MAY

1:00 PM – 1:25 PM (approx.)



* X 7 2 7 7 5 0 1 *

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

Total marks — 20

You will hear two different recordings. **Before you hear each recording, you will have one minute to read the questions.** You will hear each recording twice, with a gap between each playing. After you hear the second playing of each recording you will have one minute to finish answering the questions.

As you listen to the recordings, you may take notes on the separate sheet provided.

Attempt ALL questions.

You may NOT use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

You are not allowed to leave the examination room until the end of the test.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* X 7 2 7 7 5 0 1 0 1 *

Total marks — 20
Attempt ALL questions

Recording 1

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 1 before the recording begins.

1. Complete the sentences below with **NO MORE THAN THREE WORDS**.
 - (i) David makes jewellery from _____ materials. 1
 - (ii) Up to the age of 16 David was _____. 1
 - (iii) He was impressed by speakers who came to his _____ 1
 - (iv) E-waste includes bits of computers and _____. 1

2. Which **three** of the following are true about David? Tick (✓) **three** boxes. 3

A He is worried about the condition of farmland.	<input type="checkbox"/>
B He doesn't like rubbish being thrown away.	<input type="checkbox"/>
C He has 500 pieces of waste material.	<input type="checkbox"/>
D He thinks earring hooks are expensive.	<input type="checkbox"/>
E He sometimes gets materials from his friends.	<input type="checkbox"/>
F He has left education to focus on his business.	<input type="checkbox"/>
G He was able to sell his products from the very beginning.	<input type="checkbox"/>

Questions 3–5: Choose the correct answer for each question and tick (✓) **one** box.

3. David's American contacts 1

A buy the jewellery for themselves.	<input type="checkbox"/>
B help him sell jewellery locally.	<input type="checkbox"/>
C sell the jewellery in the USA.	<input type="checkbox"/>



Recording 1 Questions (continued)

4. David thinks that children on the streets

1

A should be helping themselves.

B need more help from the government.

C should find places in children's homes.

5. The presenter is most impressed by David's

1

A technical ability.

B attitude to life.

C ability to make money.

[Turn over



* X 7 2 7 7 5 0 1 0 3 *

Recording 2

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 2 before the recording begins.

Questions 6–7: Choose the correct answer for each question and tick (✓) **one** box.

6. Karen Faulkner is 1

- A a university teacher and writer.
- B a writer who used to teach.
- C a newspaper reporter.

7. Karen Faulkner writes 1

- A serious articles for university students.
- B popular material that makes money.
- C mainly for a supermarket magazine.

8. Complete each gap with **NO MORE THAN TWO WORDS**.

- (i) Karen wrote a magazine article about _____ food. 1
- (ii) People like to read about the food that _____. 1

Questions 9–10: Choose the correct answer for each question and tick (✓) **one** box.

9. At a conference in Italy, Karen met 1

- A an academic who had studied at Oxford University.
- B an academic from Oxford.
- C a duke in a tweed jacket.



Recording 2 Questions (continued)

10. Karen tells this story **1**

A because the audience are interested in Oxford University.

B to say something about social class in Britain.

C to illustrate attitudes to clothes in Italy.

11. Complete each gap with **NO MORE THAN TWO WORDS**.

(i) Karen concludes that dukes don't have to **1**
_____.

(ii) Gary claims that his trousers are nearly _____ **1**.

12. Andrew Jardine offered to help carry the visitor's luggage because **1**

A he was working as a porter.

B he wanted to help.

C he wanted to earn a tip.

13. According to what Karen says, which of these is true? **1**

A In Britain, dress is an unreliable indicator of social class.

B Social dress codes are much the same in all countries.

C British attitudes to dress haven't changed in many years.

[END OF QUESTION PAPER]



MARKS

DO NOT
WRITE IN
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MARGIN

ADDITIONAL SPACE FOR ANSWERS



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MARKS

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ADDITIONAL SPACE FOR ANSWERS



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National
Qualifications
2016

X727/75/11

**ESOL
Listening Transcript**

THURSDAY, 19 MAY

1:00 PM – 1:25 PM (approx.)

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.



* X 7 2 7 7 5 1 1 *

Instructions 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 or one female speaker. Sections marked **(t)** should be read by the teacher.

- (t) **Recording 1.** Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 1 before the recording begins.

(1 minute pause)

ZONE

Announcer In just under ten minutes' time, we'll have the ten o'clock news. Before then, Sophie Jones, our Africa correspondent, tells us the remarkable story of David Nderitu from Kenya, who was homeless for much of his childhood, but who is now earning a living by making jewellery, using some rather surprising materials.

Sophie Jones David Nderitu is one of the most inspirational people I've met on the continent. He's made a remarkable journey from extreme poverty into a successful business career. Until he was 16, David was on the streets. At this point in his life he was given a place at a children's home. It was there that he first realised that indeed there could be life *beyond* the streets. He was inspired to make jewellery by some of the motivational speakers who visited the children at the local Youth Centre. The centre gets lecturers from American and Kenyan universities. They give motivational workshops on creating jobs through the use of waste materials, and it was this idea which got him really excited.

He'd enrolled into a metalwork programme at the centre, passed the course and got his certificate. It was then that he got the unique idea of making jewellery using e-waste, which if you haven't guessed, means discarded electronic equipment like computer mother-boards and old phones.

When I caught up with him in his home town, he was thoughtful about environmental concerns. Nothing good comes easy, he told me, adding that he has keen interests in looking after the environment and he feels bad when the farmland is poisoned by waste materials which have just been dumped. He feels strongly that it makes ecological sense as well as economic sense to recycle waste materials, instead of disposing them to cause dangerous effects to the soil. He notes that the result of poor soil is bad crops and therefore a hungry population.

He doesn't get everything for free. At times he gets his materials locally, with the average piece of scrap metal going for 500 Kenyan shillings, about £3.50 in British money. He buys the earring hooks from one of the markets in Nairobi, the Kenyan capital, at an affordable price, he says. But he's quite clear about where his greatest support comes from. It comes from his sponsors and mates, who offer him materials for his e-waste jewellery venture — all at a little or no price at all.

Despite his tight school schedule, David is quick to add that he's able to create time for organising his work. He manages to make 60 pairs of earrings from the scrap materials in about 15 days.

He tells me that no business operation comes without challenges and his is no exception. At the beginning, he was forced to make the earrings just as a hobby as there was no market then for his unique products. However, eventually, he found a generous buyer, who paid him 2000 shillings, or £14, for that first pair of earrings that he sold.

His sponsors from a University in the USA always buy the earrings in bulk to market back home after their annual visits to the centre. A pair of earrings sold abroad by his sponsors would fetch him £7. His products haven't yet got far into the Kenyan national market, where his jewellery is sold for much less.

This once underprivileged and homeless boy is now enjoying the benefits of his leisure time pursuit. For David, there is no turning back. He tells me that there is always a way out in every situation, no matter what. He wants other children in the streets to embrace change and do something constructive, without waiting for the government to help them, although he thanks the children's home he attended for giving him hope. The encouragement and success he has found gives him the energy to keep on going, and he has dreams of eventually joining a good university for an engineering course.

I come away from meeting him thinking that just as David was fired up by visiting speakers, he could do a good job in his turn as a motivational speaker, perhaps visiting and inspiring young people in Britain and America with his ideas about the environment, business, and personal development.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instructions 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 male and one female speaker. Sections marked **(t)** should be read by the teacher.

- (t) Recording 2.** Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 2 before the recording begins.

(1 minute pause)

TONE

Lecture theatre. Gary Robbins is the host, Karen Faulkner the guest.

Gary Right, could we quieten down a bit and get started? So, welcome to another meeting of the Social Studies Society. If you're new to us, my name's Gary Robbins and I'm a senior lecturer in the department here. And I'd like to introduce tonight's guest, Karen Faulkner. Karen is a former university teacher but now works as a full-time writer. She's the author of a number of books and has contributed many articles to newspapers and magazines. Her main interest is social class in Britain, and that's what she'd like to talk about tonight. Karen, welcome.

Karen Thanks, Gary. Nice to be here.

Gary Karen, would it be fair to say that your main interest is things that seem to show what social class a person belongs to . . . working class, middle class, upper class and so on.

Karen Yes, a lot of people are interested in this area, and although I worked for a number of years in a university, I gave that up to write full time. If I don't write what people want to read, I don't make any money.

Gary Yes, I was looking through your publications and noted that the most recent one was an article in the monthly magazine of a well-known supermarket, which it's probably best not to mention right now.

Karen Yes, it was called, "Middle-class food and eating". I might say that this supermarket is probably the most middle-class of all — I certainly shop there a lot — and people enjoy reading articles like this. They recognise the type of food they buy and it reassures them that they are middle class.

Gary (laughs) But there's more to social class than food, of course.

Karen Sure. Let me tell you a story. I was at a conference in Italy last year and got chatting to a professor. He told me he'd studied at Oxford University, oh, quite a few years ago, and was invited to a big house for lunch one day. I mean a really big house, owned by a duke. There were a lot of people there and he got chatting to an older man who was wearing an old tweed jacket with holes in it, and a pair of rather scruffy trousers. The academic assumed he was a gardener, or something similar. But it turned out, as he later discovered, this was the duke. The point being, of course, that if you're a duke you don't need to dress up. British people are much more likely to judge people by their accent than by their clothes — no, let me put that better. People here do judge by clothes, but new, expensive clothes aren't always the answer. You might notice that neither of us have dressed up very much tonight.

Gary Well, I don't know. These jeans are almost brand new.

Karen Well, my jumper's been around a bit — that reminds me of another incident. I was working on a summer course at a university. The course director was Professor Andrew Jardine — you know him?

Gary Of course — could I just point out that for the first year students here, Andrew Jardine is the author of the book we're using in class right now.

Karen Yes, he's done well out of that one. Anyway, on the day before the course started, all the participants were arriving in the hall of residence. Andrew was chatting to the porter when one of them arrived, very well dressed in a three-piece suit, and he had quite a lot of luggage. So Andrew offered to help him carry it to his room, just to keep things moving. Now, I need to point out here that Andrew's never been a great dresser, and that day, as he later told me, it was an old jumper and his gardening trousers. Anyway, when they got to the room, the visitor tried to give Andrew a tip, because he assumed he was a porter.

Gary And did he take it?

Karen Well, knowing Andrew I'm a bit surprised he didn't, but no, he didn't. Anyway, you can imagine the visitor's surprise the next morning when he went into the lecture theatre and Andrew stood up as the Course Director to speak to them.

Gary Interesting — nice story.

Karen Sure, but the point is, and this is important, that Andrew was off duty when he was chatting to the porter because the course hadn't officially started. And this is a fact of life in British society — the notion that how you dress in your private life is your own concern — and so is anything else, as long as it's legal. That isn't true in all cultures, and the rules about clothes weren't always true here. I have photographs of my great-grandfather on holiday, and he wore a suit. If it got really hot he might undo his top button or take off his jacket, but that was as far as it went.

Gary So we can say that the relationship between clothes and social class in Britain is complex?

Karen No, not at all. It's fairly simple, (begin fade) but it's different from some other countries. For example . . .

(10 second pause after first reading)

ONE

(1 minute pause after second reading)

(t) You now have one minute to check your answers.

(1 minute pause)

(t) This is the end of the listening test.

[END OF TRANSCRIPT]

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