



National
Qualifications
2021 ASSESSMENT RESOURCE

X827/76/11

**ESOL
Listening Transcript**

Duration — 45 minutes (approx)

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (for example 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.



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Instructions to reader(s):

Recording 1

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 ideally be read by one male and 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)

tone

Presenter We'll be coming back to that subject later. Now, a new report has just come out, showing that the Scots are more generous than their English, Welsh or Irish counterparts. Something we Scots knew all along, but it may come as a surprise to those who cling on to that old-fashioned stereotype of the 'mean' Scot! Here with me now in the studio is Helen Murdo, a researcher for Charities Aid Foundation Scotland. Good afternoon, Helen.

Helen Hello Hamish.

Presenter Helen, the Charities Aid Foundation is the global leader in measuring generosity and you publish a number of landmark reports every year. What can you tell us about this report?

Helen Well, can I first of all say that the report didn't set out to either generate or dispel the myth of the skinflint Scot! That wasn't the report's aim.

Presenter What then was the aim of the latest report?

Helen We were interested in finding out how people living in Scotland support charities across the country and how these compare to the UK. So put simply, we wanted to find out what we give, how we give, how much we give and what causes we support.

Presenter Mm, and what were the findings?

Helen Overall, we found that those residing in Scotland donated £813 million to charity last year. Through our work over the years, we've had a strong sense that people in Scotland are very supportive of charities, and it's encouraging that in a number of areas this new research shows that we're very much involved in volunteering, and making regular donations.

- Presenter** How much does Scotland donate compared to the rest of the UK?
- Helen** Scottish donations to charity last year represented 8.4% of almost £10 billion donated to charity across the UK.
- Presenter** So the picture's rosier in Scotland than the rest of the UK because Scotland, just hold on, I've got the figures here. Yes, Scotland accounts for only 8.2% of the population.
- Helen** People in Scotland are generous. So for instance, around one in five Scots were involved in volunteering last year. Almost two thirds gave goods to a charity shop or other good cause, more than half signed a petition . . .
- Presenter** (*interrupting*) the report says Scots are more likely to volunteer their time than others in the UK (19% versus 17%). We're more likely to donate **goods** to charity (58% versus 56%), and sponsor a friend or colleague (40% compared to 37%). I think we can safely say Scots are more generous . . .
- Helen** Whatever way you look at it, Scotland performs well in these areas and this shows the amazing culture of giving we have. But the real value of the report is in understanding public attitudes and behaviours towards charities. What's particularly encouraging from the report is the number of 16–24 year olds who are involved in a charitable activity in Scotland. An incredible 94% of this age group reported they'd done some form of charitable activity last year.
- Presenter** How does that compare to the UK average?
- Helen** Off the top of my head the UK average is around 90%.
- Presenter** So it's significantly higher here in Scotland.
- Helen** It is higher, and we should all be really proud of our young people. This bodes well for the future.
- Presenter** Indeed.
- Helen** Another aspect of the research was, which charitable causes people in Scotland are most interested in and we found medical research was the most popular cause, followed by animal welfare, children and young people and disaster relief.
- Presenter** Are there times of the year when people are more likely to give? Christmas perhaps?
- Helen** Yes to the first question. Actually the peak month for giving in Scotland was November, when more than half claimed to have donated money to charity. The November figure coincides with a number of major national charity events in the lead up to interviewing: Children in Need, Movember and the Poppy Appeal. Though this was also the peak month for giving across the UK, the corresponding level of giving was lower than in Scotland.
- Presenter** So can we finally dispel this myth of the 'mean' Scot?

[Turn over

Helen I'm sure it is only a myth, but I have to remind you that the report refers to people living in Scotland rather than just Scots. It's the media — at least some parts of the media — who've used our findings to put to sleep the skinflint Scot image . . .

Presenter Guilty as charged!

Helen . . . which is fine, but it means they've failed to get across the real message of this report.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

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.

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(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)

STONE

Tony *(phone)* Yes . . . look Colin, that sounds like a job for Student Services. I'll call you again after the class. OK? Fine, bye. *(to class)* Sorry about that — I shall now switch my phone off and maybe we can get on with things. *(pause)* So . . . we have a guest today. Let me introduce Lauren Maxwell.

Lauren Hi.

Tony Lauren is a graduate of this college — in fact, I was one of her lecturers. She now has her own business and it's doing very well. She's what you might call an entrepreneur. Are you happy with 'entrepreneur' Lauren?

Lauren I don't know if I can spell it, but yes, I suppose that covers things.

Tony She's one of an increasing number of people who are self-employed — I think the current figure is around fifteen percent, and obviously it's quite high among younger people like yourselves — though the tendency is for the rate to increase as people get older. Anyway, I promised Lauren that she wouldn't have to give a lecture, so we thought we'd make this a conversation. That's right, Lauren?

Lauren Yes, I'd prefer that.

Tony OK, so any one of you might have a good business idea, but you're working from home — quite likely your parents' home — and there's brothers and sisters, the dog, the cat, the phone calls, your friends who invite themselves round for a coffee. Is that how it was for you, Lauren?

Lauren That's more or less how it was.

[Turn over

Tony So what do you do? You take your laptop to a café and pay a ludicrous price for a cup of coffee. But you don't meet anybody who might be helpful in a business sense, or even interesting on a personal level. So, what's the answer? Over to you, Lauren

Lauren Well, here's one. It's called co-working. It started in California back in 2005, and it's since spread round the world. The idea is you rent a desk in a shared space. For that you get Internet access and share the room with others in the same situation, maybe even be in the same line of business.

Tony So, you can chat with others in the room. Is there more on the networking or social side?

Lauren Well, it depends on the particular co-working space. In one I know everybody gathers in the kitchen on Friday afternoons and talks about their successes for the week.

Tony And does social life go beyond that?

Lauren Certainly — some co-workers even go off together for activity weekends.

Tony Are there any other advantages?

Lauren Yes, there are co-working conferences, and you can join blogs and link to websites. You can get specialist advice for aspects of your business.

Tony OK, now you said it started in California?

Lauren It was a guy called Brad Neuberg, back in 2005. At the time he had both worked for himself and for other people, but he wasn't happy because working for himself was too solitary but he missed the freedom and independence when he was in a job. He wanted to combine the best aspects of both.

Tony So what did he do?

Lauren He found some space at a feminist collective called Spiral Muse in San Francisco. He got a room there for two days a week for 300 dollars a month.

Tony So, his idea was a success?

Lauren Well, not at first. In fact, nobody came for the first month, but gradually it caught on. And Brad encouraged people to set up their own spaces. He never tried to make money from others who used his idea.

Tony And that's become a worldwide movement?

Lauren It sure has.

Tony Well, there's a lesson there for all you budding entrepreneurs — don't be discouraged by a slow start. On the other hand, a slow start may mean you've got a bad idea. That's for you to judge. *(begin fade)* Now Lauren, can you tell us how you first got started in business.

Lauren Actually, speaking of bad ideas, my first idea was a total failure . . .

(10 second pause after first reading)

STONE

(1 minute pause after second reading)

STONE

Instructions to reader(s):

Recording 3

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.

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(t) Recording 3

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 3 before the recording begins.

(1 minute pause)

ZONE

- Presenter** We're pleased to have Dr Sam McAuley with us for the third in our mini series of lectures on Technology, Mind and Society. Welcome, Sam.
- Dr Sam McAuley** Thanks, Lynne. Good afternoon, everyone. I'm going to give a short talk based on the latest findings concerning smartphones and their effect on concentration, then I'll get you to work in small groups to discuss some of the issues raised by the research. Now, as I came into the lecture theatre I noticed that many of you were looking at your smartphones, but I wonder how many of you will be tempted to have a glance during the talk? And did you realise that your cognitive capacity is significantly reduced when your smartphone is within reach, even when it's switched off? That's the finding from a new study and the focus of my talk today.
- But first, you may be aware of a small-scale research project carried out last year by a team at Nottingham Trent University. It showed that while young people check their phones up to 150 times in a 24-hour period, even the typical adult interacts with their device on average 85 times in the same period. This includes immediately upon waking up, just before going to sleep, and often in the middle of the night. So we're well aware that for many the constant need to keep checking their smartphone is like the 'itch that needs to be scratched'.
- So, back to the new study from the University of Texas. How was it conducted? Well, nearly 800 smartphone users were subject to a series of experiments. These were an attempt to measure how well people can complete tasks when they have their smartphones close at hand, even when they're not using them.
- In one experiment, the researchers asked study participants to sit at a computer and take a series of tests that required full concentration in order to score well. The tests were geared to measure participants' available cognitive capacity. Before beginning, participants were randomly instructed to place their smartphones either on the desk face down, in their pocket or personal bag, or in another room. All participants were instructed to turn their phones to silent.

What did the researchers find?

Well, they suggest that the mere presence of your smartphone impairs brain power, even though people feel they're giving their full attention and concentrating on the task at hand. Your conscious mind isn't thinking about your smartphone, but that process — the process of requiring yourself to not think about something — uses up some of your limited cognitive resources. Put simply, it's a brain drain.

The researchers also found that it didn't matter whether a person's smartphone was turned on or off, or whether it was lying face up or face down on a desk. Having a smartphone within sight or within easy reach reduces a person's ability to focus and perform tasks because part of their brain is actively working to not pick up or use the phone. It's not that participants were distracted because they were getting notifications on their phones. The mere presence of their smartphone was enough to reduce their cognitive capacity. It's nice to have some empirical evidence to remind us all to keep our smartphones out of sight whenever we need to be fully present and in the moment. However, none of this tells us if there are any long term adverse effects on concentration, we're just looking at how things work moment by moment.

(10 second pause after first reading)

TONE

(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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