

FOR OFFICIAL USE



National
Qualifications
2017

Mark

X727/75/02

**ESOL
Reading and Writing**

THURSDAY, 18 MAY

1:00 PM – 2:35 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 It may sound like an urban legend, but there was a time not too long ago when people left their front doors open so those living next door could pop in and see them. Today, there is significantly less chance of you calling round to your neighbour's home to ask to borrow some sugar than of you interacting with someone you follow on Twitter who you have never met. This is the way of the modern world: why have a real, physical conversation with someone who lives 10 metres away when you can be "friends" with a picture on Facebook which belongs to some unknown individual on the other side of the world?
- 2 While Facebook and Twitter cater for worldwide acquaintances, a new social network is attempting to bring individual neighbourhoods closer together. Instead of concentrating on making new friends in far-away places, Nextdoor.com aims to put you in touch with those living in the same area. The free service allows neighbours to swap information on everything from traffic disruption in their street to the best local dentist. Posts about lost dogs, babysitter recommendations and warnings about suspicious looking vehicles are also common. Nextdoor.com users can leave updates for their entire neighbourhood, which can contain more than 700 people, or send private messages to just one other neighbour.
- 3 Nextdoor, which is based in San Francisco, launched in the US at the end of 2011. Within its first year, 176 different neighbourhoods across 26 states had signed up. In the last few months, however, interest in the site has exploded, fuelled by a combination of online word-of-mouth and financial support. There are now almost 13,000 registered neighbourhoods on Nextdoor across 50 states and things aren't going to stop there. The site has just launched an iPhone app and an app for Android devices will follow in the next few months. It also hopes to launch in Britain next year.
- 4 Nextdoor's co-founder and chief executive, Nirav Tolia, explained what makes it stand out in the current social networking market. "Facebook, LinkedIn, Twitter – these are amazing websites and they do amazing things, but it's primarily technology that's being used to connect people that are geographically distant," he said. "In contrast, we were looking for an idea that would bring local people together. We enjoyed the experience of growing up and being close to our neighbourhoods, but all of us felt like in adulthood we had lost contact with that sense of community."



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

- 5 While Nextdoor specialises in everyday occurrences such as house cats running away, it also deals with the extraordinary. One Nextdoor user in Oklahoma asked for neighbours to come forward with food and clothing for a friend whose home had been destroyed in a devastating storm. People also used Nextdoor to alert one another during recent wildfires in California. The site has also caught the eye of the police. More than 100 police departments, including those in Dallas, San Jose and San Diego, have partnered with Nextdoor and more than 1,000 officers have been trained to use the site so they can warn users of any criminal activity in their area, although they cannot read neighbours' private posts.
- 6 But if they live just across the street, why do we need an online network to connect with our neighbours? Why don't we just walk over with a batch of freshly-baked cookies and knock on their door? Unfortunately, it would appear we are all quite shy — surveys indicate millions of Britons have never even met their neighbours, let alone spoken to them. Nextdoor aims to change that. "We don't want neighbours to simply communicate with their neighbourhoods using our service," said Tolia. "We want them to use our service to get to know their neighbours and then to meet them in the real world. We hope people can get back the feeling that they know the people around them and that they use those connections to create a stronger and better place to live."

Questions

Questions 1–6: Complete each gap with NO MORE THAN FIVE WORDS from the text (refer to paragraphs 1–3).

1. People are more likely to be in contact with people they _____
than their neighbours. 1
2. Nextdoor.com is different from other social networks because it focuses on connecting people _____ . 1
3. Users of Nextdoor.com can choose whether to share information with everyone in their local area or _____ . 1
4. Which word in paragraph 3 means increased dramatically? 1
- _____



Text 1 Questions (continued)

5. Which phrase in paragraph 3 means informal sharing of information? 1

6. Nextdoor plans to release _____very soon. 1

Questions 7–10: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 4 and 5).

7. Nirav Tolia believes his website is 1

A different from other social networks.

B the same as other social networks.

C more profitable than other social networks.

8. The creators of Nextdoor.com believe most people 1

A don't know their neighbours nowadays.

B are no longer in contact with old friends.

C find it hard to stay in contact.

9. One unusual use of Nextdoor involved 1

A finding lost pets.

B helping after storm damage.

C communicating after fire damage.



Text 1 Questions (continued)

10. The police are able to use Nextdoor.com to

1

A train people to stop criminals.

B read criminals' private messages.

C tell users about local crimes.

Questions 11 and 12: Give short answers for each question — NO MORE THAN FOUR WORDS (refer to paragraph 6).

11. What reason does the writer give for poor communication between neighbours?

1

12. Where does Tolia want neighbours to communicate?

1

[Turn over



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

Text 2

Read the article below and attempt the questions that follow.

Inside the schools that dare to break with traditional teaching

- 1 Many things have changed in the last fifteen years but what about education? We have yet to see a radical change in teaching styles. There are schools, however, that are making changes and giving teachers more freedom in how and what they teach. They are encouraging students and educators to become responsible for their own learning.
- 2 The Quest to Learn school in New York has a mission to make schools fit for the 21st century. Teachers at the school believe using games to teach the curriculum increases pupil interest and better prepares young people to cope with the complexities of the modern world. In Quest to Learn lessons, play involves imaginative inquiry by students, ranging from group storytelling activities to a computer simulated exercise with a microscopic doctor journeying through the patient's body to teach biology.
- 3 The co-director of the school, Arana Shapiro, says the best games are those that can be used in multiple classrooms at all levels. The curriculum is taught using the principles of a game, with the teacher starting a new school year by presenting an initial challenge. They then design lessons and activities that give students the knowledge and tools to meet the challenge. Shapiro explains that the games played during the year have to be adapted to suit the age of the students. The older they get, the less willing they are to engage with some of the more creative activities. Instead, the students are challenged to design solutions to real-world problems, such as bullying.
- 4 A school, though, is only as good as its teachers, says Shapiro. She adds: "In other schools there is an emphasis on making courses which teachers can just follow. However, for us it has always been about helping teachers become designers of the curriculum. They are encouraged to create resources that will engage kids and help them become 21st century citizens."
- 5 Another school using non-traditional methods is The Liger Learning Centre in Phnom Penh, Cambodia. It uses project-based learning to help its students succeed in education and their careers and to create future leaders who will help to lead change in their country. The English-language boarding school, which offers free scholarships for gifted children from disadvantaged backgrounds, encourages students to explore core subjects such as maths and science through projects that are designed to deepen knowledge and understanding of their own country.



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

- 6 “The aim is that these children will become better citizens than if they had stayed in their villages,” explains Dominic Sharpe, Liger’s National Director. “They will have more knowledge of the opportunities and challenges facing their country.” The school’s learning coordinator, Jeffrey Holte, says the model of teaching is based on the idea of learning about the world through experiencing the world. He adds: “Entrepreneurship* is a big part of the curriculum because a lot of change in Cambodia will be economic. It’s important that our students learn the necessary business skills.”
- 7 Orestad Gymnasium in Copenhagen, Denmark, is famously known as the school without separate classrooms. The 1,000 plus students, aged 16 to 19, study in the open plan building’s numerous “learning zones”. The architects designed the school to enable a mix of 50% teacher-led learning with 50% independent learning. The school claims to be 100% digital. Lessons are taught entirely using computers and iPads with Google apps. “There are many reasons for the use of ICT,” explains Headteacher Allan Andersen. “When you have an open-plan school like this, you have to develop new ways of leading a lesson. We learn in our virtual world, so students log on and everything is online.” The emphasis on digital learning is also one of the key ideas of the school, adds Andersen. Teachers want to encourage technological innovation among students and transform them into active participants, not just consumers.
- 8 This particular Danish model of learning is not without fault. Andersen says that it can favour the stronger, more independent students over those who require more individual support. They are therefore looking at better ways to meet the needs of all pupils.
- 9 Digital technology has been responsible for much of the change in how societies work and live in the 21st century. The way we learn must be adapted to ensure that students are equipped with the skills needed to succeed now and in the future. Thankfully, many schools are rising to that challenge. But what impact will their examples of innovation have? Only time will tell.

*Glossary: entrepreneurship: the creation of new businesses

Questions 13–17: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–4).

13. There has not been a _____
in education methods recently. 1
14. The Quest to Learn school gets young people ready for the 21st
century by _____ . 1
15. As students get older they are less interested in
_____. 1



Text 2 Questions (continued)

16. Students need to produce answers to _____ . 1

17. Teachers at Quest to Learn _____
to design the materials. 1

Question 18: Choose two correct statements about the Liger Learning Centre.
Tick (✓) two boxes (refer to paragraphs 5–6). 2

A There’s a focus on project work.

B It is preparing leaders of the future.

C Classes are free for everyone.

D Maths and science are taught traditionally.

E Students study in their own villages.

F Travelling the world is important.

Questions 19–21: Give short answers (refer to paragraphs 6–7).

19. What needs to be taught to help develop the Cambodian economy? 1

20. What is unusual about the Orestad Gymnasium? 1

21. How often do Orestad Gymnasium students use paper materials? 1



Text 2 Questions (continued)

Question 22: Choose the correct answer and tick (✓) one box (refer to paragraph 9).

22. How does the author feel about the impact of technology on education? 1

- A It is entirely successful.
- B It is worrying.
- C It is decreasing.
- D It is too early to know.

Questions 23–24: Choose the correct answer and tick (✓) one box (refer to the whole text).

23. Who emphasises the creative role of teachers? 1

- A Shapiro
- B Sharpe
- C Holte
- D Andersen

24. Who admits that the new methods of learning have their problems? 1

- A Shapiro
- B Sharpe
- C Holte
- D Andersen



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 13 to 15.

Write the task number selected in the box provided on Page 13.

Task 1 — Work

Report

The company you work for is concerned about low staff morale*.

Write a **report** for your manager suggesting activities the company could offer at lunch time to make staff happier. Give reasons why they are suitable. Use some or all of the following points. You may also use your own ideas.

- Walking / running club
- Games room
- Leisure classes eg languages / cooking / sports
- Book club
- Meditation / yoga

*Morale: happiness and enthusiasm for work

Recommended length: 200–220 words.

15

OR

Task 2 — Study

Essay

Write a formal **essay** discussing statements A and B, saying which statement you prefer and giving reasons.

A: Schools should concentrate on the basic skills of English, Maths, IT and other academic subjects; preparation for the workplace should only come after these are established.

B: Pupils should be prepared for the workplace throughout their time at school by taking part in leadership and teamwork training, work experience and employability workshops.

Recommended length: 200–220 words.

15



MARKS

DO NOT
WRITE IN
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MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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MARKS

DO NOT
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ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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* X 7 2 7 7 5 0 2 1 8 *

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* X 7 2 7 7 5 0 2 1 9 *

ACKNOWLEDGEMENTS

Section 1 Text 1 – Article is adapted from “Forget Facebook... Have you tried the social network Nextdoor?” by Ross McGuinness, taken from *Metro*, 29th May 2013. Reproduced by permission of Solo Syndication.

Section 1 Text 2 – Article is adapted from “Inside the schools that dare to break with traditional teaching” by Matthew Jenkin, taken from *The Guardian*, 11th February 2015. Reproduced by permission of The Guardian. © Guardian News and Media Ltd 2017.



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2017

Mark

X727/75/01

**ESOL
Listening**

THURSDAY, 18 MAY

2:55 PM – 3:20 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

Attempt ALL questions.

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.

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.

Questions 1–3: Choose the correct answer for each question and tick (✓) one box.

- | | |
|---|---|
| 1. Kath’s guest, Janet Younger | 1 |
| A used to be a politician and is now a journalist. <input type="checkbox"/> | |
| B used to be a journalist and is now a politician. <input type="checkbox"/> | |
| C used to be a journalist and a politician. <input type="checkbox"/> | |
| 2. Who died on the hills this weekend? | 1 |
| A Two walkers. <input type="checkbox"/> | |
| B Three walkers. <input type="checkbox"/> | |
| C Two climbers. <input type="checkbox"/> | |
| 3. What does Janet want the Scottish Mountaineering Association to do? | 1 |
| A Put better weather forecasts on their website. <input type="checkbox"/> | |
| B List all hill accidents on their website. <input type="checkbox"/> | |
| C Warn people not to go to some places in bad weather. <input type="checkbox"/> | |



Recording 1 Questions (continued)

4. What reasons does Gavin give for the number of accidents in the hills?
Tick (✓) **three** boxes.

3

- A Not enough equipment.
- B Poor-quality equipment.
- C Lack of training.
- D Bad weather.
- E Poor choices.
- F Bad luck.

5. Complete each sentence below with **NO MORE THAN THREE WORDS**.

(i) Gavin thinks that hillwalking helps prevent _____
_____ .

1

(ii) Kath says that it's safer on the hills than _____
_____ .

1

(iii) Gavin doesn't like to be called complacent because he brings
_____ and _____
people down from the hills.

1

(iv) Kath wants listeners to give their opinion about _____
_____ in the hills.

1

[Turn over



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.

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

6. This talk is 1

- A the introduction to a new course.
- B an open lecture to interested students.
- C part of a course which has already started.

7. Which **two** of these does the speaker say about early railways? Tick (✓) **two** boxes. 2

- A Some people were killed by the first trains.
- B Most landowners objected to railways on their land.
- C The Liverpool and Manchester railway opened in 1825.
- D Cows were very frightened by the first trains.
- E At first, people thought travelling fast might kill them.



Recording 2 Questions (continued)

8. Which of these does the speaker **NOT** say was true of the 1960s? Tick (✓) **one** box. 1

- A Diesel locomotives began to be used in Britain.
- B Diesel locomotives were introduced in many European countries.
- C Many people bought cars for the first time.
- D The government closed many railway lines.

9. Complete each sentence below with **NO MORE THAN THREE WORDS**.

(i) At first the steam train met with both resistance and _____ 1
_____ .

(ii) _____ are usually the first to adopt new types of communication. 1

(iii) Social networking sites began to lose popularity when _____
_____ to use them. 1

(iv) You can now _____ to a friend and they will quickly disappear. 1

[Turn over



Recording 2 Questions (continued)

Questions 10 and 11: Choose the correct answer and tick (✓) one box.

10. How does the speaker feel about social media?

1

A Enthusiastic.

B Amused.

C Critical.

D Regretful.

11. Which of these would be the best title for this talk?

1

A The golden age of the train.

B Changing attitudes to technologies.

C Britain's love affair with the railways.

D The past, present and future of technology.

[END OF QUESTION PAPER]



MARKS

DO NOT
WRITE IN
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ADDITIONAL SPACE FOR ANSWERS



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MARKS

DO NOT
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ADDITIONAL SPACE FOR ANSWERS



* X 7 2 7 7 5 0 1 0 8 *



National
Qualifications
2017

X727/75/11

**ESOL
Listening Transcript**

THURSDAY, 18 MAY

2:55 PM – 3:20 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 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 two female speakers. 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

Kath . . . and nobody's phoned in about the best time to plant potatoes. Don't tell me nobody's growing them this year. So let's hear from you. Phone 0500 898503, text 80396 or e-mail chatwithkath@radiocentral.co.uk if you've got any ideas on that. And so . . . on to the next topic — accidents in the hills. Since the start of this year the number of accidents in the Scottish hills has become a matter of great concern. Deaths have averaged more than one a week and a lot of people are saying something must be done. To discuss this I have with me the former politician and now journalist, Janet Younger. . .

Janet Good morning

Kath . . . and Gavin MacNeil of the Scottish Mountaineering Association.

Gavin Hi there.

Kath Hi. So, after a weekend in which two climbers died after falling 150 metres in Glencoe and a 22-year-old walker from London was airlifted to safety after getting lost in the Cairngorms, I think what people want to know is, what can we do to reduce the appalling number of accidents? Janet — your thoughts?

Janet It's been horrific, hasn't it? Of course, this has been a hard winter . . .

Kath No signs of it easing off either.

Janet Yes, but I think the Scottish Mountaineering Association needs to toughen up a bit. You go onto their website and it has good information about weather changes, but you need to say, "Look, this many people have died here in the past few years. Don't go in bad weather".

Gavin Janet, it isn't our job to tell people to stay off the hills. There's plenty of information about the dangers, but you just can't go further than that. For goodness sake, I know people, some of them friends of mine, who actually like going out in bad weather because they enjoy the challenge.

- Janet** Well, maybe we should give some thought to legal restrictions — certain places, maybe, in certain weather conditions.
- Kath** You mean actually stop people going onto the hills?
- Janet** Something like that, yes.
- Gavin** Who's going to stop people? I don't think the police would want to get involved in this and anybody else that tried it would just be ignored — or worse.
- Kath** Gavin, don't you think that better equipment and training might help?
- Gavin** Well, I'd say that compared to, say, 20 years ago, people do have more equipment, and the equipment is better. As to training, we, the Scottish Mountaineering Association, run a full range of courses, as do other organisations. But you can't force people to go on courses.
- Janet** Maybe we could try — we could promote them better.
- Gavin** Well, we do what we can with the money we have but there's another aspect to this. The fact is, Scottish hills are dangerous, especially in the conditions you get in winter. You can be trained, experienced, well-equipped, and you can make a bad decision, or you have a bit of bad luck, and you can die. Believe me, it's happened to people I know, and they weren't idiots.
- Kath** Maybe that's the problem here — we can't get used to the idea that there's something we can't control, that we can't wrap up in health and safety regulations.
- Gavin** But looking at the other side of the argument, how many deaths are avoided, through heart attacks and so on, because people get out on the hills and have some exercise.
- Kath** That's true, and it's also true that we don't give nearly as much publicity to people that die in accidents on the roads. That's about 2000 a year — much more than die on the hills.
- Janet** Well, obviously I'm concerned about these too. But I just think we're being a bit complacent about accidents in the hills.
- Gavin** (*testily*) Complacent? I'm one of the people that help bring them down from the hills — the living and the dead.
- Kath** (*hastily*) OK, now I'm going to open the phone lines on this one. You can call us on 0500 898503. Let me know what you think about safety in the hills. Now, we're just going over to Michelle for an update on the traffic situation. (begin fade) How are things this morning, Michelle?

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instructions to reader(s):

Recording 2

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 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

- (m/f)** Hi — afternoon. Nice to see you all again. A few of you have sent me photos from last week's field trip. Thanks for that. I'm sure you've already shared them around but I've put them on the course webpage just in case.

So, in this part of the course we're going to look at the impact of technology on society, and I'll introduce this with a few general thoughts. Consider this — in the early nineteenth century, railways appeared in Britain. This was the first country in the world to build them and although there was a lot of enthusiasm, there was also opposition. They were dirty, smoky and dangerous — quite a few people died in accidents. Some landowners refused to have a railway on their land. Most changed their minds after they'd been paid money, but in some cases the dispute had to go to parliament. This happened with the proposed Liverpool and Manchester railway, and when parliament had to make a decision on the railway line in 1825, it was thrown out. However, the MPs changed their minds the following year and the railway line went ahead. More and more railways were built and the public realised that cows wouldn't die of fright when a train went past and that people would survive if they travelled at high speed.

Britain's love affair with the railways lasted well into the 20th century but in the 1960s things began to change. One was that steam locomotives were replaced by diesel ones — for various reasons, this happened later in Britain than in many other European countries. But at the same time people were moving away from trains altogether because they could now afford a car. Then the government got in on the act by severely cutting the number of railway lines.

But now, what's the result? People are looking back on steam trains with nostalgia. They're willing to pay money to travel on one — and quite a few have come back into use.

So, looking back at this form of technology, the steam train, you can see that there are various ways people see it. Initially, there's resistance, but also growing enthusiasm. Then there's a time when it's just accepted as normal — until something else comes along and it passes out of fashion. And finally, people begin to look back at it fondly and try to revive it.

Now, let's try to apply that model to something more modern: the Internet and social media. I think we're past the stage where significant numbers of people try to run their lives without Internet access or a mobile phone. But the type of communication has gone through a number of phases and we can see this more clearly if we look at younger people, who tend to be the first to adopt anything new. First it was e-mail, but then this was replaced by social networking sites. These allowed more elaborate communication, posting photos online and so on. However, that was spoiled when parents started to use them. Also, these sites had the disadvantage that the embarrassing photos you posted there, stayed there forever. So other types of communication are gaining ground, like those where you can send your photos to a friend and they'll disappear after a few seconds. And no doubt, after some time, these will lose popularity in favour of something new, and so on.

However, at the same time, growing numbers of people — including myself — are beginning to wonder whether it's a good thing to be continually sharing your thoughts and actions with numbers of so-called friends and to have your brain filled with the trivia of other people's lives. So you've just made a cup of coffee? Hashtag big yawn. (begin fade) Now, you could draw an analogy here with something I mentioned earlier . . .

(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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