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UNIVERSITY OF  
GOTHENBURG

## Audio transcript

### Think Twice

*You're going to listen to Think Twice, a radio programme originally broadcast a couple of years ago. The programme is divided into different parts and after each part there are some questions. You can write while you're listening, but you'll be given time to answer the questions after each part. Your answers must be in English. At the end you'll hear everything once again without pauses.*

*Now let's listen to the first part, but first read questions 1—4. Do that now, please.*

**(pause 65 seconds)**

*OK. Let's listen.*

### Host:

Hello everybody and welcome to *Think Twice*. And I'm Malcolm Merriam—your host as usual.

Now have you ever thought of the fact that young people of today are the first generation to have been truly brought up in the Technological Age? Since birth they have been surrounded by equipment like computers, TV games, freestyles and of course mobile phones.

A recent study about young people's habits shows that, here in England for example, ninety-five per cent of eleven to twenty-one-year-olds use a mobile phone and as much as eighty-eight per cent have access to Internet facilities.

Well, almost everybody has a mobile so what is this about mobiles? And the totally lost feeling you get without them! I've invited sociologist Jenny McNeill to talk about how mobiles affect our lives—allowing us to get in touch with one another anywhere, anytime—but is this always a blessing? Or are mobiles just another must-have in our consumer society? What can you tell us about our way of using them, Jenny?

### Jenny:

Well, as usual it's very difficult to generalize, the function of the mobile varies of course. In some groups it's important to have the latest model—well maybe it says something about who you are. Perhaps you want to make sure everybody can see it. You get it out you leave it on the table beside you etc. But really I think that has changed. It was much more of a status symbol before. I heard a story from the eighties. My sister and some friends were in a café and there they saw a man talking into his mobile for quite some time, having serious conversations and they thought—hm, he must be an important man. Then in the middle of his conversation his phone actually rang. They realized that he only wanted to show off!

### Host:

(laughs)... I see what you mean.

*All right? Now answer questions 1—4, please.*

**(pause 40 seconds)**

*Ready? Now look at questions 5—8, please.*

**(pause 50 seconds)**

*Let's listen again.*

### Host:

Jenny—so how do young people use the different functions of the mobile? Are there any trends? When it comes to texting messages for example?

### Jenny:

Texting is very popular for nearly all social and communication activities such as getting information, making appointments, sending thanks and also relationship activities.

When doing research about this, we saw that there are only a few differences between the sexes. But I can tell you that females, for example, have a greater preference for flirting by text than males have and also for arranging the first date. Males, on the other hand, prefer, more than females, to end a relationship by text.

**Host:**

That's interesting. I must admit I hardly ever send text messages myself.

**Jenny:**

OK, but many people do—it's quite fascinating actually—how changes in social practice sometimes surprise the designers of new technology. Everyone assumed that people would use mobiles primarily to talk and no one anticipated the overwhelming move to texting.

**Host:**

Really? Now that is surprising.

**Jenny:**

You know—nowadays teenagers can communicate with one another at all times. They can use texting to keep communication short but of course they also talk to one another. Around fifty-five percent of the people we asked send text messages at least five times per day whereas only sixteen percent talk on their mobiles that many times a day.

**Host:**

OK. And of course—we all know that mobiles have lots of advantages for young people and their parents. The kids can ring and say where they are, if they need picking up, and so on. But what about the risks? Is there for example a danger of young people becoming too dependent on their mobile phones?

**Jenny:**

Sure. Many young people feel they can't turn their phones off when they go to sleep in case they miss some important message.

**Host:**

I remember a time when you simply didn't call a person's home after ten p.m. unless there was an emergency.

**Jenny:**

Exactly. Now the teenager with a mobile, an Internet connection and a TV in the bedroom can carry on communicating with the outside world into the early hours. This can have disastrous consequences for sleep and consequently for school performance the next day. You know, they are charged up, switched on and always connected.

*Now answer questions 5—8, please.*

**(pause 80 seconds)**

*All right? Now look at questions 9—11. Do that now, please.*

**(pause 30 seconds)**

*OK, let's listen again.*

**Host:**

OK, just one more thing, Jenny, before the break. What about an international perspective? Do we see the same trends in other countries?

**Jenny:**

Well, yes and no. Countries where teenagers have more or less the same buying power as they do in this country often see similar trends, but there are some interesting differences, for example technical differences. One thing is that—in places where ordinary telephone networks are limited—mobiles are the main means of telecommunication such as in Cambodia or parts of Africa. On the other hand the US has been slow in comparison to say Japan and Europe in making use of mobile services... and also... in the US... local calls on ordinary phones are very cheap and many children already have telephones in their bedrooms—and not only their own telephone, but also their own number. So to some extent they already have a vehicle for personal communication.

**Host:**

OK, that explains one or two things.

**Jenny:**

In Japan on the other hand, whilst many young people have mobile phones, texting is not so common since you can only send messages to friends that have the same phone company. Consequently sending e-mails is more popular.

**Host:**

Interesting... Thanks a lot for coming in, Jenny.  
And listeners, we'll be back after the break.

*Answer questions 9–11, please.*

**(pause 70 seconds)**

*All right? Let's go on to the next part of the programme. Look at questions 12–14*

*Do that now, please.*

**(pause 40 seconds)**

*OK. Let's listen.*

**Host:**

Now it's time for our regular slot about young people making a difference. Here we look at how they've decided to give something back to their community, to get involved in something they feel strongly about. Last week we met Teresa Jackson, a youth worker from Mississippi and today we're going to listen to a report from another part of the world. Here's our travelling colleague, David Lema, who has just come back from East Africa where he has visited a small island off Tanzania's coast.

**David:**

Thank you Malcolm and hello listeners. Today I want to tell you about a young man who I met when I was visiting the tiny island of Chumbe a few kilometres west of the much bigger island of Zanzibar. Chumbe has a fantastic coral reef rising from the Indian Ocean and it's an oasis in the otherwise overfished, overexploited waters of eastern Africa.

Only twelve visitors a day are allowed on Chumbe because of its fragile ecosystem. It's covered by a so-called coral rag forest and this is where I met Khamis Ali Pandu whose summer job is to lead visitors on walks through the island's forest preserves and—and this is the important part—give environmental information, that is ... teach visitors about the surrounding reefs and the hundreds of fish species that the coral supports.

What struck me about Khamis was his obvious commitment to the local area and its special environment.

Khamis and his family moved from the Tanzanian capital, Dar es Salaam, to a small fishing village on Zanzibar when he was ten. At fourteen he arranged to move to a relative in Stonetown in order to start a secondary school education unavailable in his village. He's been studying for many years but has no plans to stop. He says: "There's so much more I want to learn and I know my voice can make a difference."

*Now answer questions 12–14, please.*

**(pause 70 seconds)**

*OK? Read questions 15–18 please.*

**(pause 65 seconds)**

*Now let's listen to the last part of the programme.*

**David:**

Khamis explained to me that he thinks that his education has taught him the importance of considering the implications of your own actions. He said: "Of course it's often hard for people to think of tomorrow when each day may require you to walk kilometers for fresh water that won't make you sick."

When I asked Khamis about the reason for him being so deeply concerned about environmental conservation, he said that there were two reasons. Firstly, in school, he loved geography, for example how important it is to use the right methods when developing your country, methods that don't destroy water and land. And the second reason is that he wants to support his little village, Kizimkazi, whose economy depends on both fishing and tourism. The bay where the village is located is rich with dolphins, and the local fishermen take tourists out to watch them, even to swim with them. And the waters are good for fishing, they're filled with squid, tuna, blue fish etcetera. But it's the coral reefs that make this abundance possible and few are giving enough thought to their protection. Khamis puts it like this: "If we continue to hurt the coral, we will eventually lose our livelihood."

He has recently started an organization to preserve the fragile coral reefs while also supporting the fishermen and tour operators who depend on the reefs. His goal is to balance conservation and development. The idea is to educate both tour operators and tourists about the fragile ecosystem to ensure the wellbeing of the area for many years to come.

*Now answer questions 15–18 please.*

**(pause 50 seconds)**

*Ready? Now you'll hear everything once again, without pauses. You can check your answers or write while you're listening.*

**(the whole programme is played again with a short pause and a jingle between each part)**

*And that was the end of the listening test.*

*Go through your answers and check if there's something you would like to add or change.*

*Remember: An English-speaking person must be able to understand what you've written.*