



Castilla-La Mancha

Consejería de Educación,
Cultura y Deportes

PRUEBAS DE CERTIFICACIÓN

INGLÉS / C2

COMPRENSIÓN DE TEXTOS ESCRITOS

SESIÓN ORDINARIA 2023

INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE

- **DURACIÓN:** 60 minutos.
- **PUNTUACIÓN:** A efectos de **certificación**, será necesario superar todas y cada una de las cinco actividades de lengua con una puntuación mínima del 50% en cada una de ellas y una calificación global final igual o superior al 65%. A efectos de **promoción**, será necesario obtener una puntuación mínima del 50% en todas y cada una de las cinco actividades de lengua.
- Las respuestas erróneas no descontarán puntos.
- Esta parte consta de TRES tareas.
- Leer las instrucciones al principio de cada tarea y realizarla según se indica.
- Las respuestas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- **NO ESCRIBIR NADA EN LAS ÁREAS GRISAS.**

DATOS DEL CANDIDATO

APELLIDOS:		
NOMBRE:	DNI:	
COMISIÓN:	OFICIAL <input type="checkbox"/>	LIBRE <input type="checkbox"/>
CALIFICACIÓN:		

TASK 1

Read the text and choose the best answer (A, B or C) for the questions below. There is only ONE correct answer. Write your answers in the ANSWER BOX. Answer 0 is an example. (1 item = 0.8).

A BETTER PLAN FOR ADDRESSING TEACHER SHORTAGES

In the face of teacher shortages, some states are turning to unconventional strategies to fill vacancies, including relaxing certification requirements or recruiting from outside the education field or among retired educators. While the intent of these strategies is admirable, these approaches may be causing more problems than they solve. At best, most of these strategies are short-term stopgap measures that will exacerbate the disparities the current system produces.

Policymakers do not seem to understand that these teacher vacancies are neither randomly distributed nor do they impact all schools and districts equally. Multiple studies have found a disproportionate rate of teacher vacancies in districts and schools with higher percentages of students living in poverty and from historically underserved populations. These realities are not accounted for in the unconventional staffing strategies.

There are better approaches that center the needs of students by prioritizing placement of effective teachers in the classrooms where they are most needed. First, it is critical to accurately define the problem: Instead of narrowly framing teacher shortages as the need to hire teachers for every classroom, we should consider them an opportunity to do something different to address long-term systemic issues and meet the needs of those students who have been historically underserved.

Some of the staffing strategies states are considering include plans to attract retired teachers, veterans, other professionals, and people who do not have bachelor's degrees. These might be effective components of a comprehensive, community-based strategy but only under certain conditions. For these plans to succeed, districts should add an additional requirement to address their cultural competency: that the people recruited for these alternative certifications are selected by the local community.

Another component of a comprehensive plan would be to use these alternative certification routes creatively so that schools with the students most historically underserved are more likely to be staffed with fully certified, effective teachers. Research has shown how impactful an effective teacher can be, and if fully licensed teachers are selected by the community and demonstrate cultural competency, they would be much more likely to have a positive impact on students.

Some states, therefore, might consider only allowing alternatively certified teachers to work in the most highly rated schools in the state. This would free up fully licensed, experienced teachers to teach in schools where they are most needed.

Any new strategy to filling teacher shortages should carefully balance the need for greater community input in recruiting effective teachers against the need of putting the most experienced teachers in the schools that need them the most. A policy could, for instance, require that new, alternative routes to teacher certification may only be used to work in the highest-rated schools in the state. But the policy could also include exceptions when the local school community—meaning the families who send their children to a particular school—specifically requests an alternative route to certification for a teacher who meets the needs of a historically underserved population.

Creating a more equitable and community-led approach to filling teacher vacancies will require additional resources. In the near term, states and districts should seize on the limited time remaining to use federal funds to support these strategies. In doing so, they could use this window of opportunity not only to fill urgent needs today, but also to build a base of experienced, effective teachers in historically underserved schools who could serve as mentors and coaches to new, alternatively certified teachers in the future. Research shows that mentors can be an essential part of school improvement efforts. Therefore, a strategy that increased the number of high-quality mentors would have a positive impact on students.

States should keep that long-term goal in mind. If all the new teachers recruited to fill emergency vacancies were selected in a process that included authentic community engagement, it would be a step on the path to disrupting the inequities and developing a truly equitable system for all. That is a better way to approach this moment.

(Adapted from: universitytrends.co.uk)

0. **The author suggests that the current strategies to address teacher shortages are...**
 - A) designed to be a temporary fix.
 - B) innovative and worth looking into.
 - C) **producing a new set of challenges.**
1. **When developing teacher vacancy strategies, administrators need to consider the...**
 - A) impact of teacher vacancies on the educational system.
 - B) overall demographics of a particular school or district.
 - C) ratio of teacher vacancies in particular communities.
2. **In the third paragraph, the author believes that the main strategic goal should be to...**
 - A) experiment with more innovative approaches.
 - B) fill teacher vacancies as quickly as possible.
 - C) make poorer communities a higher priority.
3. **With regards to the efficacy of staffing strategies, the author advocates for a plan that...**
 - A) encourages former teachers to return to teaching.
 - B) involves people from within the neighborhood.
 - C) tests a prospective candidate's level of cultural awareness.
4. **According to the author, underserved schools should...**
 - A) consider a variety of factors when hiring teachers.
 - B) only employ teachers who are fully licensed.
 - C) take a more creative approach to retain teachers.
5. **The author suggests that alternatively certified teachers should be...**
 - A) free to choose the school where they want to work.
 - B) given teaching positions within their local community.
 - C) placed in schools that are already successful.
6. **By “carefully balance” in paragraph 7, the author implies that a comprehensive plan is more likely to succeed when...**
 - A) input from the community is requested by school officials.
 - B) the strategies maintain a certain amount of flexibility.
 - C) underserved schools obtain the most experienced teachers.
7. **The author calls on schools to request more funding in order to...**
 - A) hire more teachers to fill teaching vacancies.
 - B) implement a training scheme for novice teachers.
 - C) provide mentors for students in underserved schools.
8. **The conclusion that the author makes is that for a strategic plan to be successful...**
 - A) evaluating the needs of the community and including their input is essential.
 - B) it is imperative that teachers be selected from within the local community.
 - C) the most experienced teachers should teach in schools with the greatest need.

ANSWER BOX

QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	C								

TASK 2

Read the text and choose the best sentence (A-L) for each gap (9-16). There are THREE extra sentences that you will not need. (0) is an example. Write your answers in the Answer Box.
(1 item = 0.8)

FROM ANTIBIOTICS TO EGGS, THIS IS THE AGE OF INCONVENIENCE.



Last week, the Labour MP Darren Jones needed antibiotics for a sick child. **(0)** _____.

Class WhatsApp groups, Mumsnet threads and school-run conversations have been filling up over the past few days with stories like these, thanks to an increase in strep A infections. **(9)** _____. But, right now they don't seem to be reaching the high street fast enough, with parents reporting dashing from pharmacist to pharmacist trying to get a prescription filled.

And if it's not drugs, it's something else. Minette Batters, the president of the National Farmers' Union, warned last week that

Britain could be "sleepwalking" into a food supply crisis, with pending problems for everything from pig production to growing tomatoes, cucumbers and pears. **(10)** _____.

Britain is used to being a country where those with the money to pay for it could generally have what they wanted, when they wanted it: a place of just-in-time supply chains and bursting shelves, doorstep delivery and cheap credit, convenience and choice. **(11)** _____. By global or by historical standards western lives are still obviously luxurious. But having got used to a life of convenience, the idea that things may not always necessarily be available when we need them creates a steady throb of anxiety below the surface.

People used to laugh at "preppers", those paranoid survivalists who stockpiled tinned food and battery-operated torches ready for a vaguely imagined apocalypse. **(12)** _____, and now we're all sheepishly stocking up on candles and solar-powered chargers in case of January power cuts.

Meanwhile, prepping itself has had a makeover thanks to a rash of Instagram "homesteading" influencers, young women living on ranches in the American Midwest who post endless reels of themselves canning peaches, growing squashes and raising chickens like something out of a Laura Ingalls Wilder book. **(13)** _____. Their popularity is, I suspect, down to the fact that they're oddly soothing to watch, and right now it's soothing we need.

(14) _____. There was no national shortage of petrol in the autumn of 2021, either, but the fear that there might be soon – thanks to a shortage of tanker drivers – scared people into filling up en masse just in case, thus temporarily creating precisely the shortage we'd each been trying individually to avoid. As ministers quickly discovered, once that kind of doom loop sets in, it's very hard to stop. **(15)** _____, and if you think something vital is about to run out then you'll be, if anything, inclined to grab it before someone else does.

But we're going to have to learn to adapt somehow, because shortages and interruptions and unexpected absences are almost certainly here to stay. **(16)** _____. The age of inconvenience, in short, is with us for a while yet.

(Adapted from: theguardian.com)

SENTENCE BANK

A.	But it stopped feeling so funny when one of the earliest temporary pandemic shortages involved a run on freezers in which to hoard food
B.	But now we're having to adjust to more of a scarcity mindset, accepting that niggling absences and even occasionally rationing may be a fact of life
C.	For scarcity tends to breed anxiety about what may be around the corner, and sometimes a culture of every man for himself
D.	It took him and his wife eight attempts in two cities, he reported on Twitter, to find a chemist that could fill the prescription
E.	Shifting patterns of global trade, the climate crisis affecting food production, and ongoing disruption to manufacturing are all likely to have knock-on effects
F.	Telling people not to panic just alerts them to the fact that other people must be panicking
G.	The good news is that in some sectors there seems to be a glimmer of hope on the horizon
H.	The health secretary, Steve Barclay, insists there are more than enough drugs for everyone
I.	The next shortage on the horizon may be electricity, with some smart-meter customers being incentivised to curb peak-time usage to help us through a spell of cold, dry weather
J.	This doomsday reaction is still seen by many as a bit over the top
K.	This sudden crunch could wreak havoc on the health care industry and prevent necessary medicines from reaching the people who need them most.
L.	What they're pitching is a romantic vision of self-sufficiency, where security means having what looks like a lifetime's supply of tinned beans in the cellar just in case

ANSWER BOX

GAP	0	9	10	11	12	13	14	15	16
ANSWER	D								

TASK 3

Read the following text about social media. Match the information in questions (17-25) to the section (A-E) where it is mentioned. **Each section may be used more than once.** There is only **ONE** correct answer. (0) is an example. Write your answers in the Answer Box. (1 item = 0.8)

I DON'T TRUST MYSELF ON SOCIAL MEDIA

- A. Once in a while – not often, it's not a big thing, partly because people respect one's choices and mostly because they quite sensibly couldn't care less – I get asked why I'm not on Twitter. Or Facebook, LinkedIn or Instagram, come to that. This doesn't happen as much now as it did when social media first started up. Back then, ten or so years ago, some friends, colleagues and indeed total strangers via email or having cornered me at a party seemed to take my absence from these platforms as a personal affront. Latterly, things have calmed down. Then the other day I was asked the question once again. I thought I ought to have a proper think about the reasons behind my non adoption. I've come up with seven. While I've got not tweeting foremost in mind, I reckon my objections apply equally to the other big names in the mass digital yakking business.
- B. First off, I couldn't take the abuse. The salient point about Twitter seems to be its provision of a voice to a minority of horrible people to be horrible about the rest of us. Sending hate mail used to be a hassle: buy the green Biro; scrawl the nasty message; address, seal, stamp and post the envelope. There were several stages where all but the truly unpleasant or deranged could give up. Now, they can fire off some toxic, half-baked, breathtaking vileness in an instant. I'm far too thin-skinned to lay myself open to that. If a reader criticizes my grammar, I sulk about it for days. Which leads me to reason number two: I don't trust myself to turn the other cheek if, say, late at night, I came across some view or insult I took particular exception to. Staying offline is pre-emptive self-discipline on my part. I also worry I'd end up sending the wrong tweet to the wrong person, just out of technological incompetence.
- C. Reason three is pure vanity: it's all about likes and followers and retweets, isn't it? Popularity is instantly measurable. If my numbers didn't equal or surpass those of my friends and colleagues, I'd die of envy and shame. Fourth, I don't actually need to be on social media, for work or leisure. I've got a platform for my opinions already. I'm told Facebook is for an affair and LinkedIn is for work. But I don't want to have an affair or change jobs. I don't trust social media as a source of news. I don't need to know that a friend of a friend is eating a bag of crisps, or that a celebrity is in Dubai, or that I might like such and such a brand of trainers. When I did a feature on Generation Z recently, they were all jealous because I'm old enough not to have to be on social media.
- D. Five, call me mercenary, but I'm a professional writer. From Yorkshire, what's more. That leaves me averse to giving away my hard-crafted words for now. I know it's all about putting yourself out there, building your brand and whatnot, but honestly, I can't see my name and the word brand in the same sentence and not burst out laughing. Sixth reason: I don't want to come over like some off-grid, deep-state, Zuckerberg-knows-when-you-break-wind paranoid, but I am reluctant to have more aspects of my life than necessary tracked, hacked, profiled, mined, stolen, whatever. One mobile, one email account, minimum screen time, that's my aim. Spare. Slim. Streamlined. Spartan.
- E. Oh yeah! Last, and this is the big one, the clincher, I just don't have enough blinking time to follow the goings-on, witticisms, idiocies, slurs, spats, strategic position papers, insights and gossip propounded by even a cautiously curated selection of people on social media. How does anyone manage the flow of information? How does anyone do all that and still find time to talk to their partner? Their kids? Read a book? Watch telly? Lie on the sofa in their jimjams staring into space? I'm in three WhatsApp groups – the immediate family, the extended family and the neighbors, the last one a lockdown innovation which began as a heartwarming community initiative and now revolves around trying to keep the name of your plumber secret. As for the other two, I'm hard pushed to keep up with developments in my father-in-law's garden, my nieces and nephews' skateboarding prowess and what my son thinks we should have for dinner. That's quite enough data, thanks. Also, I suspect, taking a loftily historic long view, that social media is a flash in the pan anyway. I'm happy to sit it out.



IDENTIFY THE SECTION THAT MENTIONS...

0.	a loss of identity.
17.	a short-lived phenomenon.
18.	difficulties controlling emotions.
19.	making preparations for future encounters.
20.	may affect self-esteem.
21.	people have more important things to talk about.
22.	potential double edged-sword for people in the creative arts.
23.	social media fosters potentially offensive speech.
24.	social media's usefulness in a time of crisis.
25.	the necessity for social media.

ANSWER BOX

QUESTION	0	17	18	19	20	21	22	23	24	25
ANSWER	D									

Marks 3: _____/7.2

TASK 1	TASK 2	TASK 3	TOTAL MARKS
			_____/20

TASK 1
A BETTER PLAN FOR ADDRESSING TEACHER SHORTAGES

ANSWER BOX

QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	C	C	A	B	A	C	B	B	A

TEXT

In the face of teacher shortages, some states are turning to unconventional strategies to fill vacancies, including relaxing certification requirements or recruiting from outside the education field or among retired educators. While the intent of these strategies is admirable, **these approaches may be causing more problems than they solve (0)**. At best, most of these strategies are short-term stopgap measures that will exacerbate the disparities the current system produces.

Policymakers do not seem to understand that these teacher vacancies are neither randomly distributed nor do they impact all schools and districts equally. **Multiple studies have found a disproportionate rate of teacher vacancies in districts and schools with higher percentages of students living in poverty and from historically underserved populations. These realities are not accounted for in the unconventional staffing strategies (1)**.

There are better approaches that center the needs of students by prioritizing placement of effective teachers in the classrooms where they are most needed. First, it is critical to accurately define the problem: Instead of narrowly framing teacher shortages as the need to hire teachers for every classroom, **we should consider them an opportunity to do something different to address long-term systemic issues and meet the needs of those students who have been historically underserved (2)**.

Some of the staffing strategies states are considering include plans to attract retired teachers, veterans, other professionals, and people who do not have bachelor's degrees. These might be effective components of a comprehensive, community-based strategy but only under certain conditions. **For these plans to succeed, districts should add an additional requirement to address their cultural competency: that the people recruited for these alternative certifications are selected by the local community (3)**.

Another component of a comprehensive plan would be to use these alternative certification routes creatively so that schools with the students most historically underserved are more likely to be staffed with fully certified, effective teachers. **Research has shown how impactful an effective teacher can be, and if fully licensed teachers are selected by the community and demonstrate cultural competency, they would be much more likely to have a positive impact on students (4)**.

Some states, therefore, might consider only allowing alternatively certified teachers to work in the most highly rated schools in the state (5). This would free up fully licensed, experienced teachers to teach in schools where they are most needed.

Any new strategy to filling teacher shortages should carefully balance the need for greater community input in recruiting effective teachers against the need of putting the most experienced teachers in the schools that need them the most. A policy could, for instance, require that new, alternative routes to teacher certification may only be used to work in the highest-rated schools in the state. **But the policy could also include exceptions when the local school community—meaning the families who send their children to a particular school—specifically requests an alternative route to certification for a teacher who meets the needs of a historically underserved population (6)**.

Creating a more equitable and community-led approach to filling teacher vacancies will require additional resources. In the near term, states and districts should seize on the limited time remaining to use federal funds to support these strategies. In doing so, they could use this window of opportunity not only to fill urgent needs today, **but also to build a base of experienced, effective teachers in historically underserved schools who could serve as mentors and coaches to new, alternatively certified teachers in the future (7)**. Research shows that mentors can be an essential part of school improvement efforts. Therefore, a strategy that increased the number of high-quality mentors would have a positive impact on students.

States should keep that long-term goal in mind. If all the new teachers recruited to fill emergency vacancies were selected in a process that included authentic community engagement, it would be a step on the path to disrupting the inequities and developing a truly equitable system for all (8). That is a better way to approach this moment.

(Adapted from: [universitytrends.co.uk/leaders/a-better-plan-for-addressing-teacher-shortages-opinion/](https://www.universitytrends.co.uk/leaders/a-better-plan-for-addressing-teacher-shortages-opinion/), 659 words)

TASK 2

FROM ANTIBIOTICS TO EGGS, THIS IS THE AGE OF INCONVENIENCE

ANSWER BOX

GAP	0	9	10	11	12	13	14	15	16
ANSWER	D	H	I	B	A	L	C	F	E

Distractors: G, J, K

TEXT

Last week, the Labour MP Darren Jones needed antibiotics for a sick child. **It took him and his wife eight attempts in two cities, he reported on Twitter, to find a chemist that could fill the prescription (0).**

Class WhatsApp groups, Mumsnet threads and school-run conversations have been filling up over the past few days with stories like these, thanks to an increase in strep A infections. **The health secretary, Steve Barclay, insists there are more than enough drugs for everyone (9).** But, right now they don't seem to be reaching the high street fast enough, with parents reporting dashing from pharmacist to pharmacist trying to get a prescription filled.

And if it's not drugs, it's something else. Minette Batters, the president of the National Farmers' Union, warned last week that Britain could be "sleepwalking" into a food supply crisis, with pending problems for everything from pig production to growing tomatoes, cucumbers and pears. **The next shortage on the horizon may be electricity, with some smart-meter customers being incentivised to curb peak-time usage to help us through a spell of cold, dry weather (10).**

Britain is used to being a country where those with the money to pay for it could generally have what they wanted, when they wanted it: a place of just-in-time supply chains and bursting shelves, doorstep delivery and cheap credit, convenience and choice. **But now we're having to adjust to more of a scarcity mindset, accepting that niggling absences and even occasionally rationing may be a fact of life (11).** By global or by historical standards western lives are still obviously luxurious. But having got used to a life of convenience, the idea that things may not always necessarily be available when we need them creates a steady throb of anxiety below the surface.

People used to laugh at "preppers", those paranoid survivalists who stockpiled tinned food and battery-operated torches ready for a vaguely imagined apocalypse. **But it stopped feeling so funny when one of the earliest temporary pandemic shortages involved a run on freezers in which to hoard food (12),** and now we're all sheepishly stocking up on candles and solar-powered chargers in case of January power cuts.

Meanwhile, prepping itself has had a makeover thanks to a rash of Instagram "homesteading" influencers, young women living on ranches in the American Midwest who post endless reels of themselves canning peaches, growing squashes and raising chickens like something out of a Laura Ingalls Wilder book. **What they're pitching is a romantic vision of self-sufficiency, where security means having what looks like a lifetime's supply of tinned beans in the cellar just in case (13).** Their popularity is, I suspect, down to the fact that they're oddly soothing to watch, and right now it's soothing we need.

For scarcity tends to breed anxiety about what may be around the corner, and sometimes a culture of every man for himself (14). There was no national shortage of petrol in the autumn of 2021, either, but the fear that there might be soon – thanks to a shortage of tanker drivers – scared people into filling up en masse just in case, thus temporarily creating precisely the shortage we'd each been trying individually to

avoid. As ministers quickly discovered, once that kind of doom loop sets in, it's very hard to stop. **Telling people not to panic just alerts them to the fact that other people must be panicking (15)**, and if you think something vital is about to run out then you'll be, if anything, inclined to grab it before someone else does.

But we're going to have to learn to adapt somehow, because shortages and interruptions and unexpected absences are almost certainly here to stay. **Shifting patterns of global trade, the climate crisis affecting food production, and ongoing disruption to manufacturing are all likely to have knock-on effects (16)**. The age of inconvenience, in short, is with us for a while yet.

(Adapted from: theguardian.com/commentisfree/2022/dec/12/antibiotics-eggs-britain-inconvenience-supply-shelves-, 01/12/2022, 644 words)

TASK 3
I DON'T TRUST MYSELF ON SOCIAL MEDIA

ANSWER BOX

QUESTION	0	17	18	19	20	21	22	23	24	25
ANSWER	D	E	B	A	C	A	D	B	E	C

- A.** Once in a while – not often, it's not a big thing, **partly because people respect one's choices and mostly because they quite sensibly couldn't care less (21)** – I get asked why I'm not on Twitter. Or Facebook, LinkedIn or Instagram, come to that. This doesn't happen as much now as it did when social media first started up. Back then, ten or so years ago, some friends, colleagues and indeed total strangers via email or having cornered me at a party seemed to take my absence from these platforms as a personal affront. Latterly, things have calmed down. Then the other day I was asked the question once again. **I thought I ought to have a proper think about the reasons behind my non adoption. I've come up with seven (19)**. While I've got not tweeting foremost in mind, I reckon my objections apply equally to the other big names in the mass digital yakking business.
- B.** First off, I couldn't take the abuse. The salient point about **Twitter seems to be its provision of a voice to a minority of horrible people to be horrible about the rest of us (23)**. Sending hate mail used to be a hassle: buy the green Biro; scrawl the nasty message; address, seal, stamp and post the envelope. There were several stages where all but the truly unpleasant or deranged could give up. **Now, they can fire off some toxic, half-baked, breathtaking vileness in an instant (23)**. I'm far too thin-skinned to lay myself open to that. If a reader criticizes my grammar, I sulk about it for days. Which leads me to reason number two: **I don't trust myself to turn the other cheek if, say, late at night, I came across some view or insult I took particular exception to. Staying offline is pre-emptive self-discipline on my part (18)**. I also worry I'd end up sending the wrong tweet to the wrong person, just out of technological incompetence.
- C.** Reason three is pure vanity: it's all about likes and followers and retweets, isn't it? Popularity is instantly measurable. **If my numbers didn't equal or surpass those of my friends and colleagues, I'd die of envy and shame (20)**. Fourth, I don't actually need to be on social media, for work or leisure. I've got a platform for my opinions already. **I'm told Facebook is for an affair and LinkedIn is for work (25)**. But I don't want to have an affair or change jobs. I don't trust social media as a source of news. I don't need to know that a friend of a friend is eating a bag of crisps, or that a celebrity is in Dubai, or that I might like such and such a brand of trainers. When I did a feature on Generation Z recently, they were all jealous because I'm old enough not to have to be on social media.
- D.** Five, call me mercenary, but I'm a professional writer. From Yorkshire, what's more. **That leaves me averse to giving away my hard-crafted words for now. I know it's all about putting yourself out there, building your brand (22)** and whatnot, but honestly, I can't see my name and the word brand in the same sentence and not burst out laughing. Sixth reason: I don't want to come over like some off-griddy, deep-state, Zuckerberg-knows-when-you-break-wind paranoid, but **I am reluctant to have more aspects of my life than necessary tracked, hacked, profiled, mined, stolen, whatever (0)**.

One mobile, one email account, minimum screen time, that's my aim. Spare. Slim. Streamlined. Spartan.

- E. Oh yeah! Last, and this is the big one, the clincher, I just don't have enough blinking time to follow the goings-on, witticisms, idiocies, slurs, spats, strategic position papers, insights and gossip propounded by even a cautiously curated selection of people on social media. How does anyone manage the flow of information? How does anyone do all that and still find time to talk to their partner? Their kids? Read a book? Watch telly? Lie on the sofa in their jimjams staring into space? I'm in three WhatsApp groups – the immediate family, the extended family and the neighbors, the last one **a lockdown innovation which began as a heartwarming community initiative (24)** and now revolves around trying to keep the name of your plumber secret. As for the other two, I'm hard pushed to keep up with developments in my father-in-law's garden, my nieces and nephews' skateboarding prowess and what my son thinks we should have for dinner. That's quite enough data, thanks. Also, I suspect, taking a loftily historic long view, **that social media is a flash in the pan anyway (17)**. I'm happy to sit it out.

(Adapted from: [thetimes.co.uk/article/one-insult-on-social-media-and-i-could-go-the-full-will-smith-pfkmfvj2s](https://www.thetimes.co.uk/article/one-insult-on-social-media-and-i-could-go-the-full-will-smith-pfkmfvj2s) Times_Magazine, 775 words)