

Tapescripts

TEST 1

SECTION 1

WOMAN:	Good evening. King's <u>Restaurant</u> .	<i>Example</i>
MAN:	Good evening. I'm ringing about the job I understand you have vacant.	
WOMAN:	Oh yes.	
MAN:	I'd like to find out a few more details, if I may.	
WOMAN:	Yes, of course. Can I take your name?	
MAN:	It's Peter Chin.	
WOMAN:	Okay Peter. Well, if you want to ask about the job and then if we're both still interested, we could arrange for you to come for an interview.	
MAN:	Great, thanks. I'm afraid I missed the advert for the job but heard about it from a friend.	
WOMAN:	That's no problem at all. What would you like to know?	
MAN:	Well, um, what sort of work is it – washing up?	
WOMAN:	It's <u>answering the phone</u> .	<i>Q1</i>
MAN:	Oh right, fine.	
WOMAN:	And not waiting at table.	
MAN:	That'd be good. And how many nights a week would it be?	
WOMAN:	Well, we're really only busy at the weekend.	
MAN:	So two nights?	
WOMAN:	Three actually, so it would work out at twelve hours a week.	
MAN:	That'd be fine. It wouldn't interfere with my studies.	
WOMAN:	Are you at the university?	
MAN:	Yes. First year Physics student.	
WOMAN:	Oh, right.	
MAN:	Um, and because I'm not an EU national would I need a work permit?	
WOMAN:	Yes you would. Just get your tutor to sign it.	
MAN:	That wouldn't be a problem, if I were to get the job. Um, where exactly is the restaurant?	
WOMAN:	Well, we have two branches – the one we're recruiting for is in <u>Hillsdunne Road</u> .	<i>Q2</i>
MAN:	I don't know that. How do you spell it please?	
WOMAN:	It's H-I-double L-S-D-U-double N-E Road.	
MAN:	Got that. Thanks. Is it near a bus stop?	
WOMAN:	Yes. <u>The nearest one would probably be just beside the Library</u> .	<i>Q3</i>
MAN:	Oh yes, I know it. That'd be fine for me. And could I ask about the pay?	
WOMAN:	We're offering <u>£4.45 an hour</u> .	<i>Q4</i>
MAN:	That's very good. My last job was £3.95 an hour.	
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WOMAN:	We feel it's pretty good and we also offer some good fringe benefits.	
MAN:	Really?	
WOMAN:	Well, we give you a free dinner, so you eat well.	
MAN:	Right, better than hostel food!	

- WOMAN: We certainly hope so! And we also offer extra pay for working on national holidays. Q5
- MAN: Oh, that's a really good perk, isn't it?
- WOMAN: Yes, we think so. And then because of the difficulties of getting public transport, if you're working after 11 o'clock we drive you home. Q6
- MAN: Oh, that's good to know.
- WOMAN: Well, we'd certainly be interested in inviting you for an interview, if you're still interested?
- MAN: Oh yes, certainly. Could I just also ask what qualities you're looking for?
- WOMAN: Well, for this particular job we want a clear voice, which you obviously do have! Q7
- MAN: Thanks.
- WOMAN: And you must be able to think quickly, you know. Q8
- MAN: Well, I hope I'd ...
- WOMAN: So, when could you come in for an interview? We're actually quite quiet tonight?
- MAN: Sorry, I couldn't come tonight. Or tomorrow, I'm afraid. Thursday's okay – that'd be 22nd of October. Q9
- WOMAN: Fine, after 5 p.m.?
- MAN: Yes, fine. Would 6 o'clock be okay?
- WOMAN: Perfect. And could you bring along the names of two referees?
- MAN: Yes, that's fine, no problem.
- WOMAN: Good. I look forward to seeing you.
- MAN: Oh, by the way, who should I ask for?
- WOMAN: Oh yes, of course, sorry. My name is Samira Manuja. Q10
- MAN: Can you spell that, please?
- WOMAN: M-A-N-U-J-A.
- MAN: Okay, I've got that. Thanks very much.
- WOMAN: Look forward to seeing you ...

SECTION 2

- ANDREW: Now we go to Jane who is going to tell us about what's happening in town this weekend.
- JANE: Right, thanks Andrew, and now on to what's new, and do we really need yet another sports shop in Bradcaster? Well, most of you probably know Sports World – the branch of a Danish sports goods company that opened a few years ago – it's attracted a lot of custom, and so the company has now decided to open another branch in the area. It's going to be in the shopping centre to the west of Bradcaster, so that will be good news for all of you who've found the original shop in the north of the town hard to get to. Q11
- I was invited to a special preview and I can promise you, this is the ultimate in sports retailing. The whole place has been given a new minimalist look with the company's signature colours of black and red. The first three floors have a huge range of sports clothing as well as equipment, and on the top floor there's a café and a book and DVD section. You'll find all the well-known names as well as some less well-known ones. If they haven't got exactly what you want in stock they promise to get it for you in ten days. Q12
- Q13
- Q14

can take up to fourteen days. They cover all the major sports, including football, tennis and swimming, but they particularly focus on running, and they claim to have the widest range of equipment in the country. As well as that, a whole section of the third floor is devoted to sports bags, including the latest designs from the States – if you can't find what you want here, it doesn't exist!

Q15

Q16

The shop will be open from 9.00 am this Saturday and if you go along to the opening then you'll have the chance to meet the national 400 metres running champion Paul King, who's coming along to open the shop, and he will be staying around until about midday to chat to any fans who want to meet him and sign autographs.

Q17

Then there will be a whole range of special attractions all weekend. There will be free tickets for local sporting events for the first 50 customers, and also a special competition open to all. Just answer fifteen out of twenty sports questions correctly to win a signed copy of Paul King's DVD 'Spring Tips', while the first person to get all the questions correct gets a year's free membership of the Bradcaster Gym. All entrants will receive a special Sports calendar with details of all Bradcaster fixtures in the coming year.

Q18

One of the special opening offers is a fitness test – a complete review of your cardiac fitness and muscle tone, actually done in the shop by qualified staff. This would normally cost £30.00 but is available at half price for this month only. There are only a limited number of places available for this, so to make a booking phone 560341. In addition, if you open an account you get lots more special offers including the chance to try out equipment at special open evenings ...

Q19 & 20

SECTION 3

- TEACHER: Before we start, Spiros and Hiroko, thanks for coming in today to talk about your recent study experiences and congratulations to you both in doing so well in your first semester exams! I'd like to discuss with you the value of the English for Academic Purposes course you did here last year before starting your university course. Spiros, if I could start with you, what parts of the programme have now proved to be particularly valuable to you?
- SPIROS: I think that having to do a seminar presentation really helped me. For example, a couple of weeks ago in our marketing subject, when it was my turn to give a presentation I felt quite confident. Of course, I was still nervous but because I had done one before, I knew what to expect. Also, I know I was well-prepared and I had practised my timing. In fact, I think that in relation to some of the other people in my group, I did quite a good job because my overall style was quite professional. What about you, Hiroko?
- HIROKO: Mmm, that's interesting. In my group, I was really surprised by the way the students did their presentations – they just read their notes aloud! Can you believe that? They didn't worry about their presentation style or keeping eye contact with their audience – and I remember that these things were really stressed to us in the course here.
- TEACHER: So, how did you approach your presentation, Hiroko?

Q21

Q22

- HIROKO: Well, to speak frankly, I read my notes too! At the time, it was a relief to do it this way, but actually when I had finished, I didn't feel any real sense of satisfaction. I didn't feel positive about the experience at all. Q23
- SPIROS: That's a pity. You know, although I was pleased with my presentation, I am not so pleased with my actual performance right now in the tutorials – during the whole semester I've not said anything in our tutorial discussions. Not a word. Q24
- HIROKO: Really, Spiros? Why's that? Do the other students talk too much?
- SPIROS: It's partly that, but it's mostly because I have had no confidence to speak out. Their style of speaking is so different – it's not the style we were used to during the course. They use so many colloquialisms, they're not very polite and sometimes there seems to be no order in their discussion. Also, they are very familiar with each other, so because they know each other's habits, they can let each other into the discussion. Q25
- HIROKO: You're right, Spiros, I've experienced that too.
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- HIROKO: For most of this semester, I've said absolutely nothing in tutorials. But recently, I've been trying to speak up more and I just jump in, and I've noticed an interesting thing, I've noticed that if they thought my point was interesting or new, then the next time they actually asked for my opinion, and then it was much easier for me to be part of the discussion. Q26
- SPIROS: That's great, Hiroko! I hope that happens for me next semester – I'll have to work hard to find some interesting points. What helped you to find these ideas?
- HIROKO: I think that one thing that helped me with this was the reading. I've had to do so much reading this semester just to help me make sense of the lectures. At first I couldn't understand what the lecturers were talking about, so I had to turn to the books and journals. Every night I read for hours, using the lists of references that were given, and I made pages of notes. At breakfast, I read and read my notes again. This habit has helped me to follow the ideas in the lectures, and it's also given me some ideas to use in the tutorials. Q27
- SPIROS: But I did so much reading anyway – I don't think there's any time left over for anything extra. My reading speed is still quite slow, though I'm much better at dealing with vocabulary than I used to be. Q28
- TEACHER: What else do you think we could add to the course program to help with this reading problem?
- SPIROS: There's not really anything because it's my problem. I remember we were given long articles to read. We didn't like that but now I realise that reading those long articles was good preparation for the things I need to read now. Also, in class we regularly had speed-reading tasks to do, and we kept a record of our reading speed, so the teachers were encouraging us to work on that.
- HIROKO: That's true Spiros, but what we read could have been different. Sometimes in the English class I felt frustrated when I had to read articles about the environment or health or education, because I wanted to concentrate on my own field, but we didn't read anything about engineering. So, I think I wasted some time learning vocabulary I didn't need. Q29
- TEACHER: But surely the strategies you were taught for dealing with that vocabulary were helpful.

HIROKO:	Yes, but psychologically speaking, <u>I would have felt much better working on reading from my own field.</u> What do you think Spiros?	Q30
SPIROS:	I agree; that would have helped my confidence too and I would have been more motivated. It was good though that we could work on our own topics when we wrote the research assignments.	
TEACHER:	Okay, let's move on to writing now ...	

SECTION 4

Good afternoon everyone. Well, with some of you about to go out on field work it's timely that in this afternoon's session I'll be sharing some ideas about the reasons why groups of whales and dolphins sometimes swim ashore from the sea right onto the beach and, most often, die in what are known as 'mass strandings'.

Unfortunately, this type of event is a frequent occurrence in some of the locations that you'll be travelling to, where sometimes the tide goes out suddenly, confusing the animals. However, there are many other theories about the causes of mass strandings. Q31

The first is that the behaviour is linked to parasites. It's often found that stranded animals were infested with large numbers of parasites. For instance, a type of worm is commonly found in the ears of dead whales. Since marine animals rely heavily on their hearing to navigate, this type of infestation has the potential to be very harmful. Q32

Another theory is related to toxins, or poisons. These have also been found to contribute to the death of many marine animals. Many toxins, as I'm sure you're aware, originate from plants, or animals. The whale ingests these toxins in its normal feeding behaviour but whether these poisons directly or indirectly lead to stranding and death, seems to depend upon the toxin involved. Q33

In 1988, for example, fourteen humpback whales examined after stranding along the beaches of Cape Cod were found to have been poisoned after eating tuna that contained saxitoxin, the same toxin that can be fatal in humans.

Alternatively, it has also been suggested that some animals strand accidentally by following their prey ashore in the confusion of the chase. In 1995 David Thurston monitored pilot whales that beached after following squid ashore. However, this idea does not seem to hold true for the majority of mass strandings because examination of the animals' stomach contents reveal that most had not been feeding as they stranded. Q34

There are also some new theories which link strandings to humans. A growing concern is that loud noises in the ocean cause strandings. Noises such as those caused by military exercises are of particular concern and have been pinpointed as the cause of some strandings of late. Q35

One of these, a mass stranding of whales in 2000 in the Bahamas coincided closely with experiments using a new submarine detection system. There were several factors that made this stranding stand out as different from previous strandings. This led researchers to look for a new cause. For one, all the stranded animals were healthy. In addition, the animals were spread out along 38 kilometres of coast, whereas it's more common for the animals to be found in a group when mass strandings occur. Q36
Q37

A final theory is related to group behaviour, and suggests that sea mammals cannot distinguish between sick and healthy leaders and will follow sick leaders, even to an inevitable death. This is a particularly interesting theory since the whales that are thought to be most social – the toothed whales – are the group that strand the most frequently. Q38

The theory is also supported by evidence from a dolphin stranding in 1994. Examination of the dead animals revealed that apart from the leader, all the others had been healthy at the time of their death. Q39

Without one consistent theory however it is very hard for us to do anything about this phenomenon except to assist animals where and when we can. Stranding networks have been established around the world to aid in rescuing animals and collecting samples from those that could not be helped. I recommend John Connor's *Marine Mammals Ashore* as an excellent starting point if you're interested in finding out more about these networks, or establishing one yourself. Q40

TEST 2

SECTION 1

- MAN: Good morning. Can I help you?
 WOMAN: Yes. I've just been accepted on a course at the university and I'd like to try and arrange accommodation in the hall of residence. *Example*
 MAN: Yes, certainly. Please sit down. What I'll do is fill in a form with you to find out a little more about your preferences and so forth.
 WOMAN: Thank you.
 MAN: So first of all, can I take your name?
 WOMAN: It's Anu Bhatt. Q1
 MAN: Could you spell your name please?
 WOMAN: Yes. A-N-U ... B-H-A double T.
 MAN: Thanks, and could I ask your date of birth?
 WOMAN: 31st March 1972. Q2
 MAN: Thank you. And where are you from?
 WOMAN: India.
 MAN: Oh right. And what will you be studying?
 WOMAN: I'm doing a course in nursing. Q3
 MAN: Right, thank you. And how long would you want to stay in hall, do you think?
 WOMAN: Well, it'll take three years but I'd only like to stay in hall for two. I'd like to think about living outside for the third year. Q4
 MAN: Fine. And what did you have in mind for catering? Do you want to cook for yourself or have all your meals provided, that's full board?
 WOMAN: Is there something in between?
 MAN: Yes. You can just have evening meal provided, which is half board.
 WOMAN: That's what I'd prefer.
 MAN: Yes, a lot of students opt for that. Now, with that in mind, do you have any special diet, anything we should know about?
 WOMAN: Yes, I don't take red meat. Q5
 MAN: No red meat.

MAN: Now, thinking about the room itself, we have a number of options. You can have a single study bedroom or you can have a shared one. These are both what we call simple rooms. The other alternative is to opt for a single bedsit which actually has more space and better facilities. There's about £20 a week difference between them.

- WOMAN: Well, actually my grant is quite generous and I think the bedsit sounds the best option. Q6
- MAN: Lovely. I'll put you down for that and we'll see what availability is like. Now can I ask some other personal details which we like to have on record?
- WOMAN: Yes, of course.
- MAN: I wonder if you could let us know what your interests are. This might help us get a closer match for placing you in a particular hall.
- WOMAN: Ummm. Well, I love the theatre. Q7
- MAN: Right.
- WOMAN: And I enjoy sports, particularly badminton.
- MAN: That's worth knowing. Now, what we finish with on the form is really a list from you of what your priorities are in choosing a hall and we'll do our best to take these into account.
- WOMAN: Well, the first thing is I'd prefer a hall where there are other mature students, if possible. Q8
- MAN: Yes, we do have halls which tend to cater for slightly older students.
- WOMAN: Ummm and I'd prefer to be out of town. Q9
- MAN: That's actually very good for you because we tend to have more vacancies in out-of-town halls.
- WOMAN: Lucky!
- MAN: Yes. Anything else?
- WOMAN: Well, I would like somewhere with a shared area, a TV room for example, or something like that. It's a good way to socialise. Q10
- MAN: It certainly is.
- WOMAN: That's it.
- MAN: Now, we just need a contact telephone number for you.
- WOMAN: Sure, I'll just find it. It's double 67549.
- MAN: Great, so we'll be in contact with you as soon as possible ...

SECTION 2

Hello, I'm delighted to welcome you to our Wildlife Club, and very pleased that you're interested in the countryside and the plants and creatures of this area. I think you'll be surprised at the variety we have here, even though we're not far from London. I'll start by telling you about some of the parks and open spaces nearby.

One very pleasant place is Halland Common. This has been public land for hundreds of years, and what you'll find interesting is that the River Ouse, which flows into the sea eighty kilometres away, has its source in the common. There's an information board about the plants and animals you can see here, and by the way, the common is accessible 24 hours a day.

Then there's Holt Island, which is noted for its great range of trees. In the past willows were grown here commercially for basket-making, and this ancient craft has recently been reintroduced. The island is only open to the public from Friday to Sunday, because it's quite small, and if there were people around every day, much of the wildlife would keep away. Q11 Q12

From there it's just a short walk across the bridge to Longfield Country Park. Longfield has a modern replica of a farm from over two thousand years ago. Children's activities are often arranged there, like bread-making and face-painting. The park is only open during daylight hours, so bear that in mind if you decide to go there. Q13

Longfield Park has a programme of activities throughout the year, and to give you a sample, this is what's happening in the next few days. On Monday you can learn about herbs, and how they've been used over the centuries. You'll start with a tour of our herb garden, practise the technique of using them as colour dyes for cloth, and listen to an illustrated talk about their use in cooking and medicine. Q14

Then on Wednesday you can join local experts to discover the variety of insects and birds that appear in the evening. We keep to a small number of people in the group, so if you want to go you'll need to phone the park ranger a few days ahead. There's a small charge, which you should pay when you turn up. Q15

I'm sure you're all keen to help with the practical task of looking after the park, so on Saturday you can join a working party. You'll have a choice of all sorts of activities, from planting hedges to picking up litter, so you'll be able to change from one to another when you feel like it. The rangers will be hard at work all day, but do come and join in, even for just a short while. One thing, though, is to make sure you're wearing something that you don't mind getting dirty or torn. Q16

And finally I'd like to tell you about our new wildlife area, Hinchingsbrooke Park, which will be opened to the public next month. This slide doesn't really indicate how big it is, but anyway, you can see the two gates into the park, and the main paths. As you can see, there's a lake in the north west of the park, with a bird hide to the west of it, at the end of a path. So it'll be a nice quiet place for watching the birds on the lake. Q17

Fairly close to where refreshments are available, there's a dog-walking area in the southern part of the park, leading off from the path. And if you just want to sit and relax, you can go to the flower garden; that's the circular area on the map surrounded by paths. Q18

And finally, there's a wooded area in the western section of the park, between two paths. Q19

Okay, that's enough from me, so let's go on to ... Q20

SECTION 3

PAM: Hi Jun. As you know, I've asked you here today to discuss the future of our Self-Access Centre. We have to decide what we want to do about this very important resource for our English language students. So, can you tell me what the students think about this?

JUN: Well, from the students' point of view, we would like to keep it. The majority of students say that they enjoy using it because it provides a variation on the classroom routine and they see it as a pretty major component of their course, but we would like to see some improvements to the equipment, particularly the computers; there aren't enough for one each at the moment and we always have to share. Q21

PAM: Well yes, the teachers agree that it is a very valuable resource but one thing we have noticed is that a lot of the students are using it to check their personal emails. We don't want to stop you students using it, but we think the computers should be used as a learning resource, not for emails. Some of us also think that we could benefit a lot more by relocating the Self-Access Centre to the main University library building. How do you think the students would feel about that, Jun? Q22

JUN: Well, the library is big enough to incorporate the Self-Access Centre, but it wouldn't be like a class activity anymore. Our main worry would be not being Q23

- able to go to a teacher for advice. I'm sure there would be plenty of things to do but we really need teachers to help us choose the best activities.
- PAM: Well, there would still be a teacher present and he or she would guide the activities of the students, we wouldn't just leave them to get on with it.
- JUN: Yes, but I think the students would be much happier keeping the existing set-up; they really like going to the Self-Access Centre with their teacher and staying together as a group to do activities. If we could just improve the resources and facilities, I think it would be fine. Is the cost going to be a problem?
- PAM: It's not so much the expense that I'm worried about, and we've certainly got room to do it, but it's the problem of timetabling a teacher to be in there outside class hours. If we're going to spend a lot of money on equipment and resources, we really need to make sure that everything is looked after properly. Anyway, let's make some notes to see just what needs doing to improve the Centre. Q24
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- PAM: Now, what about the computers? I think it might be a good idea to install some new models. They would take up a lot less room and so that would increase the work space for text books and so on.
- JUN: That would be great. It is a bit cramped in there at times.
- PAM: What about other resources? Do you have a list of things that the students would like to see improved?
- JUN: Yes, one of the comments that students frequently make is that they find it difficult to find materials that are appropriate for their level, especially reading resources, so I think we need to label them more clearly. Q25
- PAM: Well that's easy enough, we can get that organised very quickly. In fact I think we should review all of the study resources as some of them are looking a bit out-of-date.
- JUN: Definitely. The CD section especially needs to be more current. I think we should get some of the ones that go with our latest course books and also make multiple copies. Q26
- PAM: Good, now I was also thinking about some different materials that we haven't got in there at all. What do you think of the idea of introducing some workbooks? If we break them up into separate pages and laminate them, they'd be a great resource. The students could study the main course book in class and then do follow-up practice in the Self-Access Centre. Q27
- JUN: That sounds good.
- PAM: Okay, now finally we need to think about how the room is used. I'll have to talk to the teachers and make sure we can all reach some agreement on a timetable to supervise the centre after class. But we also need to think about security, too. Especially if we're going to invest in some new equipment. Q28
- JUN: What about putting in an alarm? Q29
- PAM: Good idea. The other thing I'd like to do is talk to our technicians and see whether we could somehow limit the access to email. I really don't want to see that resource misused. Q30
- JUN: What about if we agree to only use it before and after class?
- PAM: Yes, that would be fine. OK, anyway ... that's great for now. We'll discuss it further when we've managed to ...

SECTION 4

Good morning everyone. Now whether you're going to university to study business or some other subject, many of you will eventually end up working for a company of some kind.

Now, when you first start working somewhere you will realise that the organisation you've joined has certain characteristics. And we often refer to these social characteristics as the culture of the organisation – this includes its unwritten ideas, beliefs, values and things like that. One well known writer has classified company cultures by identifying four major types.

The first type is called the Power Culture, and it's usually found in small organisations.

It's the type of culture that needs a central source of power to be effective, and because control is in the hands of just one or two people there aren't many rules or procedures. Q31

Another characteristic is that communication usually takes the form of conversations rather than, say, formal meetings or written memos. Now one of the benefits of this culture is that the organisation has the ability to act quickly, so it responds well to threat, or danger on the one hand, and opportunity on the other. Q32

But on the negative side, this type of organisation doesn't always act effectively, because it depends too much on one or two people at the top, and when these people make poor decisions there's no-one else who can influence them. Q33

And the kind of person who does well in this type of business culture is one who is happy to take risks, and for whom job security is a low priority. Q34

The next type is known as Role Culture – that's R-O-L-E, not R-O-double L, by the way, and this type is usually found in large companies, which have lots of different levels in them. Q35

These organisations usually have separate departments that specialise in things like finance, or sales, or maintenance, or whatever. Each one is co-ordinated at the top by a small group of senior managers, and typically everyone's job is controlled by sets of rules and procedures – for example, there are specific job descriptions, rules for discipline, and so on. Q36

What are the benefits of this kind of culture? Well firstly, because it's found in large organisations, its fixed costs, or overheads as they're known, are low in relation to its output, or what it produces. In other words it can achieve economies of scale. And secondly, it is particularly successful in business markets where technical expertise is important. On the other hand, this culture is often very slow to recognise the need for change, and even slower to react. What kind of person does this type of culture suit? Q37

Well it suits employees who value security, and who don't particularly want to have responsibility. Q38

Well it suits employees who value security, and who don't particularly want to have responsibility. Q39

Moving on now to Task Cultures – this type is found in organisations that are project-oriented. You usually find it where the market for the company's product is extremely competitive, or where the products themselves have a short life-span. Usually top management delegates the projects, the people and other resources. And once these have been allocated, little day-to-day control is exercised from the top, because this would seem like 'breaking the rules'.

Now one of the major benefits of this culture is that it's flexible. But it does have some major disadvantages too. For instance, it can't produce economies of scale or great depth of expertise. People who like working in groups or teams prefer this type of culture. Q40

And finally, the fourth category is called the Person Culture ...

TEST 3

SECTION 1

- MAN: Greek Island Holidays, can I help you?
- WOMAN: Yes, I hope so. I have a friend who's just come back from Corfu and she's recommended some apartments in Arilas. She thought they might be on your list.
- MAN: Arilas, Arilas, let me see. Can you give me the names?
- WOMAN: Yes, the first's Rose Garden Apartments. I'd like to go with another friend in the last week of October.
- MAN: Well, we've got a lovely studio flat available at that time. I'm sure you'd enjoy the entertainment programme there too, with Greek dancing in the restaurant. *Example*
- WOMAN: And the cost for each of us?
- MAN: £219.
- WOMAN: That sounds very reasonable! I'm just jotting down some notes. Now the second one she mentioned was called Blue Bay.
- MAN: Blue Bay? Yes, in fact that's very popular and it has some special features.
- WOMAN: Really?
- MAN: The main attraction is the large swimming pool with salt water.
- WOMAN: Much healthier, I understand.
- MAN: That's right. And it isn't far from the beach, either – only 300 metres, and only around half a kilometre to some shops, so you don't have to be too energetic. *Q1*
- WOMAN: Is it much more expensive than the first one?
- MAN: Let me just check. I think at the time you want to go it's around £260 – no £275 to be exact.
- WOMAN: Right, I've got that. Now there are just two more apartments to ask you about. Um, I can't read my own writing! Something to do with sun ... Sunshine, is it?
- MAN: I think you meant the Sunshade Apartments. They're on a mountainside. *Q2*
- WOMAN: Any special features?
- MAN: Yes, each room has its own sun terrace and there are shared barbecue facilities.
- WOMAN: Sounds lovely!
- MAN: Yes, it is rather well-equipped. It also provides water sports – it has its own beach. There are facilities for water-skiing.
- WOMAN: Any kite-surfing? My friend's quite keen.
- MAN: Not at the hotel but I'm sure you'll find some in Arilas. There's also satellite TV in the apartments.
- WOMAN: And how much is that one?
- MAN: £490 with two sharing.
- WOMAN: You mean £245 each?
- MAN: I'm afraid not! Each person has to pay that amount and there must be at least two in an apartment.
- WOMAN: I don't think that would be within our budget, unfortunately. And the last one sounds a bit expensive too – the Grand!

- MAN: Actually it's quite reasonable. It's an older style house with Greek paintings in every room, and a balcony outside. Q3
- WOMAN: Sounds nice. What are the views like?
- MAN: Well, there are forests all round and they hide a supermarket just down the road, so that's very useful for all your shopping needs. There's a disco in the area too. Q4
- WOMAN: And the price?
- MAN: £319 at that time, but if you leave it till November it goes down by 40%. Q5
- WOMAN: Too late, I'm afraid.
- MAN: Well, why don't I send you a brochure with full details, Ms ... ?
- WOMAN: Nash. But don't worry about that. I'm coming to Upminster soon and I'll call and get one. I just wanted to get an idea first.
- MAN: Well, that's fine. We've got plenty here when you come.
-
- WOMAN: If you've got a minute, could I just check a couple of points about insurance? I got one policy through the post but I'd like to see if yours is better.
- MAN: Fine. What would you like to know?
- WOMAN: Well, the one I've got has benefits and then the maximum amount you can claim. Is that like yours?
- MAN: Yes, that's how most of them are.
- WOMAN: Well, the first thing is cancellation. If the holiday's cancelled on the policy I've got, you can claim £8,000.
- MAN: We can improve on that, Ms Nash. For Greek Island holidays, our maximum is £10,000. Q6
- WOMAN: That's good – of course our holiday won't even cost £1,000 together!
- MAN: It's still sensible to have good cover. Now, if you go to hospital, we allow £600.
- WOMAN: Yes, mine's similar.
- MAN: And we also allow a relative to travel to your holiday resort. Q7
- WOMAN: My policy just says their representative will help you.
- MAN: You can see there's another difference there. And what happens if you don't get on the plane?
- WOMAN: Nothing, as far as I can see on this form.
- MAN: Don't you have missed departure? Q8
- WOMAN: No, I'll just jot that down.
- MAN: We pay up to £1,000 for that, depending on the reason. And we're particularly generous about loss of personal belongings – up to £3,000, but not more than £500 for a single item. Q9
- WOMAN: Then I'd better not take my laptop!
- MAN: Not unless you insure it separately.
- WOMAN: OK – thanks very much for your time – you've really been helpful. Can I get back to you? Your name is?
- MAN: Ben – Ludlow. That's L-U-D-L-O-W. I'm the Assistant Manager here. I'll give you my number. It's 081260 543216. Q10
- WOMAN: But didn't I phone 081260 567294? That's what I've got on the paper.
- MAN: That's the main switchboard. I've given you my direct line.
- WOMAN: Right, thank you ...

SECTION 2

- WOMAN: For the second in our series about locally-run businesses, we meet Simon Winridge, co-founder of the hugely-successful Winridge Forest Railway Park. Welcome, Simon. Now, perhaps you can begin by telling us a little bit about how it all started.
- MAN: Well, during the 1970s, my wife, Liz and I had just acquired 80 acres of sheep-farming land, and we decided to settle down and have children. Pretty soon we had a daughter, Sarah, and a son, Duncan. The place was wonderful for the kids: they particularly loved trains and gradually built up an enormous network of miniature railway track. I began to develop larger-scale models of locomotives but we didn't think anything more of it until I went on a trip to a theme park near Birmingham and decided we could do a much better job! So we set up a small one ourselves based on the miniature railway and we opened to the public for just a month that year, 1984 – in July – our driest month – because our children said they didn't want our guests to have a miserable, wet visit. I dealt with Park business and Liz carried on with the farm work. Q11
- It soon became clear that we were onto a winner. We began to extend the railway track and lay it among more interesting landscape by planting trees, which in turn attracted more wildlife, and by making cuttings through the rock. Q12
- Nowadays, we're open all year round and we're pleased to say that Winridge is one of the most popular visitor attractions in the area – with 50,000 visitors a year – a million and a half people have been through our doors since we opened. Q13
-
- All these visitors mean we have had to expand our operation and it's now a truly family concern. I'm near to retirement age so I only concern myself with looking after the mechanical side of things – keeping the trains going. Q14
- Liz now devotes all her energies to recruiting and supporting the large squadron of workers, which keep the place running smoothly. We're really Q15
- pleased that after some years away teaching, Sarah has now returned to the park and makes sure the visitors are kept fed and watered, which Q16
- keeps her pretty busy as you can imagine. Our son, Duncan, has been a stalwart of the park for the last ten years, taking over from me in the area of construction – and I'll say a little bit more about that in a moment – and Q17
- his new wife, Judith, has also joined the team in charge of retail. That's Q18
- becoming a tremendous growth area for us – a lot of people want to buy souvenirs.
- WOMAN: So have you finished your development of the site for the moment?
- MAN: Not at all! We're constantly looking for ways to offer more to our visitors. The railway remains the central feature and there's now 1.2 kilometres of the line laid but we'd like to lay more. Because of the geology of the area, our greatest problem is digging tunnels. But we're gradually overcoming that. We're also very pleased with a new installation of the Go-Kart arena which is 120 square metres in area. Again the problem is the geology; we Q19
- had to level the mounds on the track for safety reasons. We wanted to enable 5–12 year olds to use the go-karts. And the main attraction here is the Formula 1 Kart. We've known fights to break out over who gets it! And then finally to our most recent development which is the landscaped ... Q20

SECTION 3

- TUTOR: Ah Caroline ... come on in. Sit down.
 CAROLINE: Thanks.
 TUTOR: So how's the dissertation planning going?
 CAROLINE: Well Dr Schulmann, I'm still having a lot of trouble deciding on a title.
 TUTOR: Well, that's perfectly normal at this stage. And this is what your tutorials will help you to do.
 CAROLINE: Right.
 TUTOR: What we'll do is jot down some points that might help you in your decision. First of all, you have chosen your general topic area, haven't you?
 CAROLINE: Yes, it's the fishing industry. Q21
 TUTOR: Oh yes, that was one of the areas you mentioned. Now, what aspects of the course are you good at?
 CAROLINE: Well, I think I'm coping well with statistics, and I'm never bored by it. Q22
 TUTOR: Good. Anything else?
 CAROLINE: Well, I found computer modelling fascinating – I have no problem following what's being taught, whereas quite a few of my classmates find it difficult.
 TUTOR: Well, that's very good. Do you think these might be areas you could bring into your dissertation?
 CAROLINE: Oh yes, if possible. It's just that I'm having difficulty thinking how I can do that. You see I feel I don't have sufficient background information.
 TUTOR: I see. Well, do you take notes?
 CAROLINE: I'm very weak at note-taking. My teachers always used to say that. Q23
 TUTOR: Well, I think you really need to work on these weaknesses before you go any further.
 CAROLINE: What do you suggest?
-
- TUTOR: Well, I can go through the possible strategies with you and let you decide where to go from there.
 CAROLINE: Okay, thanks.
 TUTOR: Well, some people find it helpful to organise peer-group discussions – you know, each week a different person studies a different topic and shares it with the group.
 CAROLINE: Oh right.
 TUTOR: It really helps build confidence, you know, having to present something to others. Q24
 CAROLINE: I can see that.
 TUTOR: The drawback is that everyone in the group seems to share the same ideas ... they keep being repeated in all the dissertations. Q25
 CAROLINE: Okay.
 TUTOR: You could also try a service called 'Student Support'. It's designed to give you a structured programme over a number of weeks to develop your skills. Q26
 CAROLINE: Sounds good.
 TUTOR: Yes, unfortunately there are only a few places. But it's worth looking into. Q27
 CAROLINE: Yes, of course. I know I've got to work on my study skills.
 TUTOR: And then there are several study skills books you can consult.
 CAROLINE: Right.

- TUTOR: They'll be a good source of reference but the problem is they are sometimes too general. Q28
- CAROLINE: Yes, that's what I've found.
- TUTOR: Other than that I would strongly advise quite simple ideas like using a card index.
- CAROLINE: Well, yes, I've never done that before.
- TUTOR: It's simple, but it really works because you have to get points down in a small space. Another thing I always advise is don't just take your notes and forget about them. Read everything three times – that'll really fix them in your mind. Q29
- CAROLINE: Yes, I can see it'd take discipline but ...
- TUTOR: Well, if you establish good study skills at this stage they'll be with you all your life.
- CAROLINE: Oh yes, I completely agree. It's just that I don't seem to be able to discipline myself. I need to talk things over.
- TUTOR: Well, we'll be continuing these tutorials of course. Let's arrange next month's now. Let's see, I can see you virtually any time during the week starting 22nd January.
- CAROLINE: What about the 24th? I'm free in the afternoon.
- TUTOR: Sorry, I'm booked then. What about the following day?
- CAROLINE: Thursday? I can make the morning.
- TUTOR: Fine, we'll go for the 25th then. Q30
- CAROLINE: That's great, thanks.

SECTION 4

Good morning. In the last few lectures I've been talking about the history of domestic building construction. But today I want to begin looking at some contemporary, experimental designs for housing. So, I'm going to start with a house which is constructed more or less under the ground. And one of the interesting things about this project is that the owners – both professionals but not architects – wanted to be closely involved, so they decided to manage the project themselves. Their chief aim was to create somewhere that was as environmentally-friendly as possible. But at the same time they wanted to live somewhere peaceful – they'd both grown up in a rural area and disliked urban life. Q31

So the first thing they did was to look for a site. And they found a disused stone quarry in a beautiful area. The price was relatively low, and they liked the idea of recycling the land, as it were. As it was, the quarry was an ugly blot on the landscape, and it wasn't productive any longer, either. Q32

They consulted various architects and looked at a number of designs before finally deciding on one. As I've said, it was a design for a sort of underground house, and it was built into the earth itself, with two storeys. The north, east and west sides were set in the earth, and only the sloping, south-facing side was exposed to light. That was made of a double layer of very strong glass. There were also photovoltaic tiles fixed to the top and bottom of this sloping wall. These are tiles that are designed to store energy from the sun. And the walls had a layer of foam around them too, to increase the insulation. Q33
Q34

Now, what is of interest to us about this project is the features which make the building energy-efficient. Sunlight floods in through the glass wall, and to maximise it there are lots of mirrors and windows inside the house. That helps to spread the light around. So that's the first thing – light is utilised as fully as possible. Q35

In addition, the special tiles on the outside convert energy from the sun and generate some of the house's electricity. In fact, and it's possible that in future the house may even generate an electricity surplus, and that the owners will be able to sell some to the national grid. Q36

As well as that, wherever possible, recycled materials have been used. For example, the floors are made of reclaimed wood. And the owners haven't bought a single item of new furniture – they just kept what they already had. And then there's the system for dealing with the waste produced in the house. This is dealt with organically – it's purified by being filtered through reed beds which have been planted for that purpose in the garden. So the occupants of the house won't pollute the land or use any damaging chemicals. Q37
Q38

It's true that the actual construction of the house was harmful to the environment, mainly because they had to use massive amounts of concrete – one of the biggest sources of carbon dioxide in manufacturing. And, as you know, this is very damaging to the environment. In total, the house construction has released 70 tons of carbon dioxide into the air. Now that's a frightening thought. However, once the initial 'debt' has been cleared – and it's been calculated that this will only take fifteen years – this underground house won't cost anything – environmentally I mean – because unlike ordinary houses, it is run in a way that is completely environmentally friendly. Q39
Q40

So, eco-housing like this is likely to become much more ...

TEST 4

SECTION 1

- WOMAN: Can I help you?
- MAN: Yes, I've just moved to this area with my wife and children and I'd like to know where we can all register with a doctor at a Health Centre.
- WOMAN: Okay. Well, there's Doctor Green at The Harvey Clinic. We always recommend her for babies, because she's very good with them and she runs a special clinic. *Example Q1*
- MAN: Oh ... actually my youngest child is five, so that wouldn't be any good for us.
- WOMAN: Right.
- MAN: Is there anywhere else I could try?
- WOMAN: Yes, the Eshcol Health Practice is the next one on my list. Q2
- MAN: How do you spell that?
- WOMAN: E-S-H-C-O-L. And it's Doctor Fuller, who has space on his list. The clinic only opened a year ago, so the facilities are all very modern.
- MAN: That sounds good.
- WOMAN: And it's particularly good if you're busy during the day, because they also do appointments in the evening. They're closed on Saturday, though. The only other place on the list is the Health Centre on Shore Lane. You can register with Doctor Gormley, that's G-O-R-M-L-E-Y. He's new there, but the centre has a very good reputation. Q3
Q4
- MAN: Oh yes, I think I know the road. That would be the best one. Thanks. Could you tell me, will all their services be free?

WOMAN: Erm ... there are usually some small charges that doctors make. Let me see what it says about the Shore Lane Centre. If you need to be vaccinated before any trips abroad, you won't have to pay for this. Erm, what else? The sports injury treatment service operates on a paying basis, as does the nutritional therapy service. Some health centres do offer alternative therapies like homeopathy as part of their pay-to-use service. Shore Lane are hoping to do this soon – I think they may start with acupuncture. And finally, if you need to prove you're healthy or haven't had any serious injuries before a new employer will accept you, you can get a free fitness check-up there, but you'd most likely have to pay for insurance medicals though.

MAN: Okay, thanks.

Q5 & 6

Q5 & 6

WOMAN: You might also be interested to know the Centre is running a pilot scheme of talks for patients. I've got the list here. Actually, they look very interesting.

MAN: What sort of things?

WOMAN: Well, the first one's about giving up smoking. It's next week, the twenty-fifth of February, at 7 pm, and that's in Room 4. It says, the talk will stress the health benefits particularly for people with asthma or heart disease.

MAN: That sounds very interesting.

WOMAN: There's also a talk for families with children. It's on Healthy Eating, and takes place on the first of March at five o'clock.

MAN: Will that be at the Health Centre?

WOMAN: Erm, actually it's at the primary school on Shore Lane. I imagine they're inviting the parents of pupils there – it says here 'all welcome'.

MAN: Mmm, I might go to that if I have time.

WOMAN: There's a couple of other talks – one giving advice about how to avoid injuries while doing exercise. It's on the ninth of March. Oh, it's a late afternoon talk, at four thirty, and it'll be in Room 6. It also says the talk is suitable for all ages. And finally, there's a talk called 'Stress Management' which is ...

Q7

Q8

Q9

Q10

SECTION 2

MAN: Hello?

WOMAN: Hi. It's Laura Carlton here. We've just arrived at the holiday flat, but I can't get the hot water and heating to work.

MAN: Oh right! That's easy. Don't worry. In the upstairs cupboard, you'll find the water heater. You'll see three main controls on the left at the bottom of the heater. The first one – the round one on the far left – is the most important one for the heating and hot water. It's the main control switch. Make sure it's in the 'on' position. The switch itself doesn't light up, but the little square below will be black if the switch is 'off'. That's probably what's happened – it's got switched off by mistake. The middle one of these three controls – you'll see it's slightly larger than the first one – controls the radiators. If you feel cold while you're there and need the radiators on, this needs to be turned to maximum. The last of the three controls – the one on the right – is usually on about a number four setting which for the water in the taps is usually quite hot enough.

Q11

	<u>Below the heating controls in the middle is a small round plastic button.</u> If there isn't enough water in the pipes, sometimes the heater goes out. If this happens <u>you'll need to press this button to reset the heater.</u> Hold it in for about five seconds and the heater should come on again. Then there's <u>a little square indicator under the third knob that's a kind of alarm light.</u> It'll flash if you need to reset the heater.	Q12
WOMAN:	It sounds complicated ...	
MAN:	I'm sure you won't have any problems with it. There should be some more instructions on the side of the heater. Call me back if you can't make it work.	Q12
WOMAN:	Okay.	Q13
<hr/>		
WOMAN:	While you're on the phone, we haven't managed to find a few things we need, like extra pillows for the beds and some washing powder. Is there any here?	
MAN:	<u>Pillows ... yes. If you look in the cupboard, the large white one upstairs – to the left of the bathroom door – there should be four or five on the top shelf.</u> And if you want to do some washing, <u>there's some powder for that ... probably by the back door.</u> There's a kind of shelf there above the sink. In fact, I'm sure there's some there, in a large blue box. You need about half a cup full for each wash.	Q14
	And that reminds me, <u>the spare key to the back door is hanging on a hook on the wall by the sitting room window.</u> Please make sure to put it back when you've used it. The previous guests lost it in the garden and I had to get another one made! And if you have any trouble with the lamps, you'll find <u>some spare bulbs in a large cardboard box.</u> <u>It's on top of the washing machine</u> with all kinds of useful things in it.	Q15
	Oh, and another thing I forgot to mention when we last spoke ...	Q16
WOMAN:	Yes?	
MAN:	<u>I've left you a local map,</u> so you'll be able to find your way around easily. It shows the whole area. I put it <u>in the top drawer of the chest</u> under the TV in your bedroom. There's a whole file of local information in there too.	Q17
WOMAN:	Thanks. What about visiting the town? Can you give us any advice?	
MAN:	Yes. You'll need to take the car. It's too far to walk from the flat really. You have to pay to leave your car in all the car parks now I'm afraid ... I like the one that's by the station best and you can walk to the town centre from there in five minutes. That's where all the best restaurants are. But if you want a takeaway, the Italian one does really good pasta and <u>pizzas.</u> <u>Call 7-3 double 2, 8-1 for that one,</u> or 7 double 6, double 1, 9 for the Chinese. They're both good and they'll both deliver to the flat.	Q18
	As for places to visit, yes, do go and see the railway museum. The exhibition is small but really good. It gets very crowded on Sundays, so I suggest you visit it on a quieter day, later in the week, but <u>not on Thursdays</u> which is market day – you won't find anywhere to park and it's also <u>the only day of the week when they're not open!</u> Anything else?	Q19
WOMAN:	Not for the moment. Thanks!	Q20

SECTION 3

- PAUL: Hello, Kira, how are you?
 KIRA: Fine thanks, Paul, how are you?
 PAUL: Well, thanks. It's good to see you. It must be twelve months since you did our course?
 KIRA: That's right. It's nice to come back and say hello.
 PAUL: What course did you enrol in?
 KIRA: Actually, I went straight into third year Pharmacy. They credited me with two years, which probably made it more difficult for me.
 PAUL: On the other hand, you were lucky to be granted credits. Is that why you chose the course?
 KIRA: Yes. And, as I'd already finished a course in it in my country, I thought it would be easier if I studied something I already knew. Q21
 PAUL: I didn't realise you went into third year. I thought you started in first year. No wonder it was so hard! And what do you think is one of the big differences between studying at a university here and studying in your country?
 KIRA: Well, I've found it very difficult to write assignments, because I wasn't familiar with that aspect of the system here. The main problem is that the lecturers expect you to be critical. That made me feel really terrible. I thought "How can I possibly do it? How can I comment on someone else's research when they probably spent five years doing it?" I think a lot of people who come from overseas countries have similar problems. But after a while it became easier for me. People expect you to have problems with the process of reading and writing but, in fact, it is more a question of altering your viewpoint towards academic study. Q22
 PAUL: How was the content of the lectures? Was it easy for you?
 KIRA: I didn't really have many problems understanding lectures. The content was very similar to what I'd studied before.
 PAUL: And what about the lecturers themselves? Are they essentially the same as lecturers in your country?
 KIRA: Well actually, no. Here, they're much easier to approach. After every lecture you can go and ask them something you didn't understand. Or you can make an appointment and talk to them about anything in the course. Q23
 PAUL: Maybe you found them different because you're a more mature student now, whereas when you were studying in your country you were younger and not so assertive. Q24
 KIRA: No, I don't think that's the difference. Most of the students here do it. In my faculty, they all seem to make appointments – usually to talk about something in the course that's worrying them, but sometimes just about something that might really interest them, something they might want to specialise in. The lecturers must set aside certain times every week when they're available for students. Q25
 PAUL: That's good to hear.
-
- PAUL: And how was your timetable? Was it a very busy year?
 KIRA: Very, very busy. They make you work very hard. Apart from lectures, we had practical sessions in a lot of subjects. We did these in small groups. I had to go and work four hours every week in a community pharmacy. Actually, I enjoyed this very much – meeting new people all the time. Then Q26

- in second semester, we had to get experience in hospital dispensaries, so every second day we went to one of the big hospitals and worked there. Q27
- And on top of all that we had our assignments, which took me a lot of time. Oh, I nearly forgot, between first and second semesters, we had to work full-time for two weeks in a hospital. Q28
- PAUL: That does sound a very heavy year. So are you pleased now that you did it? Do you feel some sense of achievement?
- KIRA: Yeah, I do feel much more confident, which I suppose is the most important thing. Q29
- PAUL: And have you got any recommendations for people who are studying from overseas?
- KIRA: Well, I suppose they need very good English. It would be much better if they spent more time learning English before they enter the university, because you can be in big trouble if you don't understand what people are saying and you haven't got time to translate.
- PAUL: Anything else?
- KIRA: Well, as I said before, the biggest problem for me was a lack of familiarity with the education system here. Q30
- PAUL: It sounds as if it was a real challenge. Congratulations, Kira.
- KIRA: Thanks, Paul.

SECTION 4

Good morning. Today I'd like to present the findings of our Year 2 project on wildlife found in gardens throughout our city. I'll start by saying something about the background to the project, then talk a little bit about our research techniques, and then indicate some of our interim findings.

First of all, how did we choose our topic? Well, there are four of us in the group and one day while we were discussing a possible focus, two of the group mentioned that they had seen yet more sparrow-hawks – one of Britain's most interesting birds of prey – in their own city centre gardens and wondered why they were turning up in these gardens in great numbers. We were all very engaged by the idea of why wild animals would choose to inhabit a city garden. Why is it so popular with wildlife when the countryside itself is becoming less so? Q31

The first thing we did was to establish what proportion of the urban land is taken up by private gardens. We estimated that it was about one fifth, and this was endorsed by looking at large-scale usage maps in the town land survey office – 24% to be precise. Q32

Our own informal discussions with neighbours and friends led us to believe that many garden owners had interesting experiences to relate regarding wild animal sightings so we decided to survey garden owners from different areas of the city. Just over 100 of them completed a survey once every two weeks for twelve months – ticking off species they had seen from a pro forma list – and adding the names of any rarer ones. Q33

Meanwhile, we were doing our own observations in selected gardens throughout the city. We deliberately chose smaller ones because they were by far the most typical in the city. The whole point of the project was to look at the norm not the exception. Alongside this primary research on urban gardens, we were studying a lot of books about the decline of wild animals in the countryside and thinking of possible causes for this. Q34

So what did we find? Well, so much that I just won't have time to tell you about here. If you're interested in reading our more comprehensive findings, we've produced detailed Q35

graphic representations on the college web-site and of course any of the group would be happy to talk to you about them. Just email us.

What we've decided to present today is information about just three species – because we felt these gave a good indication of the processes at work in rural and urban settings as a whole. Q36

The first species to generate a lot of interesting information was frogs. And there was a clear pattern here – they proliferate where there is suitable water. Garden ponds are on the increase, rural ponds are disappearing, leading to massive migration to the towns. Q37

Hedgehogs are also finding it easier to live in urban areas – this time because their predators are not finding it quite so attractive to leave their rural environment, so Q38

hedgehogs have a better survival rate in cities. We had lots of sightings, so all in all we had no difficulties with our efforts to count their numbers precisely. Q39

Our final species is the finest of bird singers, the song thrush. On the decline in the countryside, they are experiencing a resurgence in urban gardens because these days gardeners are buying lots of different plants which means there's an extensive range of seeds around, which is what they feed on. Another factor is the provision of nesting places – which is actually better in gardens than the countryside. Hard to believe it, but it's true. Incidentally, we discovered that a massive new survey on song thrushes is about to be launched, so you should keep an eye open for that. Q40

Now, I'd be happy to answer any questions you may have ...

Listening and Reading Answer Keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 answer(ing) (the) phone
- 2 Hillsdunne Road
- 3 library
- 4 4.45
- 5 national holidays
- 6 after 11 (o'clock)
- 7 clear voice
- 8 think quickly
- 9 22 October
- 10 Manuja

Section 3, Questions 21–30

- 21 B
- 22 C
- 23 B
- 24 A
- 25 C
- 26 B
- 27 A
- 28 B
- 29 C
- 30 B

Section 2, Questions 11–20

- 11 branch
 - 12 west
 - 13 clothing
 - 14 10
 - 15 running
 - 16 bags
 - 17 A
 - 18 A
- 19&20 IN EITHER ORDER**
- A
E

Section 4, Questions 31–40

- 31 tide/tides
- 32 hearing/ear/ears
- 33 **IN EITHER ORDER; BOTH REQUIRED FOR ONE MARK**
plants
animals/fish/fishes
- 34 feeding
- 35 noise/noises
- 36 healthy
- 37 group
- 38 social
- 39 leader
- 40 network/networks

If you score...

0–12	13–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 FALSE
- 2 NOT GIVEN
- 3 FALSE
- 4 TRUE
- 5 NOT GIVEN
- 6 TRUE
- 7 NOT GIVEN
- 8 (the / only) rich
- 9 commercial (possibilities)
- 10 mauve (was/is)
- 11 (Robert) Pullar
- 12 (in) France
- 13 malaria (is)

Reading Passage 2, Questions 14–26

- 14 iv
- 15 vii
- 16 i
- 17 ii
- 18 several billion years
- 19 radio (waves/signals)
- 20 1000 (stars)
- 21 YES

- 22 YES
- 23 NOT GIVEN
- 24 NO
- 25 NOT GIVEN
- 26 NO

Reading Passage 3, Questions 27–40

- 27 plants
- 28 **IN EITHER ORDER; BOTH REQUIRED
FOR ONE MARK**
breathing
reproduction
- 29 gills
- 30 dolphins
- 31 NOT GIVEN
- 32 FALSE
- 33 TRUE
- 34 3 measurements
- 35 (triangular) graph
- 36 cluster
- 37 amphibious
- 38 half way
- 39 dry-land tortoises
- 40 D

If you score...

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 2

LISTENING

Section 1, Questions 1–10

- 1 Bhatt
- 2 31 March
- 3 nursing
- 4 2
- 5 meat
- 6 bedsit
- 7 theatre/theater
- 8 mature/older
- 9 town
- 10 shared

Section 3, Questions 21–30

- 21 C
- 22 B
- 23 B
- 24 C
- 25 reading
- 26 CD
- 27 workbooks
- 28 timetable/schedule
- 29 alarm
- 30 email/emails

Section 2, Questions 11–20

- 11 trees
- 12 Friday/Sunday
- 13 farm
- 14 C
- 15 B
- 16 A
- 17 A
- 18 I
- 19 F
- 20 E

Section 4, Questions 31–40

- 31 central
- 32 conversation/conversations
- 33 effectively
- 34 risk/risks
- 35 levels
- 36 description/descriptions
- 37 technical
- 38 change
- 39 responsibility
- 40 flexible

If you score...

0–12	13–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 H
 2 C
 3 B
 4 I
 5 D
 6 A
 7 two decades
 8 crowd (noise)
 9 invisible (disabilities/disability)
 10 Objective 3
 11&12 **IN EITHER ORDER**
 A
 C
 13 C

Reading Passage 2, Questions 14–26

- 14 F
 15 D
 16 G
 17 E
 18 D
 19 A

- 20 B
 21 C
 22 FALSE
 23 FALSE
 24 TRUE
 25 NOT GIVEN
 26 TRUE

Reading Passage 3, Questions 27–40

- 27 C
 28 B
 29 D
 30 C
 31 B
 32 YES
 33 YES
 34 NOT GIVEN
 35 NO
 36 NOT GIVEN
 37 NO
 38 A
 39 B
 40 C

If you score...

0–11	12–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 3**LISTENING****Section 1, Questions 1–10**

- 1 300
- 2 Sunshade
- 3 balcony
- 4 forest/forests
- 5 319
- 6 10,000
- 7 relative
- 8 missed
- 9 item
- 10 Ludlow

Section 3, Questions 21–30

- 21 fishing industry
- 22 statistics
- 23 note-taking
- 24 confidence
- 25 ideas
- 26 student support
- 27 places
- 28 general
- 29 3 times
- 30 25

Section 2, Questions 11–20

- 11 C
- 12 A
- 13 C
- 14 E
- 15 H
- 16 F
- 17 C
- 18 G
- 19 120
- 20 5 to 12

Section 4, Questions 31–40

- 31 B
- 32 A
- 33 glass
- 34 insulation
- 35 windows
- 36 electricity
- 37 floor/floors
- 38 waste
- 39 concrete
- 40 15 years

If you score...

0–12	13–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 YES
- 2 NO
- 3 YES
- 4 NOT GIVEN
- 5 YES
- 6 YES
- 7 NO
- 8 YES
- 9 H
- 10 F
- 11 A
- 12 C
- 13 B

- 23 maintenance
- 24 slow (turning)
- 25 low pressure
- 26 cavitation

Reading Passage 3, Questions 27–40

- 27 D
- 28 F
- 29 B
- 30 E
- 31 A
- 32 C
- 33 **IN EITHER ORDER; BOTH REQUIRED FOR ONE MARK**
Jupiter
Saturn
- 34 Solar System
- 35 **IN EITHER ORDER; BOTH REQUIRED FOR ONE MARK**
sensors
circuits
- 36 spares
- 37 radio dish
- 38 TRUE
- 39 TRUE
- 40 FALSE

Reading Passage 2, Questions 14–26

- 14 C
- 15 E
- 16 A
- 17 C
- 18–22 **IN ANY ORDER**
A
D
E
F
J

If you score...

0–12	13–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 4

LISTENING

Section 1, Questions 1–10

- 1 babies
- 2 Eshcol
- 3 evening
- 4 Gormley
- 5&6 **IN EITHER ORDER**
- B
- E
- 7 heart
- 8 primary school
- 9 4.30
- 10 ages

Section 2, Questions 11–20

- 11 B
- 12 C
- 13 E
- 14 B
- 15 E
- 16 D
- 17 A
- 18 C
- 19 732281
- 20 Thursday/Thursdays

Section 3, Questions 21–30

- 21 A
- 22 C
- 23 approach
- 24 mature
- 25 interest
- 26 groups
- 27 every 2 days
- 28 2 weeks
- 29 confident
- 30 education system

Section 4, Questions 31–40

- 31 C
- 32 A
- 33 B
- 34 B
- 35 A
- 36 C
- 37 frog/frogs
- 38 predators
- 39 count
- 40 seed/seeds

If you score...

0–12	13–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 FALSE
- 2 NOT GIVEN
- 3 TRUE
- 4 FALSE
- 5 TRUE
- 6 NOT GIVEN
- 7 thorium
- 8 pitchblende
- 9 radium
- 10 soldiers
- 11 illness
- 12 neutron
- 13 leukaemia/leukemia

- 20 D
- 21 B
- 22 E
- 23 C
- 24 mirror
- 25 communication
- 26 ownership

Reading Passage 3, Questions 27–40

- 27 ii
- 28 vi
- 29 i
- 30 iii
- 31 B
- 32 A
- 33 D
- 34 D
- 35 C
- 36 B
- 37 FALSE
- 38 NOT GIVEN
- 39 FALSE
- 40 TRUE

Reading Passage 2, Questions 14–26

- 14 G
- 15 C
- 16 G
- 17 D
- 18 H
- 19 E

If you score...

0–11	12–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

GENERAL TRAINING TEST A

Section 1, Questions 1–14

- 1 D
- 2 C
- 3 A
- 4 G
- 5 F
- 6 B
- 7 F
- 8 C
- 9 G
- 10 B
- 11 A
- 12 A
- 13 E
- 14 D

Section 2, Questions 15–27

- 15 professional image
- 16 pressed
- 17 tasteful
- 18 allergic reactions
- 19 cultural tradition

- 20 company logo
- 21 verbal warning
- 22 progress
- 23 five years
- 24 (residential) clubs
- 25 concerts
- 26 leisure skills
- 27 loan

Section 3, Questions 28–40

- 28 C
- 29 B
- 30 G
- 31 F
- 32 E
- 33 H
- 34 August 31st
- 35 human chain/chains
- 36 blotting paper
- 37 (countless) dustbins
- 38 C
- 39 C
- 40 D

If you score...

0–19	20–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

GENERAL TRAINING TEST B

Section 1, Questions 1–14

- 1 full-time education
- 2 (officially) stamped
- 3 minimum fares
- 4 signature
- 5 anybody else
- 6 purchase facilities
- 7 full fare/rate
- 8 25 per cent/%
- 9 Sales Department
- 10 15 per cent/%
- 11 10 per cent/%
- 12 same day returns
- 13 **IN EITHER ORDER; BOTH REQUIRED
FOR ONE MARK**
- dates
- times
- 14 2 minutes

Section 2, Questions 15–27

- 15 trade certificates
- 16 (formal) education
- 17 salary (level)
- 18 apprenticeship (training)

- 19 (job) interviews
- 20 (workforce/workplace) diversity
- 21 compliment
- 22 sentence
- 23 story
- 24 props
- 25 time
- 26 game
- 27 confidence

Section 3, Questions 28–40

- 28 A
- 29 D
- 30 B
- 31 commercial
- 32 miniature
- 33 wings
- 34 300 kph
- 35 skydiver
- 36 D
- 37 A
- 38 D
- 39 C
- 40 B

If you score...

0–19	20–31	32–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Model and sample answers for Writing tasks

TEST 1, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7** score. Here is the examiner's comment:

This answer clearly presents the key features of the diagrams, and although the first map is described only briefly, this is acceptable for this particular task. The description is accurate though some aspects, such as the section on the accommodation, could have been more fully extended. The final paragraph summarises the main points effectively. The information is logically organised and can be easily followed throughout the response. A range of cohesive devices including reference and substitution is used appropriately, with only occasional inaccuracies. Some less common vocabulary and collocations are used appropriately, e.g. *central reception block*; *western accommodation units*, and there are no spelling errors. There is a variety of grammatical structures and many sentences contain no inaccuracies. Where errors do occur, they do not affect understanding.

The two maps show the same island while first one is before and the second one is after the construction for tourism.

Looking first at the one before construction, we can see a huge island with a beach in the west. The total length of the island is approximately 250 metres.

Moving on to the second map, we can see that there are lots of buildings on the island. There are two areas of accommodation. One is in the west near the beach while the other one is in the centre of the island. Between them, there is a restaurant in the north and a central reception block, which is surrounded by a vehicle track. This track also goes down to the pier where people can go sailing in the south sea of the island. Furthermore, tourists can swim near the beach in the west. A footpath connecting the western accommodation units also leads to the beach.

Overall, comparing the two maps, there are significant changes after this development. Not only lots of facilities are built on the island, but also the sea is used for activities. The new island has become a good place for tourism.

TEST 1, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Traditionally, children have begun studying foreign languages at secondary school, but introducing them earlier is recommended by some educationalists. This policy has been adopted by some educational authorities or individual schools, with both positive and negative outcomes.

The obvious argument in its favour is that young children pick up languages much more easily than teenagers. Their brains are still programmed to acquire their mother tongue, which facilitates learning another language, and unlike adolescents, they are not inhibited by self-consciousness.

The greater flexibility of the primary timetable allows for more frequent, shorter sessions and for a play-centred approach, thus maintaining learners' enthusiasm and progress. Their command of the language in later life will benefit from this early exposure, while learning other languages subsequently will be easier for them. They may also gain a better understanding of other cultures.

There are, however, some disadvantages. Primary school teachers are generalists, and may not have the necessary language skills themselves. If specialists have to be brought in to deliver these sessions, the flexibility referred to above is diminished. If primary language teaching is not standardised, secondary schools could be faced with a great variety of levels in different languages within their intake, resulting in a classroom experience which undoes the earlier gains. There is no advantage if enthusiastic primary pupils become demotivated as soon as they change schools. However, these issues can be addressed strategically within the policy adopted.

Anything which encourages language learning benefits society culturally and economically, and early exposure to language learning contributes to this. Young children's innate abilities should be harnessed to make these benefits more achievable.

TEST 2, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The chart shows the time spent by UK residents on different types of telephone calls between 1995 and 2002.

Local fixed line calls were the highest throughout the period, rising from 72 billion minutes in 1995 to just under 90 billion in 1998. After peaking at 90 billion the following year, these calls had fallen back to the 1995 figure by 2002.

National and international fixed line calls grew steadily from 38 billion to 61 billion at the end of the period in question, though the growth slowed over the last two years.

There was a dramatic increase in mobile calls from 2 billion to 46 billion minutes. This rise was particularly noticeable between 1999 and 2002, during which time the use of mobile phones tripled.

To sum up, although local fixed line calls were still the most popular in 2002, the gap between the three categories had narrowed considerably over the second half of the period in question.

TEST 2, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 8** score. Here is the examiner's comment:

The answer addresses all parts of the prompt sufficiently, focusing on the benefits for students rather than society. A number of relevant, extended and supported ideas are used to produce a well-developed response to the question. However, some ideas, for example the reference to the crime level, are not fully extended. The ideas are logically ordered and cohesion is consistently well managed. Paragraphing is used appropriately, and progression between paragraphs is managed with some sophistication. A wide range of vocabulary is used to articulate meanings precisely, with skilful use of uncommon lexis, and very few inappropriacies. The range of grammatical structures used is also wide, with only occasional minor errors.

It has been suggested that high school students should be involved in unpaid community services as a compulsory part of high school programmes. Most of the colleges are already providing opportunities to gain work experience, however these are not compulsory. In my opinion, sending students to work in community services is a good idea as it can provide them with many lots of valuable skills.

Life skills are very important and by doing voluntary work, students can learn how to communicate with others and work in a team but also how to manage their time and improve their organisational skills. Nowadays, unfortunately, teenagers do not have many after-school activities. After-school clubs are no longer that popular and students mostly go home and sit in front of the TV, browse internet or play video games.

By giving them compulsory work activities with charitable or community organisations, they will be encouraged to do something more creative. Skills gained through compulsory work will not only be an asset on their CV but also increase their employability. Students will also gain more respect towards work and money as they will realise that it is not that easy to earn them and hopefully will learn to spend them in a more practical way.

Healthy life balance and exercise are strongly promoted by the NHS, and therefore any kind of spare time charity work will prevent from sitting and doing nothing. It could also possibly reduce the crime level in the high school age group. If students have activities to do, they will not be bored and come up with silly ideas which can be dangerous for them or their surroundings.

In conclusion, I think this is a very good idea, and I hope this programme will be put into action for high schools/colleges shortly.

TEST 3, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6** score. Here is the examiner's comment:

The answer addresses the task, reporting sufficient details for the reader to be accurately informed, even though in each chart one element is implied rather than overtly stated. Clear comparisons are drawn between the two countries. An overview is given, although focusing on only one age group reduces its clarity. The information is well organised and a range of linking devices used, e.g. *whereas*; *the latter country*. Vocabulary is adequate for the task and generally accurate, though attempts to use less common words are less successful. A few errors occur in word formation, e.g. *statistic* (statistical); *estimative* (estimate), but they do not affect understanding. Simple and complex sentence forms are produced with few grammatical errors, but the range of structures is rather restricted.

The diagrams show statistic information regarding the ages of the habitants of Yemen and Italy in 2000 and also a estimative for 2050.

We can see that in 2000 the majority of people in Yemen was between 0 and 14 years old, whith 50.1%, whereas in Italy most of the population was between 15-59 years old (61.6%), in the same year. On the other hand, just 3.6% of people in the former country was 60 years old or more in 2000, while in the latter country this figure is represented with 24.1%.

The projections for 2050 show that the number of people with 15-59 years and 60 years or more will increase in Yemen, reaching 57.3% and 5.7% respectively. In contrast, in Italy, the population with 15-59 years will decrease to 46.2%, while people with 60 years or more will grow to 42.3%.

Overall, it is possible to see that there is an upward trend on the rates of people with 60 years or more in both countries.

TEST 3, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

A problem of modern societies is the declining level of health in the general population, with conflicting views on how to tackle this worrying trend. One possible solution is to provide more sports facilities to encourage a more active lifestyle.

Advocates of this believe that today's sedentary lifestyle and stressful working conditions mean that physical activity is no longer part of either our work or our leisure time. If there were easy-to-reach local sports centres, we would be more likely to make exercise a regular part of our lives, rather than just collapsing in front of a screen every evening. The variety of sports that could be offered would cater for all ages, levels of fitness and interests: those with painful memories of PE at school might be happier in the swimming pool than on the football pitch.

However, there may be better ways of tackling this problem. Interest in sport is not universal, and additional facilities might simply attract the already fit, not those who most need them. Physical activity could be encouraged relatively cheaply, for example by installing exercise equipment in parks, as my local council has done. This has the added benefit that parents and children often use them together just for fun, which develops a positive attitude to exercise at an early age.

As well as physical activity, high tax penalties could be imposed on high-fat food products, tobacco and alcohol, as excessive consumption of any of these contributes to poor health. Even improving public transport would help: it takes longer to walk to the bus stop than to the car.

In my opinion, focusing on sports facilities is too narrow an approach and would not have the desired results. People should be encouraged not only to be more physically active but also to adopt a healthier lifestyle in general.

TEST 4, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The graph shows energy consumption in the US from 1980 to 2012, and projected consumption to 2030.

Petrol and oil are the dominant fuel sources throughout this period, with 35 quadrillion (35q) units used in 1980, rising to 42q in 2012. Despite some initial fluctuation, from 1995 there was a steady increase. This is expected to continue, reaching 47q in 2030.

Consumption of energy derived from natural gas and coal is similar over the period. From 20q and 15q respectively in 1980, gas showed an initial fall and coal a gradual increase, with the two fuels equal between 1985 and 1990. Consumption has fluctuated since 1990 but both now provide 24q. Coal is predicted to increase steadily to 31q in 2030, whereas after 2014, gas will remain stable at 25q.

In 1980, energy from nuclear, hydro- and solar/wind power was equal at only 4q. Nuclear has risen by 3q, and solar/wind by 2. After slight increases, hydropower has fallen back to the 1980 figure. It is expected to maintain this level until 2030, while the others should rise slightly after 2025.

Overall, the US will continue to rely on fossil fuels, with sustainable and nuclear energy sources remaining relatively insignificant.

TEST 4, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 4** score. Here is the examiner's comment:

This answer expresses a position on the topic, but the ideas are not always clear because of repetition and a lack of development (the answer is unfinished and underlength). The information is not organised coherently and it is difficult to follow a progression through the answer. Although some linking devices occur, substitution and referencing are not used, and connections between the ideas are unclear. The range of vocabulary is limited and repetitive, and inappropriate word choices, e.g. *small country language*; *invest*, make it difficult for the reader to follow the meaning. There are some attempts to produce complex sentences and some grammatical structures are produced accurately, but frequent errors and omissions in basic sentence formation and in punctuation make the writing difficult to understand.

I agree about this opinion.

Nowadays, Several languages die out. I think this situation is right. In the world, already have to much languages minimum 100 languages include small country. But we know Just some languages, kind of English, French Japanese, Chinies.

At this moment, we live in the world, So we need frist language in the world. Therefor several languages need to die out.

Also, small country language is almost difficult to learn and not useful. so we don't need to learn this languages. Even if we learning this languages not using in the world. Just useful this country And we don't find small language education academy.

So I think small country languages make spend money and time also we need find first language using all of country. This is very important for all country of developing.

After when decide first language our communication will be more easier with another country people. Beside we don't need invest of another language education, and we can invest another part kind of economic and culture developing by decrease education money.

Accordng to this opinion,

TEST A, WRITING TASK 1 (GENERAL TRAINING)

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Dear Jennifer

I am writing to request some unpaid leave next month.

My parents' 60th wedding anniversary is on March 21st, and they are planning to celebrate this significant achievement with all their children and grandchildren. To do this, they have rented a house big enough to accommodate the whole family.

To participate in this special occasion, I would need to be away from work for four days, from Monday 19th to Thursday 23rd. My schedule for that week is relatively light, apart from two meetings with clients. Netta would be able to attend these in my place, as she has had previous dealings with both companies and knows the relevant staff there. I have no other urgent work commitments at that time.

I would be very grateful if you could allow me this time. These few days are very important to my parents and the whole family, and it would be a way to thank them for all the support they have given me.

Best wishes

TEST A, WRITING TASK 2 (GENERAL TRAINING)

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6** score. Here is the examiner's comment:

This answer addresses all parts of the task, though the disadvantages of fame are covered more fully than the advantages. Main ideas are relevant, though the answer would be better if they were developed further. The conclusions drawn are at times repetitive. The organisation of ideas is coherent and some are linked effectively, but the openings of paragraphs 2, 3, 4 and 5 show some limitations. Paragraphs 2 and 3 do not develop a central topic well. Vocabulary is adequate for the task, although inappropriacies indicate that the range is restricted. However, the errors which occur in word choice and spelling do not prevent meaning being communicated. Simple and complex sentence forms are used, and although a number of inaccuracies are noticeable in structure and punctuation, communication is rarely affected.

Being a celebrity was not always the easiest way of life. Of course besides all the advantages of being rich, loved and being famous there are many disadvantages, that we have to take into consideration. So, after all it is a quite hard question, and we cannot give an easy answer.

Let's just think of the celebrities, and try to get a few benefits of being well-known. Some of them had had a very long way until they reached their part of life when they are celebrities.

But if we just look into their everyday, we can say that they have a very good accommodation and lifestyle: they have an income of what everyone is dreaming, they live in huge houses, they can buy all the cars they want.

But as the saying says: money is nothing, even they are rich, their personal life is not always so beautiful as it seems. Let's just remember the famous teenager singer Britney Spears. In the beginning she was just like a young girl that everyone wanted to follow. But as time went on, she had some growing personal life problems. She was seen in nightclubs wearing the least dress, once she cut her hair bald, she had alcohol and drug problems. Anyway, being a celebrity is not often easy and beautiful!

Let's just mention the paparazzos. A celebrity cannot go outside his/her house to pick his/her morning newspaper without being photographed. They have to be very careful about their private life, because their fans are following them, and they always have to behave perfectly! And since no one of us is perfect, their fans are quite often disappointed.

After all, taking into the consideration all the advantages and disadvantages, we should say that being a celebrity is not always easy!

TEST B, WRITING TASK 1 (GENERAL TRAINING)

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5** score. Here is the examiner's comment:

The answer addresses all the bullet points but does not cover them adequately, either through insufficient information (the second bullet point) or through lack of clarity (the third bullet point). The purpose of the letter is not always clear. Although organising the letter in line with the bullet points provides some logic, linking devices are not effectively used. Reference and substitution occur but are often unclear. The range of vocabulary is limited but just adequate for the task. While there are no spelling errors, inappropriate word choices and faulty word formation require the reader to make some effort to understand the letter. Complex sentences are attempted, but are mainly limited to 'which' clauses. Frequent grammatical errors and faulty punctuation cause the reader some difficulty.

Dear Sir or Madam

On my recently holiday trip which was in thailand for week. I lost my luggage in which I had too many import documents and my gold watch which I bought from Singapore for someone, which costs me \$1500 australian Dollar. Fortunately this comes under my travel insurance which I did from your Insurance company. I have all details of this watch including Tax invoice receipt.

It happens when we enjoyed in a hotel. Later on we forget our one of the bag in a local taxi We tried to find it. but all in vain due to shortage of time.

I would like to request you that I want a claim for it. So In future we being your regular customers by paying all premium and instalments.

I will send you all my policies numbers or other thing in your given address.

Thank you

Yours truly customer

TEST B, WRITING TASK 2 (GENERAL TRAINING)

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

What's the happiest time in people's lives: youth or old age; school, career or retirement? All of these have been suggested, but teenage years and adulthood both have many supporters.

Those who believe teenagers are the happiest people cite their lack of responsibilities as a significant factor. They are supported financially and emotionally by their parents, and although they may be included in family decisions, they're not ultimately responsible. However, adolescents are on the threshold of adult life: they're old enough to get a part-time job, so they can enjoy their first taste of financial independence, and their future study and career lie ahead.

Away from these serious concerns, young people have an active social life with their friends, often simply by hanging out with them. And of course, there's the excitement of first love and first heartbreak. With all this to experience, teenagers see their parents' lives as boring and stressful.

However, the reverse is also true. Adults see anxious, self-dramatising adolescents, and appreciate the joys of maturity. These may include a contented family life, long-lasting friendships and a career. Long-term relationships may not have the fireworks of adolescence, but are stronger for it, because of the wealth of shared experience. At work, many of us are challenged and stimulated by the increasing professional skills we acquire, which ensures that our jobs remain interesting.

The greatest benefit, though, is that maturity gives you greater confidence in your own judgement, in all areas of life. You're not afraid to express your opinion when others disagree and, unlike a teenager, you know when to let things go.

Both these periods can be happy times, but I look back at my own teenage years with no desire to go back. Adult life may be less dramatic, but fireworks don't keep you warm.