

# Tapescripts

## SECTION 1

LOUISE Oh hello, I'd like to join the video library.  
MRMAX OK. Would you like to fill in the application form now?  
LOUISE Yes, I can do it now.  
MRMAX Hold on and I'll get a form. Now, I'll just ask you a few questions and then I'll get you to sign at the bottom.  
LOUISE Right.  
MR MAX What's your full name?  
LOUISE Louise Cynthia Jones.  
MR MAX Jones?  
LOUISE Yes, that's right.  
*Repeat*  
MR MAX OK, and what's your address?  
LOUISE Apartment 1, 72 Black Street, Highbridge. *Q1*  
MRMAX Black Street, that's just around the corner, isn't it?  
LOUISE Yes. *Q2*  
MRMAX OK, so the post code is 2085, right?  
LOUISE Yes, 2085.  
MR MAX Mm. And your telephone number? I need both home and work.  
LOUISE Home is 9835 6712 and work is 9456 1309. Do you need any ID or anything like that? *Q3*  
MR MAX Yes, we need your driver's licence number, that is if you have one.  
LOUISE Yes, I know it off by heart, it's an easy one, 2020BD. Do you need to see it? *Q4*  
MRMAX Yes, I'm afraid I do.  
LOUISE Mm ... here.  
MR MAX Right, thanks. And could you tell me your date of birth please?  
LOUISE 25 July 1977. *Q5*  
MR MAX That's the most important part out of the way, but could I just ask you a few questions for a survey we're conducting?  
LOUISE OK.  
MR MAX What kind of videos do you prefer to watch? Have a look at this list.  
LOUISE Well, I love anything that makes me laugh. I just love to hear jokes and funny punch lines. I'm not very keen on westerns, although my father likes them, but I'm a real softie, so anything with a bit of a love story is good for me. It doesn't matter how old. Not musicals though, they're too much! *Q6*  
MR MAX Anything else? *Q7*

LOUISE I'm completely taken by documentaries of the great outdoors, you know the sort. animals, plants and far away places. I saw a wonderful one on dolphins last week. It was amazing. *Q8*  
MR MAX Now, I think that's all from me, except I need you to sign here on the line. Here's a pen. Oh, and I nearly forgot, the membership fee. \$25, refundable if you leave the library for any reason. *Q9*  
LOUISE There you are. And do I sign here?  
MR MAX Yes, that's it. You can borrow videos now, if you like, but your card won't be ready until next week. You can come and pick it up when you bring your first videos back. That is if you want to take some now. *Q10*  
LOUISE Yes, I'd like to. I'll have a look around.  
MR MAX Fine.

## SECTION 2

INTERVIEWER A dream came true in 1995, when over 96 days of the spring and summer, an expedition of four men undertook what they believe to have been the first and only complete end-to-end crossing of Morocco's Attora mountains. I talked to Charles Owen, the leader of the expedition group, about the trip.  
Charles, how much planning went on beforehand?  
CHARLES Well, as you know, I run these walking trips across the mountains for tourists and over the years, I've collected maps and other data to prepare what I call a 'route book' for this trip and this book basically shows the route across the mountains that we took. *Q11*  
INTERVIEWER You actually broke records while you were out there, didn't you?  
CHARLES Mmm. Yes, it was 900 miles in total and we managed to climb 32 peaks that were over 3000 metres high, including *Toubkal*, which is of course the highest in North Africa. We weren't actually out to make a name for ourselves - it just happened really. *Q12*  
INTERVIEWER What was the weather like?  
CHARLES It got us right from day one and we were pretty taken aback really to find that it rained on quite a number of days, and so we were forced to start re-planning our route almost from the outset. One of the obvious problems is the heavy snow which blocks the mountain passes, so you have to make considerable detours. When we were on the way to Imilchil, for example, the snow forced us into a northern bypass which was new to us, but anyway, either way we would have been rewarded because we fell upon amazing, high meadows, huge gorges and wonderful snow-capped mountains. The scenery was as fine as any we saw on the trip and that was how it was every time - having to take another pass was never a disappointment. *Q13*  
INTERVIEWER It was in many ways a social trip, wasn't it? *Q14*  
*Q15*

CHARLES Yes, yes ... we'd arranged to meet up with friends at various points on the . journey. I mean this was actually one of the purposes of the trip ... and we managed to keep all these dates, which is amazing really considering the detours we made. An old friend acted as a sort of transport organiser for everyone and the Hotel Ali in Marrakech was a good social base - I'd really recommend it, although I can't remember who runs it. Anyway, groups of friends actually joined us for three-week stints and others just linked up with us. Some, whom we hadn't met before the trip at all, tagged on for short bursts - people from the area - who just came along for the ride. But outside the major visitor areas like Toubkal we only met one other group of travellers like ourselves in the whole 96 days.

INTERVIEWER Were there any bad moments?

CHARLES We took two, I must say, long-suffering donkeys with us to help transport water and tents and things. I suppose if we were to do it all again we'd probably hire donkeys along the way. Taza and Tamri, as we called them after the last places in the trip, well, they made quite a unique journey between them, and ... but it was continuously demanding for them. On both the really high summits, they took diversions that were quite out of character and I can only assume that it must have been due to tiredness.

INTERVIEWER Well, thank you ... And Charles has put together a video about this journey and continues to lead groups to the Attora mountains, so if you want further information ...

## SECTION 3

JANE Hi Tim! (Tim: Jane.) How are you? (Tim: Fine.) I'd been wondering when I'd run into you. Have you been here long?

TIM I arrived yesterday, on Sunday. How about you?

JANE I got here a few days ago, on Saturday. No - wait a minute, what's today? - Sorry Friday, not Saturday.

TIM But we didn't have to be here till today.

JANE Yes, I know, but I wanted to get my things moved into my room, and just take a look around. So, did you decide to do English in the end?

TIM No, I changed my mind and opted for history instead. And you're doing biology, if I remember correctly.

JANE Yes, although to start with I couldn't decide between that and geography.

TIM How much reading have you got? I was given an amazingly long list of books to read. See!

JANE Wow, it does look pretty long.

TIM Well, I counted 57 I could hardly believe it! What's your list like?

JANE Well, it's not as long as yours, but it's still pretty big. There are 43. I don't know how I'm going to get through them all.

TIM Well you don't have to read them all this week! You just have to stay ahead of the lectures and seminars. Have you got your class schedule yet?

JANE Yep. It came with the reading list. When's your first lecture?

TIM Tuesday. How about you?

JANE The day after. It's my busiest day; I've got two lectures in the morning and one in the afternoon.

JANE It's going to be different from school, isn't it!

TIM Yeah, particularly the lectures. Have you got any special strategy for listening to lectures?

JANE Well I'm going to use a cassette recorder and record them all.

TIM What! Are you allowed to?

JANE Sure. Lots of people do it nowadays. It means you can listen to the lectures all over again later, and make really good notes.

TIM I couldn't do that. I like to take notes as I'm listening. I usually find I get all the important points. Reading is different of course. My approach is to skim the book first to see what's important and what isn't. It saves hours of time.

JANE But what if you miss something?

TIM You don't mean you're going to read every word, do you?

JANE Well, that's what I usually do.

TIM Well, that's up to you, but I think you're crazy!

JANE What's your first lecture on, anyway?

TIM Oh, it's a lecture on the French Revolution.

JANE The French Revolution! How boring!

TIM It's not boring at all! It was an amazing period of history. It changed everything in Europe. So what's *your* first lecture about?

JANE It's about animal behaviour. It sounds really interesting.

TIM Look, I was on my way to the library. I'm going to get some of these books out and start reading for the first essay I've got to write.

JANE And what have you got to write about?

TIM Well, you'll never believe it, I think our professor must have a sense of humour. He's given us the title "Why study history?"

JANE That's a good one. When you find the answer, let me know!

TIM I'm going to enjoy writing it. Have you been given any writing assignments yet?

JANE Yes, I've got to write about animal language.

TIM Hmm! That sounds a challenge. I suppose you'll be off to the zoo to do field research.

## SECTION 4

LECTURER

Welcome to further education Information Week. This is the Physical Education Faculty's session and I'm the Head of the Faculty. During the course of this morning we hope to give you a clear idea of what we offer in our training programs and we will look at the types of courses and the entry requirements, if any, for those courses. Some of these courses are open to school leavers, but for some you need previous qualifications, or relevant successful employment.

So firstly, the Physical Fitness Instructor's course is offered as a six-month certificate course which includes an important component of personal fitness but there are no specific entry requirements.

*Example*

For Sports Administrators we provide a four-month certificate course but you should be aware that this is designed for those who are in employment. This employment must be current and related to sports administration.

*Q31*

*Q32*

For the Sports Psychologist course we offer a one-year diploma course, but this diploma course is available only to those who already hold a degree in psychology, so you need to make sure you have that before you apply to do this course.

*Q33*

Now . . . for Physical Education Teachers we offer a four-year degree in education. This degree course is designed for preparing students to teach in primary and secondary Schools and needs no prior qualifications as it is entered directly by school leavers.

*Q34*

*Q35*

And lastly for the Recreation Officer's course we offer a six-month certificate. Entry to this course normally includes applicants of a wide range of ages and experiences, but we do not insist on any prerequisites for this course.

Remember that this is a vocational training institute. We train you so that you can take up a particular kind of job. So it is important that you know the main roles of the jobs - what the work is like and what kind of qualities you need to succeed at them.

A Physical Fitness Instructor works in health and fitness centres preparing individual programs for ordinary members of the public. Physical Fitness Instructors prepare routines of exercises to suit the individual client's age and level of fitness.

*Q36*

Sports Administrators run clubs and sporting associations. Their duties include such things as booking playing fields with local councils and organising the schedule of games or events for the club, so they need good organisational skills.

*Q37*

Sports Psychologists spend time with professional athletes helping them approach competition with a positive mental attitude to enable them to achieve their personal best. They do this by improving motivation and concentration or assisting with stress management.

*Q38*

Physical Education or PE Teachers instruct young students in how to exercise, play sport, and do other recreational activities correctly and safely. PE teachers help the development of co-ordination, balance, posture, and flexibility with things like simple catching and throwing skills. They are not expected to be experts in all sports, but must be able to show students the basic techniques involved in a wide range of activities.

*Q39*

Recreation Officers often find themselves working for local government authorities and local groups. Their aim is to raise people's awareness of healthy lifestyles and improved general fitness through arranging recreational activities for groups of all ages from the very young to the elderly.

*Q40*

There are many other job opportunities which our graduates can look forward to. If you are interested in any of these ...

## SECTION 1

DIANE Good morning. Diane Davies. Can I help you?

GAVIN Yes, I'd like to get some insurance for the contents of my home.

DIANE Fine. When did you move into the house?

GAVIN A couple of weeks ago, and it's an apartment actually. I was told by the landlord that it would be a good idea to get some insurance for the furniture and other personal possessions. *Example*

*Repeat*

DIANE Fine. Well, let's get some details. What kind of apartment is it?

GAVIN It's a two-bedroom apartment.

DIANE What floor is it on?

GAVIN Why do you need to know that?

DIANE Because it affects the cost of the insurance. An apartment on the ground floor isn't as protected as others and there's more chance of a break-in.

GAVIN Really? I didn't know that. It's on the third, no, .. second floor. *Q1*

DIANE Second ... and how much is the rent?

GAVIN It's \$615 per month. *Q2*

DIANE Good, and where is it located?

GAVIN In Biggins St, South Hills.

DIANE I see. And what things did you want to insure?

GAVIN Well, what do you recommend?

DIANE Well, the most important things are those which you would normally find in a home. Things like the television, fridge and so on.

GAVIN I see. Well, I've got a fridge and a stereo system which I've just bought from a friend.

DIANE And how much did you pay for the fridge? *Q3*

GAVIN Er, \$450.

DIANE 50 or 15?

GAVIN 50, and the stereo system cost \$1,150. *Q4*

DIANE Have you got a television?

GAVIN Yes, but it's very old and not worth much.

DIANE OK. Well, is there anything else you want to insure?

GAVIN Yes, I've got a couple of watches and my CDs and books.

DIANE How much do you think they're worth?

GAVIN The watches are worth \$1,000 ...

DIANE For both of them?

GAVIN No, each one and, all together, the CDs and books cost me about \$400. *Q5*

DIANE OK, so the value of everything you want to insure is \$4,000.

GAVIN How much will the insurance cost?

DIANE: Let me see, \$4,000 divided by ... plus 10% ... right, so this kind of insurance, er, that's Private Contents insurance, it comes to \$184.00 for a twelve-month period. Q6

GAVIN \$184.00. Well, that sounds pretty good. OK, I'll take that policy.

GAVIN Can I arrange the policy over the phone?

DIANE. Sure, just let me get the details down. So that's Mr . . .

GAVIN Gavin Murray, that's M-U-R-R-A-Y. Q7

DIANE And the address is?

GAVIN It's 16C Biggins Street, South Hills. Qs 8,9

DIANE OK (*writing*) 16C Biggins Street, South Hills?

GAVIN That's right, it's two words, 'South Hills'.

DIANE And your date of birth is?

GAVIN 12 November 1980.

DIANE And your contact number?

GAVIN Home phone number is 9872 4855.

DIANE Right... and er,... you're Australian?

GAVIN No ... I was born in London, although my mother is from Tasmania. Q10

DIANE Really? Whereabouts?

GAVIN Hobart.

DIANE I see ... interesting place. Now, are you working at the moment?

GAVIN No, I'm a full-time student at Sydney University.

DIANE Right, good.

## SECTION 2

COLLEGE PRESIDENT

Well, good morning, everyone, it's good to see you all here. Welcome to Smith House. Smith House as you may or may not know is one of the oldest residential colleges of the university. As you can see, the building you're in now which contains this main lounge, the dining room, the recreation room, the kitchen and the offices was part of the original old house, built in the 1840s to be used by the family of George Smith. That's of course how the house and college got their names. The original house was converted into, a residential college for the university in 1940 and since then has continued to be added on to and modernised. Q11

You'll notice when you receive your room allocation in a few minutes that your room number either begins with the letter N, S, or W like this one here. The first letter refers to the three wings of the college which come away from this main building. Of course the letters represent the three directions - in this case - north, south and west. Each wing has two floors, and so the next number you see is either one, or in this case two, and this indicates which floor your room is on. The number after that is your individual room number. So it's quite simple to find any room by going to the right wing, then floor, and then room number. Q12 Q13 Q14

You'll also notice, when you receive your orientation pack shortly, that there are two keys. One is the key to your room and only you have that key - and the other is a key to the front door which you've just come through here from the street. This door is closed and locked at 8 pm every night and opened again at 7 am. You'll need your key if you're coming back to the college between those times. We ask all students to always enter and leave the college through the front door. You will notice at the end of each corridor that there is another door but these are fire doors and are kept locked from the outside. They should only be opened from the inside in case of emergency. Q15 Q16

In your fees you've paid a laundry fee which covers the cleaning of bed linen and towels. All bed linen and towels are clearly embossed with the name Smith House so it's easily identifiable. If you want your other laundry to be done by the college this can be arranged for a small extra fee. Q17

There are only a few rules here at Smith House and we have these rules so that we can all live comfortably together. The most important rule is that there must be no noise after 9 pm. There is also no smoking in the rooms or anywhere inside the college but smoking is permitted on the balconies. Q18

All meals are served in the dining room. Meal times are listed in your orientation pack. Please read these carefully as meal times cannot be changed and if you arrive late I'm sorry to say you'll just go hungry. Q19

If you're unsure about things, each floor has an elected 'floor senior' who is usually a student in their third or fourth year of study who's been at Smith House for a while. The floor seniors will introduce themselves later today and answer any questions you have. But for now I'm going to hand you over to Marney who is going to give you the orientation packs and keys. Thanks Marney. Q20

## SECTION 3

LYNNE That essay we have to write ... the one on how children learn through the media ... how are you planning to write it?

ROBIN Well, I've given it some thought and I think that the best way to approach it is to divide the essay into two parts. First of all, we'd have to look at some *examples* of each type of media ...

LYNNE Yes, what they are ... then we could describe how we can use each medium so that children can learn something from each one.

ROBIN Exactly. Maybe we could draw up a table and look at examples of each medium in turn. Let's see, the different forms of media would be ... the print media ...

LYNNE Here you'd have things like books and newspapers, that sort of thing ... Q21

ROBIN Urn, and included in these are the pictorial forms of print media, like maps ...

LYNNE Yes, maps are really just formal pictures, aren't they? And then there are what we call the audio forms of media ... where children can listen. CDs and radios are probably the best examples, because a lot of children have access to these especially radios. Q22 Q23

ROBIN And this would lead into the audio-visual media, which can be seen as well as heard ... film, television ... and we mustn't forget videos. Q24

LYNNE Yes, but there's a final category as well . . . computers, that make up the so-called electronic media. In the United Kingdom and Australia, they say that one in three families has a computer now. *Q25*

ROBIN Yes, I believe it. Well that's a good list to start with . . . we're really getting somewhere with this essay now . . . so let's move on to when each type of medium could be used. I guess we could start by trying to identify the best situation for each type of media.

LYNNE What do you mean?

ROBIN I'm talking about whether each medium should be used with different sized groups. For example, we could look at pictures, and ask whether they're more useful for an individual child, a few children together or a full class - in this case, I'd say pictures are best with individual children, because they give them an opportunity to let their imaginations run wild. *Example*

LYNNE Yes, I see . . .

ROBIN Let's take tapes next. Although tapes look ideal for individual children, I feel they're best suited to small group work. This way, children don't feel isolated, because they can get help from their friends. Computers are the same . . . I think they're better with small numbers of children and they're hardly ever useful with a whole class. Videos, however, are ideal for use with everyone present in the class, especially when children have individual activity sheets to help them focus their minds on what's in the video. *Q26*

LYNNE And what about books, what would you recommend for them? Books are ideal for children to use by themselves. I know they're used with groups in schools, but I wouldn't recommend it. Other pictorial media like maps, though, are different . . . I'd always plan group work around those . . . give the children a chance to interact and to share ideas. *Q27*

ROBIN I agree . . . teachers often just leave maps on the wall for children to look at when they have some free time, but kids really enjoy using them for problem solving. *Q28*

LYNNE Yes, different people have different ideas I suppose . . .

ROBIN Yes, and different teachers recommend different tools for different age groups . . . *Q29*

*Q30*

## SECTION 4

LECTURER

I hope that this first session, which I've called An Introduction to British Agriculture, will provide a helpful background to the farm visits you'll be doing next week.

I think I should start by emphasising that agriculture still accounts for a very important part of this country's economy. We are used to hearing the UK's society and economy described as being 'industrial' or even 'post-industrial', but we mustn't let this blind us to the fact that agriculture and its supporting industries still account for around 20% of our Gross National Product.

This figure is especially impressive, I think, when you bear in mind how very small a percentage of the UK workforce is employed in agriculture. This is not a recent

development - you would have to go back to 1750 or so to find a majority of the workforce in this country working in agriculture: By the middle of the next century, in 1850 that is, it had fallen sharply to 10%, and then to 3% by the middle of the twentieth century. *Q31*

And now just 2% of the workforce contribute 20% of GNP. How is this efficiency achieved? Well, my own view is that it owes a great deal to a history, over the last 50 or 60 years, of intelligent support by the state, mainly taking the form of helping farmers to plan ahead. Then the two other factors I should mention, both very important, are the high level of training amongst the agricultural workforce. And secondly, the recognition by farmers of the value of investing in technology. *Q32*

Now, although the UK is a fairly small country, the geology and climate vary a good deal from region to region. For our purposes today we can divide the country broadly into three - I've marked them on the map here (*indicates map*).

The region you'll get to know best, of course, is the north, where we are at present. The land here is generally hilly, and the soils thin. The climate up here, and you've already had evidence of this, is generally cool and wet. As you will see next week, the typical farm here in the North is a small, family-run concern, producing mainly wool and timber for the market. *Q34*

If we contrast that with the Eastern region, over here (*indicating on map*), the east is flatter and more low-lying, with fertile soils and a mixed climate. Average farm-size is much bigger in the east, and farms are likely to be managed strictly on commercial lines. As for crops, well, the east is the UK's great cereal-producing region. However, increasingly significant areas are now also given over to high quality vegetables for supply direct to the supermarkets. *Q35*

The third broad region is the west, where it's a different story again. The climate is warmer than in the north and much wetter than in the east. The resulting rich soils in the west provide excellent pasture, and the farms there are quite large, typically around 800 hectares. The main products are milk, cheese and meat. *Q36*

So, clearly, there are marked differences between regions. But this does not prevent quite a strong sense of solidarity amongst the farming community as a whole, right across the country. This solidarity comes in part from the need to present a united front in dealing with other powerful interest-groups, such as government or the media. It also owes something to the close co-operation between all the agricultural training colleges, through which the great majority of farmers pass at the beginning of their careers. And a third factor making for solidarity is the national structure of the Farmers' Union, of which virtually all farmers are members. *Q37*

Finally in this short talk, I would like to say a little about the challenges facing farmers in the next. . . *Q38*

*Q31*

*Q32*

*Q33*

*Q34*

*Q35*

*Q36*

*Q37*

*Q38*

*Q39*

*Q40*

## SECTION 1

- A Excuse me, I'm sorry to bother you, but would you have time to answer a few questions?  
B What's it about?  
A We're doing some market research for a new television channel starting in two years' time.  
B OK, why not?  
A Lovely, we'll just work through this form. And if we could start with some personal background information ...

- B Sure.  
A Right, if I could just have your age ...  
B 35.

A Right, great...

*Repeat*

- A Right, great. And your job?  
B Systems analyst, but for the form I don't know whether it would count as professional or business or what.

A What do you think?

B OK, it's more like business.

A Fine. And would you mind my asking about your salary? Or we can leave it blank.

B No, I don't mind. It's £40,000 a year.

A Thank you. Right... about your current watching habits ... what would you say is your main reason for watching TV?

B Well, at work I tend to read for information and what have you, so I'd say that with TV it probably just helps me relax and unwind.

A Fine. And how many hours a day on average do you watch TV?

B Not a lot really ... I should say just over an hour.

A So what are the two main times of the day that you watch TV?

B Well, a little around breakfast time and then it tends to be really late - eleven or even midnight - when I've finished work.

A And what sort of programmes do you go for?

B Some news bulletins but I also really like to put my feet up with some of the old comedy shows.

A Fine. And turning to the new channel... which type of programmes would you like to see more of?

B Well, I certainly don't think we need any more factual programmes like news and documentaries. I think we need more about things like local information ... you know, providing a service for the community. And in the same vein, perhaps more for younger viewers ... you know, good quality stuff.

*Example*

*Q1*

*Q2*

*Q3*

*Q4*

*Q5*

*Q6*

*Q6*

A Ah ha. And if you had to give the new directors some specific advice when they set up the channel, what advice would you give them?

B I think I'd advise them to pay a lot of attention to the quality of the actual broadcast, you know, the sound system. People are very fussy these days about that and in general I think they ought to do lots more of these kinds of interview, you know, talking with their potential customers.

A Oh, I'm glad you think it's valuable!

B Certainly ... yeah.

A Good. OK, this will be a commercial channel of course, but how often do you think it is tolerable to have adverts?

B Well out of that list I'd say every quarter of an hour. I don't think we can complain about that, as long as they don't last for ten minutes each time!

A Quite. And ... would you be willing to attend any of our special promotions for the new channel?

B Yes, I'd be very happy to, as long as they're held here in my area.

A OK, I'll make a note of that. And finally, may we put you on our mailing list?

B Well, I'd prefer not. ... except for the information about the promotion you mentioned.

A Can I have your name and address?

B Of course ... here's my card.

A Oh, lovely... and thank you very much for your time and we look forward to seeing you.

B Yes, indeed. Urn, thanks.

## SECTION 2

ELIZABETH OK, well, good morning everybody! My name's Elizabeth Reed and I'm your Assistant Welfare Officer. What I'd like to do now is tell you a little more about some of the ... the social facilities available on the campus, and also to tell you something about what the town has to offer.

As you probably know already, the Student Union Building is the main centre of social life here, as indeed it is in most British Universities. The Union runs a weekly programme of events for all tastes ... oh everything from discos to talks by guest speakers. Many of these events are fund raising activities for charities, which the Union takes very seriously. They manage the Students' Union papershop, selling magazines and newspapers, as well as stationery, sweets and so on. Um ... Then ... er, let me see ... there's the Ticket Shop, where you can get some very good deals on, well for example, coaches to London or inexpensive charter flights, as cheap as you'll get anywhere people say, or tickets for big pop groups playing here or at other venues all over the country, or plays in London - oh and we mustn't forget the Union Cafeteria and the Big New Diner... Er ... yes? Did you have a question?

STUDENT Yes, does the Union also provide help with any problems, I mean advice on financial problems, for example? Or does the University provide that?

ELIZABETH: Yes, the Union run their own advice service, offering help with financial matters such as grants. I am sure you realise anything *medical* should be discussed with the University Medical Service, which also has an excellent counselling centre. I think that was made clear yesterday. However the Union has its own officer who can give advice on legal problems. Q15

Now, onto Radford. For a town of its size, Radford has some unusually good leisure and community facilities and has quite a good shopping centre, with an interesting range of shops. As you go into Radford, there's a new . . . well, quite new . . . Olympic-size swimming pool. That's on the outskirts at a place called Renton. Above the pool there's a hi-tech fitness centre. Are there any ice skaters here? No? Oh, pity! The facilities for ice-skating are excellent. Well, the new Metro Tower, right in the centre of town has got an ice rink and a sports hall for squash, badminton, volleyball and several other indoor sports. And in the same building there's a new cinema with six screens. Er . . . then, let me see, in the main square, just two minutes' walk from the Metro Tower, there's the Theatre Royal, which often gets London productions on tour . . . and in the streets nearby you can find a good range of inexpensive restaurants including Indian, Chinese, Thai and . . . Q16

*Example*

Q17

Q18

Q19

Q20

### SECTION 3

DR SIMON OK, welcome back to the new term. Hope you've had a good break and that you're looking forward to writing your dissertation . . . What I'd like to do in this session is give you the opportunity to ask questions on writing the dissertation . . . requirements, milestones . . . who to see when you need help. It's very informal . . . it may all be written on paper, but it's nice to get it confirmed. So anything you'd like to ask? Q21

ANDY Dr Simon, is there a fixed hand-in date yet?

DR SIMON Right. I can confirm that that's 21 May, not 20 as we first stated. OK? . . . Jane? Q22

JANE What about the word limit?

DR SIMON Well we try to be pretty flexible on this, but in broad terms it's 18-20,000.

JANE Ah . . .

DR SIMON And you can choose your topics . . . anything from Years 2 and 3 . . . Yes?

JANE I still haven't got any idea what I want to do it on. Who . . . ?

DR SIMON Well, you should see your course tutor to agree on your final title and you should also be aware that there's a special programme running on research methods for anyone who wants some extra help on that. Q23

JANE Can I just check on the deadlines for everything?

DR SIMON Yes, sure. Look, let me write it on the board . . . when the different stages have to be completed. First of all you've got to work on your basic bibliography, and that's due in to your course tutor by 31 January . . . which is just two weeks away, so you'd better get a move on on that.

ANDY Do we have to have our own draft plan by then?

DR SIMON No, your draft plan is due on 7 February, which is a week later, so that should give you plenty of time. Q24

JANE And when do we have to be doing the research? Q25

DR SIMON That's over a one-month period . . . essentially February to March.

ANDY And the write up?

DR SIMON Well, you can't really get going on your writing until you've got quite a bit of the research done, so that's really March to May, with the hand in date on 21st. Any more questions? Q26

ANDY Well, sir, just some advice really. It's about computers . . . would you advise us to buy one?

DR SIMON What can I say, Andy? I know it's a massive expense, but I really feel that it will be of great benefit . . . you can always look in the Student Union adverts for second hand ones. Yes? Q27

JANE I've been looking at some of last year's dissertations.

ANDY Is that a good idea, sir? I heard . . .

DR SIMON Well, I don't think you should read them in detail too early or you might end up taking more of their ideas than you realise. But yes . . . it really is the best guide you can have to the expectations of the . . . of what's expected when you write a dissertation. Q28

ANDY Sorry, Jane, I interrupted you.

JANE That's OK. It's just that they did a lot of research using questionnaires . . . is that a good idea?

DR SIMON I think questionnaires are very good at telling you how people questionnaires, but to be frank they tell you very little else. Avoid them! Q29

ANDY About interviews . . . is it OK if we interview you?

DR SIMON The tutors? I don't see why not; they don't have any special contribution to make, but you can if you want. There's a whole section on this issue in the Research Guide. I'm afraid it's slightly out of date, and you're probably better talking to the tutor on the Research Methods course, but you might find it useful to start there. Q30

ANDY/JANE OK, thanks.

DR SIMON OK . . . well, great, I hope that sorted a few things out. You can always come and see me or drop me a note if you've got any more queries.

ANDY/JANE Fine.

DR SIMON OK. Thanks . . .

### SECTION 4

LECTURER

Good morning. This morning we are continuing our look at Australia and its natural problems. Actually dryness, or aridity, as it is generally called by geographers, is probably the most challenging of Australia's natural problems and so it is very important in this course for you to have a good understanding of the subject. For

Australia, water is a precious resource and its wise management is of the greatest importance.

As I have said, Australia is a dry continent, second only to Antarctica in its lack of rainfall. Long hours of hot sunshine and searing winds give Australia an extremely high rate of evaporation, far more than in most other countries. It is estimated that approximately 87% of Australia's rainfall is lost through evaporation, compared with just over 60% in Europe and Africa and 48% in North America. You generally think of Africa as being a very hot and dry place, but it is not in comparison with Australia. In many parts of Australia standing water, that is dams, puddles and so forth, dry up rapidly and some rainfall barely penetrates the soil. The reason for this is that the moisture is absorbed by thirsty plants.

Some parts of Australia are dry because rainwater seeps quickly through sandy soils and into the rock below. In parts of Australia this water which seeps through the sandy soil collects underground to form underground lakes. Water from these subterranean lakes can be pumped to the surface and tapped and so used for various purposes above the ground. In fact, extensive underground water resources are available over more than half of Australia's land area, but most of the water is too salty to be used for human consumption or for the irrigation of crops. However, most inland farmers do rely on this water for watering their animals and, where possible, to a lesser extent for irrigation.

Underground water can flow very large distances and can be kept in underground reservoirs for a very long time. Water from these underground reservoirs bubbles to the surface as springs in some parts of the country, and these rare sources of permanent water were vital to early explorers of inland Australia, and to other pioneers last century, who used the springs for survival. But in many places levels have fallen drastically through continuous use over the years. This has necessitated the pumping of the water to the surface. Remarkably, underground water sources in Australia supply about 18% of total water consumption. So you can see it is quite an important source of water in this dry land.

So most of the consumption of water in Australia comes from water which is kept above ground. More than 300 dams regulate river flows around the country. The dams store water for a variety of functions, the rural irrigation of crops, without which many productive areas of the country would not be able to be farmed; the regulation of flooding, a serious problem which will be dealt with later in the course; and last but not least, the harnessing of the force of gravity for the generation of electricity.

That is all we have time for this morning, but you will be able to do further study on this important area in the library. I have a handout here with references on the subject, so if you are interested, please come up to the desk and take a copy.

Next week's lecture is a case study of an outback farm and ...

Q31

Q32

Q33

Q34

Q35

Q36

Q37

Q38

Q39

Q40

## SECTION 1

AGENT Good morning, MIC House Agency.

PAUL Good morning. I'm ringing about the problems I've been having with my apartment.

AGENT Yes, of course. If I can just take a few details first... What's your name?

PAUL Paul Smiley.

AGENT How do you spell that?

PAUL S-M-I-L-E-Y.

*Repeat*

AGENT OK, and what's the address?

PAUL Apartment 2, 16 Rose Lane.

AGENT Rose Lane... and that's in ... ?

PAUL In Newton.

AGENT Oh yes, I know the property. Could I just ask how long is the lease?

PAUL It's for one year.

AGENT And you moved in ... ?

PAUL Last week, on 27th June.

AGENT Fine, thank you.

AGENT And what are the problems that you've been having?

PAUL Well, no one thing is really dangerous or anything, but you know, it's just been building up.

AGENT Yes, of course.

PAUL Well the first thing is the washing machine. It's been leaking a little and it's beginning to get worse. Because we have a small child, we really need to get that done straight away.

AGENT OK ... that's a washing machine for immediate repair.

PAUL And then there's a niggling problem with the cooker...

AGENT Ah ha...

PAUL The door's broken.

AGENT Right.

PAUL It's nothing serious and it can be used, but if you can send someone over in the next couple of weeks or so that'd be great.

AGENT Fine, I've got that.

PAUL Then we are worried about all the windows.

AGENT Are they broken?

PAUL No, but there are no locks on them ... and you know with the insurance these days...

AGENT And when would you like those done?

*Example*

Q1

Q2

*Example*

Q3

Q4

Q5



PAUL Oh, that's not really urgent ... but you never know when there's going to be a break-in...

AGENT No, we'll get those done for you next week, don't worry.

PAUL And then there's the bathroom light ... it's getting quite annoying. It flickers quite badly and it's giving me headaches. I'd really like to get that replaced right away. Q6 Q7

AGENT That's no problem.

PAUL And then the last thing on the list is the kitchen curtains. They're torn. Q8

AGENT Oh, right. We do have quite a few spare ones in stock and can get those to you in the next week, if that's alright with you? Q9

PAUL Yes, that'd be fine.

AGENT Anything else?

PAUL No, that's all.

AGENT OK, fine. What we'll do is get someone over to you this afternoon, if you're in.

PAUL Well, I'm going to be out for a short time.

AGENT Well you tell us your preferred times.

PAUL Well the best time is about 1.00. Q10

AGENT I'll have to check that with him. And if he can't make it then, what would be your second preference?

PAUL Any time up to 5 pm would be fine. Q10

AGENT OK, I've made a note of that.

PAUL Great, well thanks very much for your help.

AGENT That's fine. Thank you for calling.

PAUL Goodbye.

AGENT Goodbye.

## SECTION 2

RECREATION OFFICER

Great. Well, hi, everyone! My name's Jody and I'm one of the four recreation officers here at Rainforest Lodge. My job is to make sure that you all have a great stay here with us and go away feeling relaxed and refreshed. As you can see, we're literally in the middle of nowhere at the Lodge. There are no newspapers or TVs and there's only one phone and that's in the office. The Lodge is a complete 'getaway from it all' experience: a place to unwind and appreciate the world without a lot of interruptions and distractions. Q11

From your cabin balcony you'll find that you can't see anyone else and the only noise you should hear is the birds. When the luggage comes, one of the guys will take it across to your cabin for you and make sure you know the way back here to the main centre for dinner in the restaurant. Dinner will be served in about an hour or so. Q12

All the times of each day's activities are printed on the blue sheet you should have got in the information guides that were handed out on the coach. Each Explorer trip has a different focus, so it doesn't matter how many you do or on what day, because there's always something new to discover in the rainforest.

Tomorrow I think we've still got places on the Orchid and Fungi Tour. This is on foot

and takes you to different parts of the rainforest. Or, if you'd prefer, there's the Four-Wheel-Drive tour to the waterfalls, or the fishing trip where I promise you we'll catch some lunch, and last but not least, the famous Crocodile Cruise that leaves at 11 am each day. Q13 Q14  
(Just in time for the crocodile's lunch!) Plenty to choose from here at Rainforest Lodge or just sit on your balcony, relax and unwind and enjoy the views. In the evenings there is the Spotlight Tour, one of my favourites. The Spotlight Tour leaves at sundown and lets you catch a glimpse of some more of the rainforest's wildlife as it comes out at dusk to feed. Q15  
That's a great trip and if you can, I'd really try to make sure you do it during your stay.

You've chosen to visit the rainforest in March, which is just at the end of the wet season, so you'll soon notice how well the waterfalls are running and also how damp the ground is. Things can tend to get a bit slippery, too, so if you didn't bring any walking boots I'd advise you to hire some from the office. You'll also be much better off in long trousers rather than shorts because they will give your legs more protection, and socks are a good idea too. Q16 Q17 Q18

There's no need to be nervous of the rainforest provided that you treat it with respect and common sense. Most of the animals and wildlife are gentle and harmless. There are some venomous snakes to beware of, but really they're much more frightened of you than you are of them. The other thing is that certain plants can cause irritation if you touch them with bare skin. Q19 Q20

Well, that's about all for the time being. The guys are here to take you and your luggage to the cabins ...

## SECTION 3

COUNSELLOR Hello, John, What can I do for you?

JOHN Well, I heard about these counselling sessions from a friend doing a science course and I was really interested. I think they should be compulsory really.

COUNSELLOR Well to be quite honest, John, I think they *would* be useful for everybody but well, everybody has their own way of going about things. I prefer people just to drop in when they can. Q21

JOHN Yes.

COUNSELLOR I find that talking to students about the requirements of a course helps to clarify what needs to be done. I mean the biggest difference between college and school is that new college students really have to do a lot of work on their own, and it's sometimes useful to get advice on how to take control of your time and work effectively. Q22

JOHN Yes. I mean, it seems like a very light workload until assignment time comes and then I seem to be working all night sometimes. I'm not the only one. It's ridiculous. The resource centre is very good but it closes so early. Q23  
It's in the library and so you'd think you could use it more. It's a real problem for me.

COUNSELLOR Well, you're certainly not the only person in that position, as I'm sure you've found. It really comes down to using every available hour in a

systematic way. If you do this with a plan, then you'll find that you still have time for yourself and your hobbies as well. Q24

JOHN Yeah. I've heard from Thomas that you made him a sort of plan like this, and he's going away for the weekend with all his work handed in, whereas I haven't even started.

COUNSELLOR I need to find out a few more things about you first. I'll give you this form to fill in about your lectures and things before you leave. Q25

COUNSELLOR Now, what are your main problems?

JOHN Well, what most concerns me is I'm still not doing very well in my assignments.

COUNSELLOR Well, I know that you plan your writing carefully, but this can come to nothing if the assignment doesn't answer the question. That really is the key. You must read the question carefully and give it a great deal of thought before you even start planning or writing your first draft. It's also vital to check your work for errors. Everybody makes them, and they can influence the person marking the work. So, always take time at the end to check what you have written. Q26

JOHN As far as listening is concerned, I find it hard to keep up sometimes in lectures, especially two-hour ones. I sometimes just seem to go off into a dream.

COUNSELLOR It's a good idea to find out from your lecturers if they mind you recording the lectures. You only need one of those small cassette recorders. The quality is pretty good and a second listening can really clarify things. Something else you can do is check your notes with a friend after the lecture. Q27

JOHN Yes. That's a good idea. Thanks. It's hard to do all that all the time though, especially when there's so much reading to do.

COUNSELLOR Yes. It's important, though, not to confine yourself to reading on your subject. You should also read things of general interest that appeal to you. You know, novels, newspapers, that kind of thing. Do you have a good dictionary? Q28

JOHN Not really. I've never bothered with one

COUNSELLOR Mmmm. It would probably be a good idea to get one. Dictionaries are not expensive and they can help a lot. Also you can underline or highlight new words and ... Q30

I had been interested and horrified by several newspaper reports on what people call 'road rage'. For example the famous incident of a man getting out of his car in a car park and hitting the driver of a van who had overtaken him earlier. It seemed to me that there were almost as many serious problems when cars were parked ... i.e. were stationary ... as when they were travelling at 90 miles an hour. So I decided to make this the focus of the project. Q31

For our research we depended mainly on talking to individuals, asking them questions rather than using written questionnaires. We stopped people at a selected garage on the motorway over a two-day period, and asked them questions about what they'd observed or experienced themselves. Our respondents were both men and women, but the women were just slightly in the majority. We were pleased by the public's willingness to stop and chat to us ... in the end we talked to a total of 135 drivers over those two days. Q32

So what were our findings? Well, as you can see, 93% of respondents had had some kind of problem. A surprisingly large percentage - 24% had had their car damaged in some way, but the main type of incident was being shouted at - 79% had experienced that. 15% had experienced violence on their own persons ... they'd actually been hit by someone. The police tended only to be informed when there was physical violence involved. Q33

So what strategies had people developed to ensure their own safety? Let's have a look at the figures here. Well, first of all, it was quite striking that there were often distinct answers from the men and women. It was mainly women, for example, who said one shouldn't ever stop to find out how to get somewhere. Whereas it was men who said you should try to avoid looking directly at other drivers. Both men and ... oh sorry n o ... it was women who said you had to tell someone when you were due to get to a particular destination. Then, I had thought that it would be mainly men, but both sexes made the point that it's much safer to get keys out well in advance as you go towards your car. Men were very aware that muggers or whatever might be concealed behind the car. They also made the point that you should leave plenty of room when you park your car so you can make a quick getaway if you need to. Finally, locking doors at all times ... men didn't think it was quite as important as women, but both gave it a high safety rating. Q34

When we asked them what they thought the best improvements had been in the last five years in helping with road rage problems ... Q35

## SECTION 4

TUTOR Well, good afternoon. In today's session John Upton will be sharing some of the findings of his research project from last term. John ...

JOHN Thanks. Well, first of all, a little bit about the background to the project. Our title, as you can see, is pretty straightforward: 'car safety'. But these days there's a lot more to it than the usual injunctions about drinking and driving or speeding.