

TAPESCRIPTS

TEST 1

SECTION 1

- JANICE: Hello ... Flagstone.
JON: Oh hello; is that Flagstone Properties?
JANICE: Yes that's right. Flagstone here. How can I help you? *Example*
JON: Hello. I'm ringing just to make enquiries about renting a house. My name's Jon Anderson.
JANICE: Yes, Mr Anderson. What sort of thing were you looking for?
JON: Two-bedroomed house with garden.
JANICE: Well... yes, sir, that shouldn't be any problem ... just to let you know that our main areas, the main areas
we deal with, are the city centre itself... *Q1*
JON: City centre ... uh-huh.
JANICE: And the north suburbs.
JON: Oh well... we were most interested in the Northern areas actually.
JANICE: Right... yes... What sort of price were you thinking of?
JON: Well... could you give me some idea?
JANICE: Certainly. It really ranges from £250 per month. *Q2*
JON: Only £250?
JANICE: Yes, to about £500 depending on a number of different factors.
JON: What does it depend on?
JANICE: Well, obviously the quality of the area. And then whether there's a garden. *Q3*
JON: Well, as I said, we'd want a garden.
JANICE: And a garage pushes up the price.
JON: Right... well, we wouldn't necessarily need one. I think about £350 a month would be our limit.
JANICE: OK. Well... would you like to have a look at a couple of properties, sir?
JON: Yes, that'd be great.
JANICE: Looking at our files ... I think we've got two which might suit you ...
JON: Hang on. I'll just get a pen. Right.
JANICE: OK. Well, there's one on West Park Road which is £325 a month. *Q4*
JON: Are the bills included?
JANICE: Well, that one just includes the water bill. *Q5*
JON: OK, right.
JANICE: And the second house is in Tith Road. I'll just spell that for you ... OK?
JON: Yep.
JANICE: T-I-T-H-E Road.
JON: Got that. And how much is that one?
JANICE: That's £380.

JON: 380. Is that including water?
 JANICE: No, I'm afraid not, but it does include the telephone rental. *Q6*
 JON: Oh well, that's not too bad then. So, ...
 JANICE: So, when would you be available to see them?
 JON: Well, I'll be in town next week ... say ... Thursday?
 JANICE: No, I'm sorry we don't have any availability for Thursday. How about Wednesday afternoon? *Q7*
 JON: OK. That's fine. Would 5.00 be OK?
 JANICE: Yes, fine. 5.00 it is. Just come to the Flagstone Offices.
 JON: Oh, before I forget. What sort of things do I need to get done ... to rent with you?
 JANICE: Well, the most important thing is a letter from your bank ...
 JON: No problem ...
 JANICE: And then a reference letter from your employer. *Q8*
 JON: Yes, that's OK.
 JANICE: Great, and then we would need you to give 2 weeks' notice of moving in ... *Q9*
 JON: Right... 2 weeks' notice. And what about a deposit? *Q10*
 JANICE: That's one month's rent, whatever the amount is.
 JON: OK. One month. Is that it?
 JANICE: No, sorry, one more ... you will have to pay for the contract.
 JON: Oh yes. I'd forgotten about that. OK, fine. So I'll start arranging those, and I'll ...
 JANICE: ... I'll see you next week.
 JON: Yes. Thanks very much. Bye.
 JANICE: Goodbye.

SECTION 2

MRS SMITH: Hello, Mrs Sutton. Come in. How are you settling in next door? Have all your things from Canada arrived yet? I thought I saw a removals van outside your house yesterday afternoon.
 MRS SUTTON: Yes. They came yesterday. We spent all day yesterday arranging them. It's beginning to feel a bit more like home now.
 MRS SMITH: That's good. Look, come in and sit down. Are you alright? You look a bit worried.
 MRS SUTTON: Well, I am a bit. I'm sorry to bother you so early, Mrs Smith, but I wonder if you could help me. Could you tell me how I can get hold of a doctor? Our daughter, Anna, isn't very well this morning and I may have to call somebody out. She keeps being sick and I am beginning to get a bit worried. *Q11* I just don't know how the health system works here in England. All I know is that it's very different from ours back in Canada.
 MRS SMITH: Well, I don't know really where to start. Let me think. Well, the first thing you have to do is find a family doctor - sometimes we call them general

practitioners as well - and register with him or her. If you live here, you've got to be on a doctor's list. If you're not, things can be a bit difficult. Nobody will come out to you if you're not registered. Anyway, they work in things called practices. Sort of small groups of family doctors all Q12

working together in the same building. Now what you've got to do this morning is register with one of them.

There are two practices near here, so we're quite well off for doctors in this part of Manchester.

There's the Dean End Health Centre about ten minutes' walk away and there's another practice in South Hay. That's about five minutes away going towards the town centre. We're registered at the

Dean End one, but they're both OK. There are about six doctors in

our practice and four in the other. So ours is quite big in comparison. Q13

And the building and everything's a bit more modern. South Hay is a bit old-fashioned but the doctors are OK. Their only problem is that they Q14

don't have a proper appointment system. Sometimes you have to wait for ages there to see someone. Q15

Anyway, you go to the receptionist in whichever health centre and ask her to register you with a doctor there. You have to fill in a form, but it doesn't take long. Ours is called Dr Jones and we've been going to him for years - ever since we moved here fifteen years ago. I wouldn't say he's brilliant but I suppose he's alright really. We're used to him now. They say Q16 he's very good with elderly people, but he does tend to get a bit impatient with children. Listen, the one who's supposed to be really good with small children is Dr Shaw. I've heard lots of people say that. She's young and she's got small children of her own. So you could try registering with her.

And if her list is full, I heard somebody say the other day that there's a really nice young doctor at South Hay, a Dr Williams. He holds special Q17

clinics for people with back trouble. But that's not really your problem, is it?

MRS SMITH: If you want a doctor to visit you at home, you have to ask for a home visit. You're supposed to do that before 10.30 in the morning, but obviously, if it's an emergency, you can phone at any time, night or day. It might not be your doctor that comes, though. It's quite often one of the other doctors in the practice. It doesn't really seem to make much difference. Otherwise you make an appointment to see your doctor at the health centre. You usually get seen the same day. Not always of course, but usually, as I say. They hold surgeries between 9 and 11.30 every weekday. Q18

and from 4 to 6.30 Monday to Thursday. Saturdays are only for emergencies.

When the doctor sees you, he gives you a prescription. He writes what medication you need on it and you take it to a chemist's shop. There's one opposite the centre.

If it's for a child under 16, you don't have to pay. So if it's for Anna, there's no problem. The same thing goes if you're unemployed or retired, Q19

or if you're pregnant. Just as well because it's not cheap. You pay the same

price for each item the doctor has prescribed. At the moment it's something like £5 per item. So you pay for the medication but the consultation with the doctor doesn't cost you anything. It's completely free as long as you're a resident here. You're going to be here for three years, aren't you? So there shouldn't be any question of you paying anything to see the doctor. So that's one less problem to worry about.

Q20

Look, Mrs Sutton. If you want, I'll sit with your daughter for half an hour if you want to go down to the health centre to register. It's no trouble really, don't worry.

MRS SUTTON: Are you sure you wouldn't mind? That would really help me a lot. I'll ask them if they can send someone round later to see Anna. I think I'll try the Dean End Centre.

MRS SMITH: Good idea. Don't worry about Anna.

MRS SUTTON: Right. I'll be back as soon as I can.

SECTION 3

TUTOR: Hello. Jonathan Briggs, isn't it?

JB: Yes, that's right.

TUTOR: DO come in and sit down.

JB: Thanks.

TUTOR: Right. Well, Jonathan, as we explained in your letter, in this part of the interview we like to talk through your application form ... your experience to date, etc. ... and then in the second part you go for a group interview.

JB: Group interview ... yes, I understand ...

TUTOR: So ... your first degree was in Economics?

JB: Yes, but I also did Politics as a major strand.

Q21

TUTOR: And you graduated in 1989. And I see you have been doing some teaching ...

JB: Yes. I worked as a volunteer teacher in West Africa. I was there for almost three years in total from 1990 to ... umm ... 1992.

Q22

Q23

TUTOR: How interesting. What organisation was that with?

JB: It's not one of the major ones. It's called Teach South.

Q24

TUTOR: Oh, right. Yes, I have heard of it. It operates in several African countries, doesn't it? And what kind of school was it?

JB: A rural co-operative.

Q25

TUTOR: Oh, a rural co-operative, how interesting ... and what did you teach?

JB: A variety of things in different years ... ummm ... I did ... with Forms 1 to 3 mainly Geography and some English with Form 5. Then in my final year I took on some Agricultural Science with the top year ... that's Form 6.

Q26

Q27

TUTOR: Right. Quite a variety then ...

JB: I also ran the school farm.

TUTOR: How interesting ...

TUTOR: ... And how did you find the whole experience?

JB: I'll be honest with you. At the end of the first year I really wanted to leave and come home.

TUTOR: Why was that?

JB: Well... I was very homesick at first and missed my family ... Q28

TUTOR: Umm... I can quite understand that.

JB: ... and I also found it frustrating to have so few teaching resources, but I did decide to stay and in the end I extended my tour to a third year.

TUTOR: Right. Things must have looked up then?

JB: Yes. We set up a very successful project breeding cattle to sell locally.

TUTOR: Really?

JB: And then after a lot of hard work we finally got funds for new farm buildings.

TUTOR: And you wanted to see things through?

JB: Uh-huh.

TUTOR: And is that why you want to train to teach Geography?

JB: Yes. I've had a couple of jobs since then but I now realise I like teaching best. And I chose Geography because ... because it is my favourite subject... and also because I think it has so many useful applications. Q29

TUTOR: Well... you certainly have had some interesting work experience. I'll ask you now to go on to the next stage of ... Q30

SECTION 4

ANNOUNCER: Today's Health Counsel is presented by Paula Clayburg, who is the chief Counsellor at Liverpool's famous pain clinic: The Wilton Clinic. Paula ...

PAULA CLAYBURG: Do you know what Prince Charles, Seve Ballesteros and Elizabeth Taylor have in common? They all suffer from chronic back pain. In fact, bad backs are one of the most common health problems today, affecting people in all walks of life. The most recent available figures show that about a quarter of a million people are incapacitated with back pain every day. Q31

And many sufferers don't know the cause or the solution to their problem. The majority of our patients at the clinic tend to be women. They are especially vulnerable because of pregnancy but also because of osteoporosis, which I personally believe to be the major cause of problems for women. I have many women patients who say they have Q32

completely given up exercise because the pain makes them so miserable. But of course that starts up a vicious circle. Bed rest, giving up exercise and pain killers are traditional responses to back pain but, although there are many excellent drugs on the market, at our clinic we are beginning to realise the unique benefits of relaxation therapy. Other Q33

specialists in the field make a strong case for certain types of exercise, but in our experience they are easily mishandled and can lead to more harm than good.

Now, let's look at some of the reasons why back pain is developing into such a unique menace. In general, the body is pretty good at self-repair. A strain or a blow to a limb, though painful at the time, generally resolves itself. But the body's response to back injury can be very counter-productive. When pain strikes, we attempt to keep the back as immobile as possible, which makes the muscles tense up. Research shows that they often go into spasm, which causes further twisting of the spine. A vicious circle is underway. Q34

The second mistake we often make when stricken with extreme back pain is to go to bed and stay there. Although at the clinic we recognise that a short rest in bed can be helpful ... up to two days ... any longer Q35

makes our back muscles become weaker and unable to hold up our spine. The pain therefore becomes worse.

Another problem is being overweight. Anyone a stone or more over-weight who already has back pain is not doing himself any favours: though it won't actually set it off in the first place, the weight will increase the strain and make things worse. Q36
could be partially to blame for the increase in back pain: over the last ten years the average weight of men has risen by 11 lbs and of women by 9 lbs. So much for the causes and aggravations of pain. But what can WE do to help?

There are many ways in which simple day-to-day care can make all the difference. The first point to watch of course is weight. If you are overweight, a diet will make all the difference.

Also, studies have shown that just one hour sitting in a slouched position can strain ligaments in the back which can take months to heal. At the clinic we have come to the conclusion that the major cause of the problem is not with the design of chairs, as some have suggested, but in the way WE sit in them. It can be useful to get special orthopaedic chairs, but remember the most important improvement should be in OUR posture. Q37

Another enemy of your back is, of course, your beds. If your bed doesn't give enough support, back muscles and ligaments work all night trying to correct spinal alignment, so you wake up with a tired aching back. Try out an orthopaedic mattress or a spring slatted bed. Research shows that both can be beneficial for certain types of back pain.

Another hazard for your back are the shock waves which travel up your spine when you walk, known as heel strike. A real find for our patients has been the shock-absorbing shoe insert. A cheap but very effective solution. Q38
And you might be better off avoiding shoes with heels higher than 1/4 inches.

Though absolutely flat shoes can be a solution for some, others find their posture suffers. Q39
Finally a word about the state-of-the-art relief - the TENS machine - a small battery-powered gadget which delivers subliminal electrical pulses to the skin. Our experience indicates that your money is better spent on the more old-fashioned remedies. Q40

SECTION 1

- RECEPTIONIST: Sorry to keep you waiting. Well, firstly, let me give you this booklet. It tells you a bit more about the school, the courses and the social activities we offer. Now, on the first page, there's an outline of this morning's activities. There, you see? The programme starts at 10 o'clock. *Example*
 Try not to be late as it's a very full day.
At 10 o'clock, all the new students will gather in the Main Hall to meet the Principal and the rest of the staff. In fact, you spend most of the morning in the Main Hall. *Q1*
- STUDENT: Where's that?
- RECEPTIONIST: I'll show you in a minute. Just let me quickly run through this morning's events first and then I'll explain how to get there.
- STUDENT: Yes, OK.
- RECEPTIONIST: Right. Where were we? Yes, so, the Principal's talk will last about fifteen minutes and then the Director of Studies will talk to you for half an hour about the courses and the different requirements for each. After that, the Student Adviser will tell you about the various services and activities we offer to students. Any questions? *Q2*
Q3
- STUDENT: So, all of this is in the Main Hall?
- RECEPTIONIST: That's right. And then you'll go next door to Classroom 5 at 11 o'clock. *Q4*
- STUDENT: What happens there?
- RECEPTIONIST: You'll have a test.
- STUDENT: Test? I don't like the sound of that. What sort of test?
- RECEPTIONIST: Oh, it's nothing to worry about. It's just a placement test to help us find your level of English so that we can put you in the right class. It won't last long. *Q5*
- STUDENT: But how do I find the Main Hall?
- RECEPTIONIST: Right; if you look on the back of the booklet I gave you, you'll see a map of the school. Let me show you. Look: you came in through the Main Entrance, here, and now we're here at Reception. Now, to get to the Main Hall, you walk on to the end of this corridor in front of you and then you turn left. Walk along past the Language Laboratory and then past the Library, which is next to the Language Lab, on the same side, and facing you is the Main Hall, at the end of the corridor. You can't miss it. *Q6*
- STUDENT: So it's next to the Library, in fact. *Q7*
- RECEPTIONIST: Yes, that's right.
- STUDENT: I should be able to find that. And do you have a Computer Laboratory?
- RECEPTIONIST: Yes, we do.

- STUDENT: Could you tell me where that is?
 RECEPTIONIST: Certainly, yes. You go down to the end of this corridor again but, this time, don't turn left; turn right, away from the Main Hall. The Computer Lab is immediately on your right. OK? *Q8*
- STUDENT: And where's the staff room, in case I need to find a teacher at some stage?
 RECEPTIONIST: The staff room is near the main entrance, on the left over there, just opposite the Reception desk. In a day or two, I'm sure you'll find your way around very easily. *Q9*
- STUDENT: Oh, one last thing. Is there a student common room?
 RECEPTIONIST: Oh yes, I forgot to mention that. It's this area here, very close to where we are now, to the right of the Reception desk as you come in the main entrance. There's tea and coffee facilities there. *Q10*
- STUDENT: Great. Thank you very much.
 RECEPTIONIST: You're welcome.

SECTION 2

Hello, everybody and welcome to this informal meeting about the University Helpline. The Helpline was set up ten years ago by the Students Union and it aims to provide new students to the university with a service that they can use if they need information about practical areas of student life that they are unfamiliar with.

Let me give you some examples of the type of help we can offer. We can provide information on financial matters; for example, you may feel that your grant is insufficient to see you through college life or you may have some queries regarding the fees you are paying if you are an overseas student. In both cases, the Helpline would be able to go through things with you and see what the outcome might be. Another area we can help with is what we generally term the 'domestic' area; things such as childcare and the availability of nursery provision, for example, come under this. Then there's 'academic' issues that may arise while you are in the early stages of your course that you may not know what to do about. You may wish to know more about essay deadlines, for example, *Q11*
 or how to use the library - there are all kinds of questions you will find yourself asking and not knowing where to get quick answers from. The Helpline would be able to provide these. The last example I've given here is simply termed 'social' - and yes, there is a lot of *Q12*
 social life here! But you may have a particular interest you wish to pursue or you may wish to participate in outings or trips if you don't know many people at the moment. *Q13*

Let me give you some details so that you know where to go and who to see if you want to pay us a visit. Generally you will see our Helpline officer Jackie Kouachi, that's K-O-U-A-C-H-I. Jackie is a full-time employee of the Student Union and she works in the Student Welfare Office - that's the office that deals with all matters related to student welfare and it's located at 13 Marshall Road. I have some maps here for those of you who haven't been there yet. If you wish to ring the office, the number is 326 99 40. That's 3269940. *Q14*
 The office is open between 9.30 and 6.00 on weekdays and from 10 to 4 on Saturdays and *Q15*
Q16

there'll be somebody there - usually Jackie or myself - between those times. If you want to make an appointment you can phone or call at the office in person. Please note that it may not be possible for anyone to see you straight away - particularly if it is a busy time - lunch time for example - and you may have to go on the waiting list and then come back later.

Q19

Q20

Well, enough from me. Any questions?

SECTION 3

TUTOR: Good morning. So, we've looked at various aspects of staff selection this term and I think by now you should all be beginning to see how much more there is to it than just putting applicants through a short interview or asking the 'right' questions. So I think you should be ready for today's tutorial on 'matching the person to the job'.

We're going to talk today about the importance of choosing that all round 'right' person.

Q21

MURIEL: Right. So we have to put ourselves into the role of the manager or supervisor?

TUTOR: Yes. And then we're going to imagine how different applicants would fit into the team or group they have to work with ... er ... we'll look at some examples later.

MURIEL: It's just theoretical at the moment...

TUTOR: Yes. The point is, you can select someone - even a friend - who has all the right qualifications ... degrees ... certificates, whatever. You can also check that they have a lot of experience ... that they've done the sort of tasks that you want them to do in your office already, in a similar environment. But if they start work and you realise that they just don't get along with everybody else, that... say, they've got sharply contrasting views on how something will work ... well, with the best will in the world, you may be backing a loser.

Q22

DAVE: Wouldn't it be just a question of company training, though?

TUTOR: Not always. Particularly in a team situation, and I think it's important to think in terms of that type of working environment. People have to have faith in each other's ability to carry out the task their boss has set them. They have to trust that everyone will do their part of the job, and you can't necessarily train people for this.

Q23

DAVE: But it's like trying to find out what someone's personality is like in a job interview ... I mean you just can't do that. Even if you try, you won't find out what they're really like until they actually start work.

TUTOR: Well, in most interviews you usually ask candidates questions about their hobbies and what they like doing in their spare time ... that sort of thing ... so employers are already involved in the practice of ... well, doing part of the task.

Q24

DAVE: But it doesn't tell you anything. It doesn't tell you if they're easy-going or hate smokers or whatever.

TUTOR: Well, arguably it does give you a bit of information about an applicant's character.

- TUTOR: Well, arguably it does give you a bit of information about an applicant's character, but also . . . more and more employers around the world are making use of what are called 'personality questionnaires' to help them select new staff and . . .
- MURIEL: What's it called?
- TUTOR: A Personality Questionnaire. They have to be filled out by the candidates some time during the selection procedure, often just before an interview. The idea is actually quite old. Apparently they were used by the ancient Chinese for picking out clerks and civil servants, and then later they were used by the military to put people in appropriate areas of work. They've gained a lot of ground since then and there are about 80,000 different tests available now and almost two thirds of the large employers use them. Q25
Q26
Q27
Q28
- MURIEL: Which makes you think that there must be something in them.
- TUTOR: That's right. They ask the sort of questions that you might expect, like do you like working under pressure or are you good at keeping deadlines.
- DAVE: And what if people can see through them and just write what they think the employer wants to see?
- MURIEL: Well that's always a possibility.
- DAVE: I mean, it's human nature to lie, isn't it?
- TUTOR: Well, that's the point. Apparently it isn't. These tests are compiled by experts and they believe that the answers can provide a few simple indicators as to roughly the type of person that you are . . . that people will generally be truthful in that situation. Q29
- MURIEL: And then you can go some way towards finding out whether someone's say, forward-looking . . . a go-ahead type of person . . . or resistant to change.
- TUTOR: Yes. And there are all kinds of (*fade out*)

SECTION 4

- TUTOR: Right. Are we all here? OK. As you know, today Vivien is going to do a presentation on the hat-making project she did with her class during her last teaching practice. So, over to you, Vivien. Example
- VIVIEN: Thanks. Um . . . Mr Yardley has asked me to describe to you the project I did as a student teacher at a secondary school in London. I was at this school for six weeks and I taught a variety of subjects to a class of fourteen-year-old pupils. The project I chose to do was a hat-making project and I think this project could easily be adapted to suit any age. So, to explain the project. . . After we'd done the research, we went back to the classroom to make two basic hat shapes using rolls of old wallpaper. We each made, first of all, a conical hat by . . . er . . . if I show you now . . . cutting out a circle and then making one cut up to the centre and then . . . er . . . overlapping the cut like this this . . . a conical hat that sits on your head. The other hat we made was a little more complicated . . . er . . . first of all we cut out a circle again . . . like this . . . then you need a long piece with flaps on it - I've already made that bit which I Q31
Q32
Q33

have here - you bend the flaps over and stick them . . . with glue or prittstick . . . to the underside of the circle . . . like this. Again, I've prepared this so that I don't get glue everywhere. The pupils do, of course, so you need plenty of covers for the table. And there you have a pillbox hat as in *pill* and *box*. Now variations and combinations of these two hat shapes formed the basis of the pupils' final designs.

Q34

The next stage of the project was the design phase and this involved, first of all, using their pages of research to draw a design of their hat on paper. That's the easy part. They then had to translate their two-dimensional design into a form to fit their head. I encouraged them to make a small-scale, three-dimensional hat first so that they could experiment with how to achieve the form they required and I imposed certain constraints on them to keep things simple. For example, they had to use paper not card. Paper is more pliable and easier to handle. They also had to limit their colours to white, grey or brown shades of paper which reflected the colours of the buildings they were using as a model for their hats and they had to make sure their glue didn't show! Well, it was very enjoyable and just to give you an idea of what they produced, I've brought along three hats to show you. This one here is based on a circular stairway in an old building in London. It uses three pillbox hats one on top of the other. This was designed by Theresa. Here's another one that has a simple strip going round the base of the hat but has then gone on to add strips of paper that come out from the base and that meet at the top of the hat - rather like a crown - making a fairly tall hat. This was made by Muriel. And lastly there's a combination of the pillbox or single strip around the base and then the conical hat shape on top to form a castle turret. This was made by Fabrice, and there are many more that I could have brought.

Q35

Q36

Q37

Q38

Q39

Q40

TUTOR: Thank you, Vivien. That was most interesting. Now what we can learn from this is that.. .

SECTION 1

- JOAN: Right... let s try and get it sorted out today so we don t have it hanging over us. OK?
 PETER: Good idea. I'll take notes.
 JOAN: First thing ... numbers... have we got anything definite?
 PETER: Well... I've been working it out and I think 40 to 43.
 JOAN: Shall we put 45 to be on the safe side? *Example*
 PETER: Yep, fine.
 JOAN: Dates ... well. That's straightforward.
 PETER: The last working day before Christmas ... which is...
 JOAN: ... which is December the 21st.
 PETER: ... which is going to be pretty difficult to book at Christmas so we'd better think of two or three places just to be on the safe side.
 JOAN: Well, last year's was hopeless.
 PETER: The Red Lion, wasn't it?
 JOAN: Yep. We ought to go for something more expensive, cos you ...
 PETER: ... you gets what you pay for.
 JOAN: That new Indian restaurant in Wetherfield is supposed to be excellent... the Rajdoot. *Q1*
 PETER: How do you spell that?
 JOAN: R-A-J-D-O-O-T.
 PETER: But it's bound to be packed.
 JOAN: Well, let's put that down as the first choice and have some back-ups. What about the Park View Hotel as a second choice? *Q2*
 PETER: Yes, that's always reliable. Park View Hotel. ...
 JOAN: And the London Arms in case. *Q3*
 PETER: London Arms ...
 JOAN: I'll call them now if you want.
 PETER: No. I'll do it, Joan. You're really busy. Have you got the numbers?
 JOAN: Not for the Rajdoot, but... right... Park View Hotel: 777192 and ... London Arms: 208657. *Q4*
 PETER: Great. Before I ring, we'd better just make sure they're within the price range.
 JOAN: Up to £15 a head?
 PETER: I think you'll find some people won't be able to go that high.
 JOAN: Well, you can't get anything decent under £10.
 PETER: OK. We'll say £12?
 JOAN: OK.
 PETER: And we'd better make sure there's good vegetarian food.
 JOAN: And a non-smoking section! You know what the boss is like. *Q5*
 PETER: Don't remind me. I'll let you know as soon as I get anything.
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PETER: Good news. I found Rajdoot's number straight away and they can fit us in. Their Christmas menu sounds great.

JOAN: What is it?

PETER: French onion soup or fruit juice.

JOAN: Uh-huh.

PETER: Roast dinner or lentil curry ... sounds ordinary but my friend said it was really tasty. *Q6*

JOAN: Umm ... lentil curry ... that's unusual.

PETER: Then for dessert there's traditional plum pudding or apple pie, plus coffee.

JOAN: That sounds really good for £12. Did you book it?

PETER: Well, I said I'd check with the staff first. But they did say they'd hold the booking until next Wednesday anyway. Oh, and if we go ahead, they'd like a £50 deposit. *Q7*

JOAN: 50 is normal. .. that's fine.

PETER: And they want a letter.

JOAN: Right... to confirm.

PETER: And they say with such large numbers we have to choose the menu in advance. *Q8*

JOAN: That won't be a problem. I'll put up a notice with details of the restaurant and the menu. When did you say they wanted confirmation by?

PETER: It was ... let's see ... the 4th of November. *Q9*

JOAN: Where do you think I should put up the notice? Where everyone's guaranteed to see it.

PETER: On the cafe noticeboard I should think.

JOAN: Hardly anyone looks at that.

PETER: Well, the Newsletter is probably your best bet. *Q10*

JOAN: Good idea. I'll go and do that now.

SECTION 2

TUTOR: ... So, I'll hand over now to Julie Brooks.

JULIE BROOKS: Thank you. Welcome to the Sports Centre. It's good to see that there are so many people wanting to find out about our sports facilities. First of all, membership. All students at the college are entitled to become members of the Sports Centre, for an annual fee of £9.50. To register with us and get your membership card, you need to come to reception, between 2 and 6 pm, Monday to Thursday. I'm afraid we can't register new members on Friday, so it's Monday to Thursday, 2 to 6, at reception. Now, there are three things that you must remember to bring with you when you come to register; they are: your Union card, a recent passport-sized photograph of yourself, and the fee. It doesn't matter whether you bring cash or a cheque. We can't issue your card unless you bring all three; so, don't forget: your Union card, passport photo and fee. Then once you have got your sports card, you will need to bring it with you whenever you come to book or use any Sports Centre facilities.

Q11/Q12
Q13

Q14/Q15

Booking over the phone is not allowed, so you have to come here in person, with your card, when you want to book. Our opening hours seem to get longer every year. We are now open from 9am to 10pm on weekdays and from 10am to 6pm on Saturdays. For those of you who are up and about early in the morning, we are introducing a 50 per cent 'morning discount' this year. This is because the facilities tended to be under-used in the mornings last year. It means that all the sessions will be half-price between 9am and 12 noon on weekdays.

Q16

So, what exactly are the facilities? What sports can you play here? Well, this room we are in at the moment is called the Main Hall, and it's used mainly for team sports such as football, volleyball and basketball, but also for badminton and aerobics. On the other side of the reception area there is the dance studio; this provides a smaller, more intimate space, which we use for ballet, modern dance and martial arts - not at the same time, of course. Then in a separate building, which you may have noticed on your way here . . . it's on the other side of the car park . . . there are the squash courts (six of them), and at the far end of the building a fitness room. This is our newest facility, only completed in the Spring, but it is already proving to be one of the most popular. As well as all these facilities available here on the campus, we also have an arrangement with the local tennis club, which is only two miles away, entitling our students to use their courts on weekday mornings in the Summer. So, I think that there should be something here for everybody, and I hope to see all of you at the Centre, making use of the facilities. If, in the course of the year, you have any suggestions as to how the service we provide might be improved or its appeal widened, I'll be interested to hear from you.

Q17/Q18

Q19/Q20

SECTION 3

- JOHN BROWN: Good morning, Mrs Collins. I just wondered if you could help me with this entry form for the Young Electronic Engineer competition.
- MARY COLLINS: Hello, John. Oh you've made the jigsaw for blind children, with the bleeper.
- JOHN BROWN: When they put a piece in correctly, that's right.
- MARY COLLINS: OK, let's have a look at the form.
- JOHN BROWN: Right, thanks. I've never filled in one of these before, so ...
- MARY COLLINS: Well, let's just do it in pencil first. So, name of designers ...
- JOHN BROWN: Well, Ann helped me with some of the electronics work.
- MARY COLLINS: Then you must put her name in as well. Right... Ann Ray.
- JOHN BROWN: Sorry. It's ANNE and her surname is spelt R-E-A.
- MARY COLLINS: Good start! OK ... REA. And age is easy. You're both 16. What have you called the design? Keep it short.
- JOHN BROWN: What about jigsaw puzzle design for visually handicapped?
- MARY COLLINS: Too long. Just say blind puzzle, that'll do.

Q21

Q22

Q23

JOHN BROWN: OK.

MARY COLLINS: Right now, size of equipment?

JOHN BROWN: I've got it noted down here ... urn, yes, length, sorry, width is 20 cm. Q24

MARY COLLINS: OK.

JOHN BROWN: Length is 50 cm, and then the depth is ... well, it's very little.

MARY COLLINS: What would you say? I think you can be approximate.

JOHN BROWN: I'd say 2.5 cm.

MARY COLLINS: And the electricity supply? Is it mains operated?

JOHN BROWN: No it isn't, it's actually battery.

MARY COLLINS: OK, write battery.

JOHN BROWN: Fine, OK. It's the next bit that I'm really not sure what to put.

MARY COLLINS: Well, special features means, what is really new about this, you know, suitable for the group you made it for.

JOHN BROWN: Well, it's safe for children. Q25

MARY COLLINS: That's fine. Put that in.

JOHN BROWN: OK, and of course we think it's educational. Q26

MARY COLLINS: There you are, you've done it. Anything else?

JOHN BROWN: Well, I think the price is good. Q27

MARY COLLINS: That's probably the most important factor.

JOHN BROWN: OK ... cheap price.

MARY COLLINS: Which brings us on to the next bit. What's the cost?

JOHN BROWN: Well, the pieces we made out of old wood ... they cost, ooh, \$5.

MARY COLLINS: And the electrics?

JOHN BROWN: They were more expensive ... say, \$9.50. Brilliant. Now what do they mean by other comments? Q28

MARY COLLINS: It's just a chance for you to say anything about the equipment, and problems you envisage.

JOHN BROWN: Well, we would really like help with making plastic instead of wooden pieces.

MARY COLLINS: Well, put something like, need help to make plastic pieces. Q29

JOHN BROWN: OK. And the other thing is, we'd like to develop a range of sizes.

MARY COLLINS: That's fine, then, just put that. And the last bit is, when will you send the equipment?

JOHN BROWN: Well, we've got a lot of work on at the moment and we want to get it as good as we can.

MARY COLLINS: Well, say 25 June?

JOHN BROWN: Can't we make it later?

MARY COLLINS: Well, the last date is 1 July. Why not say that? Q30

JOHN BROWN: OK, that's what I'll put.

MARY COLLINS: So that's the lot!

JOHN BROWN: That's brilliant. Thanks very much, Mrs Collins. I'll send it off straightaway.

MARY COLLINS: Glad to be of help. Very best of luck to you both.

JOHN BROWN: Thanks, bye.

MARY COLLINS: Bye.

SECTION 4

- PAULA: Today I'd like to introduce Ted Hunter, who used to rear sheep and poultry but who is here to tell us about a rather unusual type of livestock that he's been concentrating on in the last few years. Ted Hunter is a member of the Domesticated Ostrich Farming Association, and is here to tell us about the possibilities of breeding and rearing these birds here in this country.
- TED: Thank you, Paula. When you look at international restaurant menus and supermarkets they all tend to feature the same range of meats - beef, lamb, chicken, pork, that sort of thing. But people are always interested in something different and we're now finding that farming can bring new types of meat to our tables. The kangaroo is one animal that's now being farmed for its meat and eaten outside Australia, where it comes from. It looks and tastes rather like rabbit, *Q31*
though it's slightly darker in colour, but it is rather tough, so that's a problem for *Q32*
some people. Crocodiles are also being farmed for their meat. This is rather like chicken, pale and tender, and it's getting quite fashionable. Some people also find it's rather fatty, but I think it makes a really tasty sandwich. Now a third type of meat becoming increasingly available, and the one that I think is by far the nicest of the three, is ostrich, which most people say has a similar taste and texture to *Q33*
beef. However, it's much better for you than beef, as we'll see later. Most people think of ostriches as wild animals, but in fact ostriches have been farmed in South Africa since around 1860. At first they were produced for their feathers. In Africa *Q34*
they were used for tribal ceremonial dress and they were also exported to Europe and America where they were made into ladies' fans and used for decorating hats. *Q35*
Later, feather fans and big, decorated hats went out of fashion but ostriches were still bred, this time for their hide. This can be treated to produce about half a *Q36*
square metre of leather - very delicate, fine stuff of very good quality. At the same time, some of the meat was used for biltong - the air-dried strips of meat popular in South Africa as a sort of fast food. However, recently there's been more and more interest in the development of ostrich farming in other parts of the world, and more people are recognising its value as a food source. Ostrich meat is *Q37*
slightly higher in protein than beef- and much lower in fats and cholesterol. It tastes good too. A series of European taste tests found that 82% of people prefer ostrich to beef. And one ostrich produces a lot of meat - from around 30 to 50 kg, mostly from the hindquarters of the bird. Farmed ostriches don't need African climates, and in fact ostrich farming is now becoming well established in other parts of the world. However, setting up an ostrich farm isn't something to embark on lightly. Mature breeding birds are very expensive - even a fertilised ostrich egg *Q38*
isn't cheap so you need quite a bit of capital to begin with. Then the farmer needs special equipment such as incubators for the eggs. The young chicks are very *Q39*
dependent on human minders, and need a lot of attention from the people looking after them. In addition, ostriches can't be intensively farmed - they need space and exercise.

But in spite of this they make good farming sense. A cow produces only one calf a year whereas a female ostrich can lay an egg every other day. And because the farmers can use incubators and hatched chicks are nourished well and protected from danger, the failure rate on farms is very low indeed and almost all the fertilised eggs will hatch out into chicks which will in turn reach maturity. This is very different from the situation in the wild, where the vast majority of chicks will die or be killed before they grow up into mature ostriches. So it's possible, once the initial outlay has been made, for the farmer to be looking at very good profit margins indeed. Ostrich farming is still in its early days outside Africa but we hope that ostrich meat will be freely available soon and before long will be as cheap as beef.

Q40

SECTION 1

SARAH: John, I've just had some good news. Susan has had her baby.
 JOHN: Do you know when she had it?
 SARAH: Yesterday. The tenth of August. *Example*
 JOHN: Oh, my father was born on August the tenth. Give me the details and I'll make a note for everyone at work.
 SARAH: OK.
 JOHN: Well, was it a boy or a girl?
 SARAH: It's a boy.
 JOHN: And what are they going to call him?
 SARAH: Tom. Tom Lightfoot. It sounds quite good, don't you think?
 JOHN: Yes, that has quite a good ring to it.
 SARAH: You know he's quite a big baby. He weighed four and a quarter kilos when he *Q1*
 JOHN: was born. That does sound big, four and a quarter kilos.
 SARAH: And he's long too, forty-six centimetres. *Q2*
 JOHN: Mmmm. Tall parents. He'll grow up to be over two metres, I'd say.
 SARAH: With masses of black hair, curly black hair. You know, we should go and visit them in hospital. What about tomorrow afternoon at around 1 pm?
 JOHN: Yes, OK.
 SARAH: Where should we meet? ... Ah, I could come and pick you up at your house, if you like.
 JOHN: Yes, that would be wonderful. My car is still off the road.
 SARAH: Just refresh my memory. What's the address again?
 JOHN: It's 15 Chesterfield Road, Paddington.
 SARAH: It's next to the library, isn't it?
 JOHN: Not exactly. It's next to a bank. The State Bank actually. The library is opposite us, on the corner. *Q3/Q4*
 SARAH: That's right, and there's a garage on the other street corner. I remember now. *Q5*
 JOHN: So, you'll pick me up at a quarter to one and we'll be there at one easily.
 SARAH: Now what should we take? We must take them something.
 JOHN: I always think flowers are good to take to someone in hospital, don't you?
 SARAH: Well, not really. Everyone always brings flowers and they don't last. I think it's much better to take a pot plant, so she can take it home with her.
 JOHN: Yes, but then she has to remember to water it. What about a big box of chocolates?
 SARAH: OK, chocolates sound fine. We should get something for the baby too. What do you think? *Q6*
 JOHN: Yes, you're right. What do you think of something like baby shampoo or talcum powder?

SARAH: Or we could get a little hat, or something like that.
JOHN: We don't know the size, or the right colour, do we?
SARAH: I think we should get something they wouldn't normally buy. What about a soft toy of some sort?
JOHN: Yes, a soft toy.
SARAH: What about a teddy bear?
JOHN: I could get one early tomorrow at the market and I could probably get the chocolates there too.
SARAH: Good.
JOHN: So you'll pick me up at a quarter to one at my place and I'll make sure that I've got the presents.
SARAH: You must remember how much you paid for the gifts, so I can pay you back for half. If they're going to be from both of us, I would like to go shares.
JOHN: OK. I'd say the chocolates would be about \$15 for something nice and not too small and the toy would be around \$35 or so, I'd think.
SARAH: Good, that'll be fine. About \$25 each then. Good, I'll pick you up then on Sunday at twelve forty-five.
JOHN: OK.
SARAH: See you then. Bye.

Q7

Q8/Q9

Q10

SECTION 2

PRESENTER: Good evening. Tonight's show comes to you from the Good Home Exhibition in Duke's Court, where we've been trying out some of the latest gadgets on show here and getting our resident expert - Liz Shearer - to tell us which ones are worth buying and which will die a death.
LIZ SHEARER: Well, hello. Yes, John, I've been investigating four new household gadgets and sorting out the advantages and disadvantages and then really deciding what are 'Must buys', what are 'Maybe buys' and what are 'Never buys'. Let's start with this vacuum flask for keeping drinks hot. Well... I felt this had quite a lot going for it, most of all is the fact that it contains no glass and is therefore unbreakable to all intents and purposes. It's made of stainless steel which is guaranteed for 20 years... hope that's long enough... and it's true what the manufacturer claims - that it does maintain heat for 18 hours. So that's pretty good. On the down side, it really works out to be quite expensive and, much more surprisingly, it unfortunately leaves a strange taste... you know when you've drunk from it... so all in all, my recommendation would be it's got plenty of advantages, but it is rather expensive so I'd say you should maybe buy it. Moving on to a natty little device... the Whistle Key Holder. Basically this is where you whistle and the key holder gives off a high pitched noise and flashes light so you can find it. One advantage of this model is that it also has a small light. You press the button and this means you can find keyholes easily. I also felt the small size was a real advantage. On the

Q11

Q12

Q13

Q14

weaker side, I did find the noise unpleasant. Which I'm sure the designers could have done something about. And I found that it didn't work through metal, so it's mainly useful for finding in coat pockets, cushions, etc. But taken as a whole I thought it was a masterpiece of design and would highly recommend it.

Q15
Q16

The third gizmo is called the Army Flashlight because it was developed initially for military use. It works by squeezing the handle to generate the power. Its advantages are that it can be used for outside activities, and also ... and this is one of the surprising features... it does work underwater. My main objection to it though was although it did work in these conditions, this model gave off a weak light. So my recommendation I'm afraid would have to be to avoid this one. The decoy camera was last on my list. This is a fake video camera which you fix to your wall to scare off burglars. The advantage of this model is something which makes it look very realistic ... its flashing light. On the down side, it was quite difficult to fix to the wall. However, burglary is such a major problem these days that it is worth the effort, so this gets my strong recommendation.

Q17
Q18 Q19
Q20

PRESENTER: OK. Thanks for that, Liz.

SECTION 3

BRYSON: Well, Amina, thanks for letting me have your draft in such good time.

AMINA: Oh, that's alright. I was just very anxious to hear what you think of it. You can see that I decided to change the topic - I had been interested in looking at Barings Factory.

BRVSON: Oh, I think the hospital was a much better choice. In fact... well... I have to say that I thought it was good.

Q21

AMINA: Oh?

BRYSON: There's still lots of work to be done ...

AMINA: Oh yes ... of course.

BRYSON: But there's plenty of good ideas. It opens well and the first chapter is fine but the middle section really stood out for me ... most interesting.

Q22

AMINA: That's amazing because I really didn't find it a bit easy to write ...

Q23

BRYSON: How long did you work on the whole thing?

AMINA: Well, I spent about two or three weeks reading and doing general research and then I dashed the writing off very quickly ... so about four weeks in all.

BRYSON: Well, that's about par for the course. You've got a while yet to make the changes.

AMINA: Oh right... no problem ...

BRYSON: Right. Let's have a look at my notes here. OK. Starting with section headings ... the broad divisions are good but you'll have to re-do the actual headings. I've made some suggestions in the margins ...

Example

AMINA: OK. Thanks.

- BRYSON: Now, this information on local housing ... I can see why you put it there but it really isn't relevant to the approach you've taken. Q24
- AMINA: I think I see what you mean.
- BRYSON: Now ... what did I say about the interviews?
- AMINA: I worked very hard on those. I really thought they were valuable.
- BRYSON: They are, Amina, but they're very complex and rather unclear at the moment. You're going to have to spend a bit of time making the data a lot clearer. Q25
- AMINA: OK ... as long as I don't have to remove them altogether ...
- BRYSON: No, don't worry.
- AMINA: What about the chronology ... the list of dates? I wasn't sure whether I should rewrite those.
- BRYSON: My advice on that is to take them out. I feel it makes the whole piece appear too simplistic. Q26
- AMINA: OK, if it'll help.
- BRYSON: Now, there are a couple of other books I'd like you to look at. Have you got a pen? Right. ... *Approaches to Local History* by John Mervis ...
- AMINA: Right...
- BRYSON: And then I think you need to think about ways of representing interview data. Have a look at *Sight and Sound* by Kate Oakwell. Q27
- AMINA: *Sight and Sound.*
- BRYSON: Then you know I'm going away on holiday next week ...
- AMINA: Yes.
- BRYSON: So when you've made the changes I suggest you show the work to your Support Tutor. Q28
- AMINA: Support Tutor ... right ...
- BRYSON: Then you do the proof reading ... Q29
- AMINA: Proof reading ... uh-huh. When by, do you think?
- BRYSON: I'd aim for 29 June and after that you should get it laser printed ... but be careful because the computer centre closes on 10 July. Q30
- AMINA: And then I hand it in to ... ?
- BRYSON: Oh, the Faculty Office as usual.
- AMINA: OK, that's fine. I think I'm all set now! Thanks very much for all your help.
- BRYSON: A pleasure. See you when I get back.
- AMINA: Yep. Thanks, Dr Bryson. Bye.
- BRYSON: Bye.

SECTION 4

Good afternoon. I'm Paula Bundell and I am giving you the lectures on Environmental Noise this term. Today we are going to look into the effects of noise on a planned housing estate in a particularly difficult part of the new Manchester Park area. This site is not as bad as some I have researched in the past. The Blacktown airport is closed from 6pm to 7am and this is a great advantage to the site. The only noise after dark

is from the highway and the traffic is somewhat reduced between 7.30pm and 5.30am. So, the people most affected by the noise will be, I expect, housewives. By the time most of the students and workers have arrived back home in the evening during the week the noise will have abated to a fairly large extent. The weekends are still a problem of course, but the traffic is certainly reduced on Saturdays to a large extent and even more so on Sundays. Of course modifications to houses will be necessary at a site like this and they come at a significant cost to the developer and home buyer. The modifications I am about to outline will add about \$25,000 to the price of a newly-built house. That will still mean a cheaper house than in a less noisy and more desirable area. A bit of background would not go astray. I understand that you are all familiar with the proposed development site at Manchester Park. It's a particularly difficult one in terms of noise with the highway along the eastern perimeter and the Blacktown airport not 3 kilometres away to the north. Of course, those nearest the highway will be the worst hit, with heavy traffic noise as well as the noise from the light planes overhead. As you all know, the normal noise threshold for private housing is 55 decibels. At this site the levels have been recorded as high as 67 decibels.

Q31

Q32

Q33

Q34

Q35

The construction of the houses has to be somewhat modified from houses in most areas. In the houses on the highway and in the noisiest areas of this site there will be a need for specialised double glazing and special acoustic seals will have to be fitted to the doors. All exterior doors in this especially noisy pocket will have to be solid core wood doors with hinges. Every house built on this site, not just those adjacent to the highway or nearest to the airport, will require high density insulation materials in the roof. Not only will all the roofs need insulating, the exterior walls will be required to be double brick. All ceilings will require double thickness plaster board to be used in the construction. In the noisiest areas mechanical ventilation will have to be installed in the exterior walls. In those areas with sealed windows it will be necessary to fit fans with absorbers to cut out the noise in those particular houses. Air conditioning units could also be fitted in the ceilings of such houses but this is substantially more expensive than fans, and may not be needed on this site. Coming back now to the double glazing I mentioned before. Specialised double glazing requires a larger air gap between the inner and outer glass than normal double glazing. The gap must be at least 7 centimetres. The thickness of the glass is also a factor, 8 millimetres on the outside and 6 on the inside pane. It is essential that the glass be thicker on the outside than on the inside and that the gap between the panes of glass be a minimum of 7 centimetres. Obviously, the noise factor will have to be taken into consideration with the layout of the houses. Living areas will have to be designed at the back of the houses away from the highway. Bedrooms and living rooms will have to be built towards the back, and for those houses closest to the highway two layers of plasterboard will be needed for the interior bedroom walls. Those rooms constructed at the front of the houses should be garages, laundries, kitchens, bathrooms and dining rooms. I have come to the conclusion that this development should go ahead, but with various acoustic modifications according to the position of the block in relation to the highway and intersection.

Example

Q36

Q37

Q3S

Q39

Q40