

IELTS TEST 1

▶ PART 1

Receptionist: Good evening, sir. Do you have a reservation?

Guest: Yes, let me just check I've got everything ... Er, sorry, yes ... a reservation. It's in the name of Hartley ... Martin Hartley.

R: Let me see ... Oh yes, here it is. That's for three nights?

Guest: Yes, that's right. Do you need my passport?

R: I just need to take the number as a form of ID.

Guest: No problem.

R: Now, can I just ask you to fill in this registration form, please?

Guest: Ah, actually no, you see I've broken my wrist.

R: Yes, I noticed that!

Guest: I'm afraid form filling is something I can't manage right now. Not without a lot of pain anyway!

R: Oh dear, I'm sorry, Sir. But don't worry. I can complete the form for you.

Guest: That's very kind of you. What do you need to know?

R: Well, let's start with your name, of course. So, that's Martin ... er ...

Guest: Hartley. That's H-A-R-T-L-E-Y.

R: Thanks. ... And your address?

Guest: 45 Carlisle Way.

R: Could you spell Carlisle for me? Sorry.

Guest: It's C-A-R-L-I-S-L-E. You don't pronounce the S! Carlisle Way and that's in Lewes. L-E-W-E-S.

R: And is there a state? I don't think you have states in the UK.

Guest: No, we have counties. It's East Sussex. Sussex is with double S. The postcode is LW4 6AU.

Guest: Do you want my phone number?

R: Actually no ... we contact people by email now.

Guest: Ah yes, and send me lots of advertising too, I suppose. My email is hartlevnitram@yahoo.co.uk.

R: Sorry ... a bit slower, please.

Guest: Hartley, my surname ... then Martin backwards – n-i-t-r-a-m. That's all one word.

R: And all lower case?

Guest: That's right. No capitals. At yahoo dot co dot uk.

R: Thank you very much, Mr Hartley. And could you give me your passport now, please? Thanks. You can have that back now. And that's for three nights ... so checking out on Sunday morning?

Guest: Uh huh.

R: OK, you're in room 16. That's on the first floor overlooking the courtyard. Here's your key. Would you like somebody to take your bag?

Guest: Do you have a map I can take?

R: Yes, of course. We've usually got lots of them here – somewhere! Ah, yes, here we are.

Guest: Thanks. Could you show me where we are exactly?

R: Er ... let me have a look ... erm ... ah, yes. This is our street here. Avenida Constitution. The bigger hotels are marked so let me just see which one is us. Erm ... here ... yes, here ... this is Hotel Columbus just before you get to the museum – I say 'just before' because that's the way most people get here. I mean coming from the main square where all the buses stop, or from the station.

Guest: Yes, that's the way the taxi came in from the airport. I thought we drove past the museum, though – just after we went through that big square you mentioned.

R: Ah, you probably mean here? That's actually an art gallery – it's worth having a look round, but the museum's more interesting. I think so anyway.

Guest: Thanks for the tip – I hope I get time. Right, well, tomorrow I've got to be at the conference centre. They told me they'd put me in a hotel that wasn't too far away ...

R: Oh yes, the conference centre's not too far at all. ... Let me see ... ah, yes down here. You can walk there in seven or eight minutes. Just cross over the road and go straight down this street here. That will take you towards the newer part of the city. Walk on for a couple of blocks and then when you get here you just have to go right a very short distance and then you'll see the conference centre above the other buildings – it's quite big.

Guest: I see. That all looks quite straightforward. Thanks very much.

R: My pleasure. Have a nice evening, Sir.

IELTS TEST 1

▶ PART 2

Man: Good evening, everyone. I'm delighted to see so many of you. I was going to start by saying that more and more people are seeing the value of growing their own fruit and vegetables, but now I don't need to!

First of all let me say that whether you have a garden or not, there are all sorts of benefits to having a plot of land you can call your own and it will give you a great sense of satisfaction. OK, let's assume you have a garden – chances are it's small. Most gardens in cities are hardly big enough for a few pots of herbs and a couple of rows of beans. Now, that's where allotments come in. A typical plot is around 250 square metres – big enough to feed the family for a year! Big enough, too, to grow a whole range of vegetables – fruit as well perhaps – not just cabbages and potatoes.

Moving on to the social aspects of an allotment, how many people can say their garden is a meeting place? You might chat with your next door neighbour every now and again, but allotments are notorious communal hives. There are usually between ten and thirty plots on any allotment site, and they bring together people from all sorts of social backgrounds. Where else do you find a lawyer deep in conversation with a lorry driver? There's often a great sense of camaraderie, with initiatives to involve the wider community, including the less able, the retired and the unemployed.

In urban areas nowadays, people may have a tiny yard or a balcony, but it's not a garden. An allotment is a huge recreational asset for anyone in that situation. First of all, there's the exercise. Renting an allotment costs around £30 a month – that's generally a lot cheaper than joining a gym! Then there's the involvement with nature.

Watching seeds grow into mature plants gives so much pleasure and such a sense of achievement. Spending time outside in the fresh air boosts our mental as well as physical well-being. And, one more thing – don't forget allotments are also an enormous benefit to the environment. They provide invaluable green space in our ever more clogged up towns and cities, making them more sustainable and appealing to live in. These spaces provide a habitat for wild plants, birds, insects and occasionally bigger animals. What's more, locally grown food doesn't have to be transported long distances, and that helps to reduce road traffic and hence pollution.

Now, food – a subject we all like talking about. Because the main appeal of an allotment is obviously taking home all the freshly picked vegetables and fruit! So, why is 'grow your own' so good? Well, to start with there's the superior flavour. Food you've grown yourself tastes infinitely better than anything bought in the supermarket because it will be super-fresh. Another point in its favour is the range. These days, gardeners are growing an amazing variety of vegetables on their allotments. Finally there's the bonus of knowing that the produce you've grown is organic. You know that what you're eating wasn't grown on an industrial scale farm or sprayed with large amounts of pesticides.

Now, I'm going to show you a typical allotment from the site closest to here on Finley Road. Let me just get this image up ... that's it ... can everyone see? ... So, as you can see here, each plot has a fence around it and its own gate. Between the beds are grass walkways. That means you can walk in and around comfortably, and not get your boots too muddy. There are soil beds on either side. This plot, in fact, has two smaller flower beds opposite a much larger area for vegetables. And there's also a glass house for growing tomatoes or anything that needs more warmth and protection. Here you can see one of those at the front near the gate. Most allotments have their own shed at the far end,

as you can see. Allotments do need a water source though and there are stone sinks outside the sheds. A hosepipe can be attached to the tap for easy watering. Some of the plots have a pond, though they're not always popular as they tend to attract insects. And this plot has a compost bin at the end opposite the shed for recycling organic waste ... Right, so, how to go about getting ...

IELTS TEST 1

▶ PART 3

Lily: Hi Mark. How's it going?

Mark: Oh, hi Lily. I'm OK. Have you decided what course you're going to apply for, then?

Lily: Yes, illustration. I've already applied to one college, actually.

Mark: I didn't even know there were places that did just illustration.

Lily: There aren't many. Most combine it with other areas like painting and graphic art. Unfortunately, there are no courses in London so I've opted for Birmingham.

Mark: Mm, Birmingham – I'm not sure I'd want to study there.

Lily: Well, from what I've heard, you're thinking of not studying anywhere, Mark!

Mark: Look, I haven't made any decisions yet, but I'm wondering what the point of carrying on at art school really is. I mean why not just get a studio and paint?

Lily: Aren't you enjoying art school now, then?

Mark: Yes, I am, but this is a foundation course, isn't it? I wanted to try out all the different areas – you know sculpture, computer graphics – a bit of everything. Now I know that I really just want to paint, though, I may as well get a studio and do it.

Lily: There's nothing more for you to learn, then?

Mark: I didn't say that.

Lily: This isn't all about a fear of being rejected is it? I mean, I know you hate applications and interviews and so on. You're not looking for a way out of all that, are you?

Mark: No, of course not. I'm no more scared of rejection than anyone else. I mean, people not buying your work – that's real rejection, isn't it?

Tutor: Hi, do you mind if I join you?

Lily: We were talking about next year and applying for courses.

Tutor: I couldn't help overhearing. What's this all about then, Mark? Is it true that you're thinking of not continuing at college?

Mark: I'm looking at other options – yes. I've been reading about artists who claim there's no real advantage in learning formally. There's this Scottish guy who just went to Paris and got a studio. He's doing really well now ... In fact, one of the fine art students here dropped out of her course at the end of the first year and just went to Prague. She loves it there!

Tutor: Mm, you might just be looking through rose-tinted spectacles there Mark. There are plenty of people who regret taking that route, you know. For every artist making a living, there are twenty living on the breadline ...

Mark: OK, I take your point but I'm thinking about the cost of three years at art school as well! Apart from the actual fees, there are all the living expenses. Students are running up at least a £30,000 debt by the end of their course!

Lily: So, this studio you're planning to get – I take it that'll be free, then? If you're contemplating working in Paris or Prague, won't that cost practically the same over three years?

Mark: Maybe, but I'd be selling my paintings, wouldn't I?

Tutor: In fairness, Mark, very few artists start selling work just like that.

Mark: Yes, but will studying for another three years mean that I will definitely be able to sell my work?

Tutor: It won't guarantee it, but it'll make it more likely – in my opinion anyway.

Lily: Remember that there are plenty of artists who make their name while they're studying. Art schools put on end of year exhibitions and

influential people regularly come in looking for talent. Your work is showcased in a way that just won't happen if you're working in isolation.

Mark: Yes, yes – I do see all that. I'm just not convinced. I sometimes question the value of a creative course full stop. I mean, I often feel almost guilty when I tell people that I'm studying art. I see this look on their face, as though they think I should be doing something more useful. I feel that if I get a studio and start working, at least I'd be paying my way.

Tutor: I think the key factor here is that being at art school exposes you to critical appraisal. Perhaps the most essential function of further education is the constant feedback and constructive criticism. It's essential to personal development, no matter what the field is.

Lily: Yes, we all know artists who paint as a hobby – people who have been doing it for years. They think they're experts and wonder why other people haven't recognised their talents. If only they'd become part of a creative community, they'd understand why that hasn't happened!

Tutor: Yes, I think Lily's right. It's important to keep developing and responding to feedback. Anyway, don't go making any rash decisions. Come and ...

IELTS TEST 1

▶ PART 4

Lecturer: Good morning everyone. I do hope you didn't get too wet getting here this morning. The subject for my talk – I think we could all do with some to take our minds off this atrocious weather – is laughter.

The laughter I want to look at is specifically related to psychological therapy and the treatment of physiological disorders – something we've been looking at over the last week or so. Now, when we start talking about psychological therapy, laughter isn't something that immediately springs to mind. Therapy is a serious business, and it's generally approached with an appropriate degree of seriousness. After all, people seek treatment and enter therapy for serious reasons. They're often at critical junctures in their lives and they need professional help.

The question is, how is it that laughter can be such a vital part of the therapy process? It's normally identified with humour, and thus generally deemed appropriate only in lighter, more frivolous circumstances, when it's acceptable to find a situation funny. Perhaps this is why so many people in the medical world feel that laughter's frequently misunderstood and undervalued as a cathartic healing process.

Now, humour certainly is one trigger for laughter but it isn't the only trigger. If we take as a starting point the fact that laughter is a physical process that releases emotional pain, it follows that stress, anxiety and tension may prompt the same response. Psychologists frequently point out that humans don't laugh because they're happy. They're happy because they laugh. Once we accept that laughter and pain are related, we are less likely to be shocked when people laugh in all sorts of painful, even tragic, situations.

Cathartic psychotherapy utilises laughter as an essential medium for healing emotional pain. It's specific to the release of anger, fear and boredom. When people laugh, they free themselves of painful feelings. The amount of pain the body releases during a single burst of laughter is immeasurable, but we know that the body will keep discharging pain cathartically until there's no longer a need.

The only obstacle to the process is the self-constraint we learn to impose on ourselves during our early years. We're taught the virtues of self-control from infancy, and any loss of that control during an emotional outpouring is discomfiting. We fail to realise that when we lose control, we actually gain in many other ways. Our cultural preference for processing feelings cognitively, instead of feeling them physically, maintains and prolongs emotional distress. Patients who have had upbringings during which feelings were suppressed may have quashed their ability to laugh, cry and become angry. Clinicians can help individuals regain these cathartic processes, enabling them to release deep-rooted emotions that may be an obstacle to happiness.

Only now has research begun to validate the notion that emotions are stored in the body rather than the mind. Recently developed cathartic techniques allow practitioners to teach patients how to access their hidden emotions and release them. The more catharsis the patient experiences, the more rapidly he or she progresses through the healing process.

Laughter is probably the least threatening cathartic process, at least to the person expressing the laughter, and so it has an essential role. It's often a stepping stone to other forms of emotional release, like crying or showing rage.

So, why, you might ask, has the mental health community been so slow to accept laughter as a healing tool? Well, for reasons I've already outlined. Like any expression of the true self, laughter is radical and revolutionary, and laughing at what is seemingly misfortune upsets conformity. We, in the medical professions, must challenge the antiquated view that adult laughter is silly and inappropriate. We have to ensure that patients don't reject the healing power of their laughter, in the fear that others will see them as making light of their issues. Traditionally, mental health practitioners have viewed laughter as a way of hiding painful emotion. In contrast, cathartic psychotherapy understands that laughter releases emotion. Through laughter, feelings erupt from within into the outside world. If people suppress laughter, they also stifle the release of pain.

The catharsis of laughter doesn't change people's circumstances, but it does change the way people relate to those circumstances. It enables them to take a different view, a view from which terrible misfortune can seem so much more bearable. This allows people to remember, to feel, and to explore without fearing that they'll be trapped by what they can't control. Life's most tragic events often have an essence of absurdity, and this can be the trigger point for laughter. Some people deal with emotional pain instinctively, and come along to therapy already laughing and crying. There are many others, however, that need assistance.

IELTS TEST 2

►► PART 1

Zara: Hi, there, Tim! You look tired!

Tim: Hi Zara! I AM tired – well, it IS Swot vac after all!

Zara: Swot vac? Ah, yes of course – exam period! Don't remind me! I'm pretty exhausted myself! I'm finding it very difficult to study – it's so noisy where I live! I can't concentrate with all that traffic outside! I definitely need to find a quieter place to study.

Tim: Me too! Actually, I've just downloaded some information about the best libraries in the city. Take a look at this – it's the Bailey Library ...

Zara: The Bailey library ... Isn't that the really old library on Parkville Campus?

Tim: Yeah, that's the one. It's the oldest in the city. And it says here that it's really popular with students.

Zara: Popular with students? That means it's noisy and crowded!

Tim: OK, OK, I see what you mean. But we could try to get there early to make sure we get good seats and a large desk to work at. It's open from half-past eight in the morning until 10 o'clock in the evening Mondays to Fridays.

Zara: 10? That's very early – I study much better after midnight. Just look at the size of my folder here! I've got SO much to get through. Basically I need to be in the library 24/7 to get all *my* revision done! Now, if the Bailey is THAT popular, it must be open at weekends!

Tim: Yes of course it is! It opens at 11 o'clock in fact and it closes at 5pm.

Zara: Great! Not exactly what I call ideal for late night study. Count me out!

Tim: OK, OK. Here's another one – the Brown Library...

Zara: Ah, yeah ... I think I've gone past it a couple of times. It's close to Stratton Street, right?

Tim: Yes, Stratton Street and Royal Parade.

Zara: Royal Parade? Well, that's convenient for me – my apartment's just a few minutes' walk away from there! When's it open?

Tim: Well, it says here it opens at 7 in the morning and you'll be pleased to hear that it closes well after midnight – 2am in fact! And we can go there any day of the week.

Zara: That sounds ideal!

Tim: Oh, wait a minute. WE can't use it – it's only open to bio-medical students.

Zara: Bio-medical students only? Great! Just when we thought we'd found the perfect place to study ...

Tim: Wait a minute. This one sounds good ... The RMIT library ...

Zara: The RMIT library? I've never heard of it. Where is it?

Tim: It's on Swan Street – near the central bus station.

Zara: Swan Street? Ah, yes. I know where that is – it's a really long street though. Do you have a number?

Tim: Yes, number three hundred and sixty Swan Street. The full address is Level 5, Building 8, 360 Swan Street.

Zara: OK – I think we'd need to get the bus there but that's not a problem. So, when's it open?

Tim: It's open from 10 till midnight on weekdays ...

Zara: And what about weekends?

Tim: Er ... 10 in the morning – but it closes at 6 o'clock on Saturdays and Sundays. But, listen it says here it has excellent computer and internet facilities. I like the sound of that!

Zara: Me too! In fact, I like the sound of it SO much I think I'll take advantage of their excellent computer facilities right here and now.

Tim: And how exactly are you going to do that? Your laptop isn't working!

Zara: I know, I know. So can I borrow yours?

Tim: OK, here's the RMIT library website ... So we want the bookings page ... OK, first of all, you need to log onto bookit.

Zara: Bookit?

Tim: Yeah, that's it. Bookit.

Zara: OK, now, it's asking me for my student ID and my password.

Tim: OK, so just type in your student number.

Zara: I think I can just about remember it.

Tim: And now your password ...

Zara: OK

Tim: So next you need to choose the resource type you want to book.

Zara: That's easy. A PC.

Tim: So now what you need to do is click on location.

Zara: Location? OK. Now, it's giving me a floor plan. It looks like I've got a choice of 18 computers.

Tim: Great! So click on one of the PCs.

Zara: I'm choosing this one – it's right next to the window. PC Number 4 to be exact! So, what do I do now?

Tim: So now you have to choose the date of booking. So, when do you want to book it for?

Zara: Let's go for tomorrow. That's Friday June 6th.

Tim: And just click.

Zara: I just have. So, why isn't it working?

Tim: You've got to go into view options.

Zara: It's working now. Friday June 6th.

Tim: OK, so now you need to choose a time.

Zara: Let's go for late afternoon – 5pm.

Tim: Right, let's do it.

Zara: Great – it says booking completed and there's my name on the booking schedule. Result!

IELTS TEST 2

►► PART 2

Guide: Welcome to all of you ... can everyone see me and hear me? Good, my name's Cathy, and I'm here to tell you about the special programme of events going on here at the Royal Observatory. Yes, it's Doors Open Day here in Edinburgh and we're delighted that you have chosen to make this very special building part of your own open doors day experience.

Now, I'll make a start with giving you some background information about the Doors Open event. Doors Open takes place every year in September and the Observatory is one of the many buildings – 112 of them in fact – that open their doors to visitors for one weekend and yes, there's absolutely no charge, it's all completely free. The observatory has been involved in this event for more than 20 years – and every year we attract more and more visitors – like you – who want to find out more about great buildings in the city! And hopefully, you'll leave with a better understanding of the universe too!

OK, now let's run through today's programme of events. There are many activities to choose from so make sure you make the most of your visit.

Now, there will be planetarium shows throughout the day. Now, these will run four times both today and tomorrow – Sunday. These are popular so, please note that we are operating a booking system for these shows. Tickets for the two shows we're running this morning – the first showing at 10.30 and the second at 11.30 – will be available on a first-come first served basis here – at the information point. Tickets for the two afternoon shows at 2pm and then at 3pm will be released later on – at midday. So booking is essential as spaces go very quickly.

We also have some special tours of the observatory available. These include a tour of the telescope dome and visitors will even have the opportunity to get onto the roof! I hope that those of you who are interested are wearing your most comfortable shoes and that you can keep up the pace! It will be worth the effort of climbing all these stairs – you'll have stunning views over the city when you reach the top!

Now, for those of you who want to take things at a more leisurely pace there will be an opportunity to visit the Crawford Collection and learn about the instruments that have been built here and there will also be some items from the collection on view. For those of you who don't already know – the Crawford Collection is an astronomical library. And not only that – it ranks as one of the most important astronomical libraries in the world. You are promised a real treat here!

And it's great to have so many younger visitors here today. Now, we have a craft workshop for children here in the visitor centre where they can make their very own model of a telescope and colour their very own planet! Please note that all children must be accompanied by an adult. So, as you can see it's a pretty full timetable and there's a lot going on. Now, any questions ...

IELTS TEST 2

▶ ▶ PART 3

Sam: Hey did you manage to go to the talk by Dr Chadwick this morning, Andy?

Andy: I was there – what happened to you, Sam?

Sam: My bike had a puncture! Seriously ... Anyway, Ruth, I bet you took some notes – can you fill me in?

Ruth: Sure! It was all about space junk – really interesting, actually. I mean, I knew about how much rubbish humans are dumping here on planet Earth but I had no idea how much junk there is flying around in space! Did you know that there are literally millions of pieces of rubbish orbiting the Earth as we speak?

Sam: Not until now, I didn't!

Andy: They reckon that around 100 tonnes of very small objects – like mainly dust – drops on earth every single day!

Ruth: Yes, that's what she said.

Sam: I thought space junk was all man-made? I can't believe they know so accurately how much is actually out there. Do they track and monitor it all the time?

Andy: Yeah, they do. According to the talk there are nearly 25,000 objects larger than 10 centimetres in diameter now orbiting the earth.

Sam: And what does all this space junk consist of? Isn't it all discarded parts of rockets that were either broken or left behind after space missions, like Apollo and all those spacecraft from years ago?

Ruth: Well, yes, but not only that. All other kinds of debris that we've dumped in space too. Anything from dead satellites to loose metal screws. There are even tiny particles of paint and liquid coolant.

Sam: So, who is to blame for depositing all this rubbish? Where does it come from?

Ruth: Well, I knew you were going to ask me that Sam, so hang on – you can take some of my notes if you like.

Sam: Thanks a lot, that's really helpful.

Ruth: Here, look. Over a third – 37% to be exact – comes from Russia. But other countries are close behind. Another third – well just under, actually, 29% is from America and then 28% is from China.

Andy: Yes, but other countries, like India, are adding to the rubbish pile. And don't forget the European Space Agency also has space craft in orbit.

Ruth: That's true. We're talking serious space junk, here!

Sam: Pretty serious, I'd say! So come on, what do you think are the chances of something solid dropping from space onto our heads?

Andy: Good question. Everyone asked that! Dr Chadwick said at least one piece of junk falls to earth every single day. But look at it this way, Earth IS a pretty big place so actually the statistical chances of being hit are extremely low.

Sam: So, are you saying I'm more likely to win the lottery?

Ruth: Well, just think about it – two thirds of the Earth is ocean ...!

Andy: That's true! But in time almost all these pieces of rubbish will fall to Earth because the object's orbit is decreased by its gravitational pull. But the good news is that they don't cause any serious damage. You know they can't actually survive the heat generated on re-entry? They simply burn away.

Ruth: But that's not always the case – there are exceptions. Chunks of the United States UARS satellite recently fell into the Pacific Ocean ...

Sam: The UARS satellite?

Ruth: It was this six tonne satellite launched by the space shuttle Discovery way back in 1991. So it had been up in space for twenty years but stopped working in 2005. It weighed 5,700 kilos –

Andy: And that's about the same as a double decker bus, apparently!

Ruth: And, I'll just check my notes ... here it is ... yes ... the largest of these great big chunks that fell into the sea weighed about 158 kg – think of the weight of an adult gorilla Sam and you get the picture ...!

Sam: A nice soft landing then ...

Andy: Dr Chadwick said 'imagine a couple of washing machines tied together and travelling at 100 mph and you'll get an idea'! And do you remember Skylab? That was another US space station – and it fell to Earth at least three decades ago, in 1979. It fell into the Indian Ocean and the deserts of Western Australia.

Ruth: According to what I wrote down ... that particular space junk weighed 100 tonnes! And let's not forget Mir – the Russian space station. Mir weighed 135 tonnes – far, far larger than UARS and it fell to Earth in 2001 – it plunged straight into the South Pacific!

Sam: All very interesting! Listen, I've got some junk of my own to sort out – my bike ... that's the second puncture this week ...

Ruth: Come on, I'll help you fix it.

IELTS TEST 2

▶ ▶ PART 4

Lecturer: Hello everyone. Let's get started on the final lecture in our module on retail psychology. Today we're going to focus on supermarket layouts and how retailers display their products to encourage us as customers to spend as much of our money as possible. It's an interesting topic. Now, most of us don't actually realise that the layout is deliberately designed to make us part with our money. But, in fact, millions of pounds are spent on research into the psychology of shoppers and what motivates us to buy.

So, let's have a look at an actual supermarket layout – now here's the entrance to the store – just here. This area immediately around the entrance – is what retailers refer to as the decompression zone or the dead zone. This is where the customers recover from the environment outside. And by that I mean this is where they 'adjust'. For example

the place where they might put their keys in their pockets or take off their sunglasses – these kinds of things. So, what do you notice about this area? It's very empty isn't it? Yes, it's pretty much clear of stock altogether. This area is not designed or used to sell us anything. Basically the supermarkets never put any merchandise here because they know that no-one's ready to buy yet. However, the retailers want their customers to feel comfortable. If they're in a relaxed state of mind, they're much more likely to stay longer and spend money!

Now let's look back at the entrance again. Now, it's interesting but we know that three quarters of us look right not left when we go into a supermarket – so 75% of people! This gives the supermarkets a great opportunity to hit us with promotions and offers. So near the front door, you might also find what we call the dwell zone. The dwell zone is the area on the right hand side by the front door where you are encouraged to relax and browse – you will usually find newspapers and flowers here to help you do exactly that. Moving on from the dwell zone we come to the power aisle. Basically, it's the main route customers return to after venturing into nearby aisles and so this is the area of the supermarket where the strongest offers are displayed. So you might see a sign that reads 'Barbecue time!' and you'll see all the items you could possibly need for a barbecue – the charcoal, the sauces, the skewers and the drinks – everything you need – all in one place. Were you planning a barbecue before you went shopping? Do you even have a garden. Yes, the power aisle has a very powerful effect on sales even though most of us don't even realise we are being sold to here.

Now let's think about fruit and vegetables for a moment. They're always located towards the front. Now, why do you think this is? Yes, fruit and vegetables are always at the front because it gives the supermarket a healthy image.

And let's think back to flowers and newspapers – we talked about both these items earlier – and yes, they're displayed near the front on the right. Now, they're known as distress goods. Why's that? Well, these are the goods that we often buy in a hurry or on impulse. In other words these are the items we didn't actually intend to buy at all – but the supermarkets want us to put them in our trolleys even before we even start our proper shopping!

Now, what about everyday items like bread or milk or cereals? They're always placed right at the back of the supermarket. Yes, in this area here. Again, this is a deliberate strategy by the supermarkets – basically they want us to walk through the whole store to get them in the hope we will buy other things on the way. That's why items like these are often called 'destination goods'!

Now where products are placed on the shelves makes a real difference. We read shelves a bit like we read a book – our eyes go from left to right. And they want you to focus on the more expensive items so they place them at eye level. It's often quite hard to spot items like cheap tinned food. Why is that? Well, they're normally placed very low on the shelves. Basically, the supermarkets don't want the cheapest products to be the ones you see first.

Finally, let's have a look at the checkout area here. Now, we all know that sweets are deliberately placed within the reach of children at the checkout. But all kinds of things are displayed at checkouts these days. In fact, supermarkets can change what's on offer, almost by the hour. It's a quick and easy way for them to rotate their stock. So, if the sun comes out, the check-out is an ideal place to display sunglasses and if it rains, umbrellas can be placed there instead. Now, does anyone have any questions?

Jill: I thought you said having a cleaner was a waste of money – that you'd never pay somebody to do what you can do perfectly well yourself?

Kate: Well, yes ... maybe I ... but things have changed. Things are really hectic for Greg at work all of a sudden. He's never home till after eight. I end up doing everything. The house looks like such a mess – I never get time to tidy up before I go out to work and in the evenings I just about manage to cook and wash up.

Jill: Well, *you* shouldn't be the one doing everything if *you're* working as well. That's not fair, is it?

Kate: I think Greg's just shattered. To be fair, he's pretty domesticated – we've always pretty much shared the chores. It's just a temporary thing I think ... I *hope* ... We're basically both trying to juggle too much. The last thing we want to do at the weekends is start cleaning, we want to relax a bit.

Jill: It's not because all the neighbours have got a cleaner, is it?

Kate: Mm, you know me too well! I guess there is a bit of that. I feel like the poor relation when I tell them I do all the cleaning myself. They can't believe I fit in so much.

Jill: Never worry about what other people think!

Kate: No ... anyway ... one way or another, we need a cleaner. Well, as long as it's not too expensive, that is.

Jill: I don't think it's expensive – and it's money well spent. We only stopped having Trisha come in every week because I was off work with the baby so I could do most of it myself.

Kate: So, how much is it?

Jill: Well Trisha was £8 an hour. I can't say that's what everyone charges.

Kate: That isn't bad, is it? It's less than I thought. Oh, well, I think we can run to £8. How many hours did she do?

Jill: Four hours a week.

Kate: That sounds about right. Can you give me her number, then?

Jill: Ah, sorry, no ... she's not around anymore. She went back to Wales ... I think it was Wales anyway ... a couple of months ago.

Kate: Oh no, that's a shame.

Jill: Wait a minute, though. We've had some leaflets through the door recently. Let me see if I can find one. I put one here by the phone, I'm sure.

Jill: Ah yes, here we are. It's a company – they're called Dusters.

Kate: Dusters?

Jill: Yes, as in people who dust. You have to phone Abby on ...

Kate: Is that Abby with E-Y?

Jill: No, it's A – DOUBLE B – Y.

Kate: OK.

Jill: And it's a local number – 650918.

Kate: 650918. OK. Got it!

Jill: They do ironing and can look after your garden too, apparently.

Kate: Mm, ironing would be helpful ... I loathe ironing. So, do they say how much it is?

Jill: Yea, it's £9.50 an hour – that's for all the different services.

Kate: £9.50 ... a bit more expensive, then.

Jill: They do a spring clean for £45.

Kate: So, that's one big clean ... do they say how many hours that is?

Jill: No, it just says spring clean. I guess it's five hours – so it's a bit cheaper than five hours of cleaning would be normally.

Kate: Yes, probably. That might be a good idea to start off with.

Jill: You'll like this too, Kate. They can use organic products if you want them to.

Kate: Oh, yes, I'd prefer that. I don't like using strong chemicals, they're so bad for the environment. OK, I'll give them a call. Thanks for that!

IELTS TEST 3

▶ PART 1

Kate: Well, Jill I'm glad you had a nice holiday. We'll have to try it ourselves sometime.

Jill: Yes Kate, you really should! I'll give you a contact number for the hotel we stayed in. Anyway, I must be ...

Kate: Oh, I know what I meant to ask you ... sorry. It was about a cleaner.

Jill: Oh yes?

Kate: Yes. We've been talking about getting somebody to come in and help out. You had a cleaner not long ago, didn't you?

▶▶ PART 2

Head teacher: Good evening, everyone and thanks for making it along – I know how busy you all are with term coming to an end.

As you know, the aim of this meeting is to show you the plans we've got to add two new classrooms and how that will affect the playground. Now, I've heard that quite a few of you are worried that there'll be hardly any playground left – but I want to reassure you that that's not the case at all. I think there's been quite a lot of uninformed talk going on and people have started worrying unduly. I certainly hope I can dispel any of your concerns this evening.

Firstly, I have a plan of what the school should look like, which I'll project onto the screen. The school governors and the developers want to hear your feedback before making final decisions. Your feedback's very important. When I've gone through the plan with you, you can ask questions and we'll discuss those queries in detail. There'll be plenty of time to tell us what you think over the coming weeks. And once the plans are a little more developed, they'll be available online. There'll be a weekly update and once the actual construction begins, you'll be able to check progress as it happens.

Personally, I'm very happy with where we've got to. I knew we had to have the extra space but I must admit I worried long and hard about what we might have to sacrifice for it. The developers have certainly convinced me that we've made the right decision.

Right, can everyone see the plan now? Good. Let's start at the Balfour Road entrance, since that's where most of you come and go from. The Farley Road entrance and lower playground won't be affected at all. Now, as you come in to the top playground the two new classrooms will be on the right. There'll be a new gate and the steps down will be rebuilt. There'll be a ramp for disabled visitors too.

On the plan here, only the parts of the building affected by the plans are shown. I'll explain why the hall is marked on later. So, as I said, the new classrooms will be to the right of the entrance, and as you can see, will take up very little of the playground space. We feel the year six children need their own area away from the younger children. So, this one on the left of the two rooms will be the new year 6 classroom. As you can see there's no direct entrance from the playground. The plan is to include a small entrance area here from the playground for coats and boots and so on. Entrance to the classroom will be from that area. There'll also be an additional entrance to the hall from this cloakroom – so children will be able to get to the hall from two different directions – from inside the main building and from the new entrance area. I hope that's clear. Now, as you all know, the hall doubles up as the cafeteria at lunchtime. One of the rumours I heard was that we're planning to dispense with the cafeteria and open up a snack bar. I can categorically state that replacing healthy school meals with a snack bar is not remotely in our thoughts.

The other new classroom – that's the one with the playground entrance here – is going to be an exciting new venture for us. That's because its principal use will be for the pre-school and after school clubs. More and more parents want that facility outside school hours and we need a dedicated space to run these activities.

I think there were also worries about the nursery school, though I'm not really sure why, to be honest with you. I can tell you now that the whole area on the other side of the main school building will be totally unaffected. The nursery will continue operating as it does now. There will be a couple of smaller constructions – modernization work really – down here on the other side of the top playground. Cycling into school is getting more and more popular so we're replacing the old bike sheds with a brand new bicycle bay. There'll be space for sixty bikes. The children's toilets will also be modernized and the children will be able to enter them from inside the school building rather than from the playground as they do now. They'll be brand new staff toilets in that part of the building too, I'm pleased to say.

So, I hope that's at least started to allay a few fears. Take a few minutes to look at the plan – I'll get out the way. Then, I'll answer a few questions if you have any. Does that ...

▶▶ PART 3

Tara: What's that you're reading, Matt?

Matt: Oh, hi Tara. It's an article about taking a gap year before going to university.

Tara: Is that what you're thinking of doing, then?

Matt: Well, I hadn't really considered it as an option, but reading this has got me thinking. I'm looking forward to starting at uni but I wouldn't mind a bit of time to myself first.

Sandy: Hi guys, what are you talking about?

Matt and Tara: Hi, Sandy, how's it going?

Tara: Matt's reading about gap years. He wants to put off going to uni.

Sandy: I think a gap year's a great idea. I'm definitely thinking about it.

Matt: Are you? What would you do with the year?

Sandy: Well, the programmes I've looked at involve volunteering of some kind. I wouldn't want to just go travelling for a year – I couldn't afford that anyway. The idea would be to work and help people, but more importantly to grow up and come back knowing more about the world than I do now. Obviously, I'd choose somewhere hot and sunny.

Tara: So, what exactly is volunteering? I mean ... OK ... I understand it means doing something for nothing ... but what does it mean in terms of a gap year?

Sandy: Yeah, it means working with programmes *in countries where people need support or some kind of aid*.

Tara: Mm, I bet your mum and dad aren't quite as enthusiastic as you are about all this.

Sandy: On the contrary. They're really supportive. They can see all the pluses. They realise that I don't know exactly where I want to be in ten years' time. They think it'll give me time to figure things out and not make decisions I might regret later.

Matt: I think I'd be worried about how the university look at it, though. Don't you think it suggests you're just putting off studying?

Sandy: Definitely not. Our tutor told us that a lot of universities encourage students to take a gap year. They see a year away growing up and maturing as an asset. Students arrive in higher education with an extra year of life experience – depending on what you do with the time, obviously!

Tara: Yes, I can see that tutors might like having a few well-travelled students around – I mean ones that have a more developed perspective.

Sandy: I think they also appreciate that students who come back from a year away doing something worthwhile have a stronger sense of direction and a clearer idea of what they hope to achieve. They probably speak at least a few words of another language, too. The most important thing for the unis is that students are motivated.

Tara: So, anyway, what does your article say about the options? Do they suggest where students should go on their gap year?

Matt: Well, apparently, Australia's the country where the highest percentage of students take a gap year and it's the most popular destination for gap year students from other countries as well as Britain.

Tara: Mm, I like the sound of a year in Australia ...

Matt: They say here that there are three main attractions. The abundance of great coast, beautiful beaches, learn to surf, all that stuff. Then there's the amount of time you can spend enjoying outdoor activities like hiking and loads of sports. And thirdly, the cosmopolitan cities – especially Sydney which apparently is awesome. It's a great country for young people because there's so much to do, loads of adventure and sunshine obviously ...

Sandy: Sounds good to me!

Matt: Unfortunately, it says here, the cost of getting there in the first place can be prohibitive. However you make your way there, it's expensive – unless the bank of mum and dad help out, that is ... Then, look – they also mention various places in Africa but they single out Ghana. Students can get involved with the construction of new schools or teaching the kids that are already in them.

Tara: That does sound really rewarding and interesting, I have to say. I guess there's a huge sense of achievement with something like that – and you get fantastic life experience from living in another culture.

Sandy: I think you pick up some real practical skills too – skills you can bring back with you.

Matt: Another place I really like the sound of is Nepal ...

Tara: What's the attraction there?

Matt: Most of the volunteering involves teaching again and it's that sense of achievement that people are after. They also say – let me read it – students are attracted by the simplicity of daily existence. I think they mean you have to spend a year without your computer and all the rest of it. It's all about going back to basics.

Sandy: So, where do people stay?

Matt: They live on farms or in mountain retreats.

Tara: Mm, I'm not so sure I could manage that. I don't mind hard work but I like a hot shower at the end of the day.

Sandy: Yeah, I imagine the food's not great either.

Matt: They do actually say here that one of the things volunteers miss is good food choices'. Anyway, there are plenty of other options. Why don't you read the rest ...

IELTS TEST 3

▶▶ PART 4

Lecturer: In today's lecture, I'm going to talk about avoiding predation. *What does that mean?* I hear you say. Well, you probably know the word *predator* – I'm sure you've all seen 'Predator' the movie? Well, a predator is any animal that hunts and kills another animal. That animal – and I was going to say that smaller animal but it's not always the case – is the prey. An owl, for example, is a predator and a mouse is its prey. A lion is a predator and a much bigger animal, a buffalo, for example, is its prey. So when I say avoiding predation, what I mean is not being caught and eaten. For many small animals, not being caught and eaten is pretty much a full-time job. Many animals that are predators themselves may be the prey of another usually bigger animal – this is what we popularly call the food chain.

So, how do animals avoid predation? Well, they have what we call defence mechanisms. These are ways in which the species has adapted over time to give it an advantage over its predators. Any adaptation of this kind increases the species' chances of survival. Over time, species that have not adapted – that is developed some sort of defence mechanism – have met with extinction.

There are various forms of defence. The first is probably very obvious and that's speed. Predators can't feed on what they can't catch. Running away is a very effective defence mechanism, as some of you can probably remember from primary school! Flight is even more effective. Species which have developed the ability to fly over time have an enormous advantage. Far more birds would be a meal out in the wild if they couldn't fly.

The second mechanism is protective coloration. You might hear the word *camouflage* used too but I personally find that too simple a term when it comes to the animal kingdom. Protective coloration includes a number of slightly varied mechanisms within the overall term. Some animals blend in with their background. A chameleon is a good example. It sits on a rock and it looks like a rock – it sits on a tree and it looks like the branch of that tree. Butterflies have what we think of as beautiful patterns not to be beautiful but to confuse and warn off potential assailants. They blend in with the flowers around them but may also look like something else. Some butterflies have patterns that look like huge eyes and a would-be predator is scared off.

There are all sorts of stories about how the zebra got its stripes and not many people really know what the stripes are there for. Well, that type of coloration is called dazzle camouflage. A zebra stands out when alone and stationary but when zebras move rapidly in a herd, their stripes create motion dazzle – a confusing, flickering mass to the eye of a lion or cheetah that might be giving chase. Selecting a target becomes far more difficult.

Now, of course, animals are caught – they're frequently caught – but that might not mean the game's up. Some animals make themselves difficult or horrible to eat. Hedgehogs have sharp spines that deter a predator from tucking in even when it's captured its prey. The predator is very likely to give up when a spine gouges an eye or gets lodged in its throat. Numerous species of creature – turtles or snails, for example – have developed a tough outer shell that makes it almost impossible to devour. One of my favourite creatures is the skunk, which emits a repulsive smell on being cornered – enough to send any attacker haring back into the undergrowth. In a similar way, some sea-dwelling molluscs can emit an ink cloud that fills the surrounding water, concealing it from a predatory fish that may be circling. There are frogs that go one step further. They're so poisonous that even if a predator does try and eat them, it'll probably keel over and drop dead first!

Now, you'll probably be surprised but I'm going to go on to talk about plants. Yes, many plants have defence mechanisms in exactly the same way as animals. You've probably all been stung by a nettle ...

IELTS TEST 4

▶▶ PART 1

Receptionist: Good morning, you're through to the Tree house at the Botanic Garden. How can I help?

Lubna: Oh, Hello, I'd like to book a place on the ... er ... Japanese floral art workshop.

R: Ah, yes, do you mean our workshop on the 16th?

Lubna: No, it's on the 6th – Saturday the 6th.

R: Ah, yes – got it up here on screen now! Japanese Floral Art workshop ... That's great – you're just in time – we're nearly full! Twelve people have already booked a place and this workshop is limited to fifteen participants. It's one of our most popular workshops – in fact it's the fifth one we've run! And this is the last one this term. There won't be another workshop until next year now.

Lubna: Oh great, thanks a lot. And can I just check the start time? It says on the leaflet I've got here that it begins at 12.30.

R: That's right – it finishes at 1.30. Most of our other workshops are only half an hour long but this one is longer. In fact we're thinking of running some longer ones in the future.

Lubna: Oh, I see. Well I'm really glad it lasts for a full hour – I don't think I would be able to come up with any kind of floral arrangement in less time than that – and certainly not in 30 minutes!

R: Me neither! Now, one more thing – the workshop itself is free but we're asking participants to pay £5 each – just to cover the cost of the floral supplies.

Lubna: That's fine.

R: Now before I book you a place I'll just give you some information about what'll happen on the day.

R: Basically, it's a real hands-on workshop so you'll be making your own floral arrangement that you can take home afterwards.

Lubna: That's great – I'm really looking forward to that.

R: Now, a couple of important things – please remember to bring scissors or cutters to the workshop – unfortunately we only have a limited number of pairs to lend people who forget them on the day. Last year, some participants ended up using penknives which are not at all suitable for floral arranging!

Lubna: Right – I'll make a note of that.

R: And you'll also need to bring your own container.

Lubna: Do you mean a bag – that sort of thing?

R: No, you need a shallow container – basically it has to be shallow with a wide base so that you can use it to work on your arrangement. It can be pottery, wood, plastic, whatever you like.

Lubna: Oh, of course. I see. I'm sure I can find something suitable.

R: And when you arrive for the workshop – ask for Elizabeth McMillan. She's leading the event – she's a really experienced workshop leader. She's been running the event for us for many years so you'll certainly be in good hands!

Lubna: That's good to know.

R: Now I'll just take your details for the booking form. Can I have your first name?

Lubna: Yes, it's Lubna.

R: Lubna – can you spell that for me?

Lubna: L-u-b-n-a.

R: And your surname?

Lubna: Awan.

R: Is that A-w-a-m?

Lubna: No, it's an 'n' at the end.

R: Thank you. And a contact number – just in case we need to get in touch with you before the workshop?

Lubna: Yes, it's 0759 830 5321.

R: Thanks, that's all the information we need so that's you booked in. Oh, actually, just one more thing ... would you like to be on our mailing list? This means that we can send you information about future events and workshops. All we need is your email address.

Lubna: Yes, that's great. My email address is Lawan25@yahoo.com

R: OK, I'll just read that back – L-a-w-a-n 25 at yahoo.co.com

Lubna: Yes, that's correct.

R: OK, I'll pop all your details on the system and we'll see you at the workshop next weekend.

Lubna: Thanks a lot for your help. Bye!

IELTS TEST 4

▶ PART 2

Trainer: Hello everyone, and welcome to the second session on health and safety and today we're focussing on health and safety when using a computer. Now, can you all gather round this workstation here? That's great, thanks.

OK, now, let's look at some equipment that is specifically designed for safe computer use. Firstly, take a look at this item here – yes, the sloped slab in front of the keyboard. Does anyone know what it is? That's right – it's a wrist rest. And it does a lot more than take up room on your desk I can tell you. Well, what does it do exactly? In actual fact, it's specifically designed to support your wrist when you're typing or when you're using a computer mouse.

Now the one I'm holding in my hand is made of foam rubber. Come on now, have a feel – you know you want to! Now, it's very flexible, isn't it? The padding is firm but it also gives way when you press it – just like this. Here's another type, by the way – this one is filled with gel. Now, like the foam rubber type, it's got a firm surface but when you press it like this, it gives way with a little spring. However, not all wrist rests are flexible like that. Some are made from hard plastic. That doesn't sound like a comfortable support for your wrist does it? So, NOT to be recommended!

OK, so we know what kind of material we're looking for in a wrist rest. But what else do we have to think about before we choose one? Now look again at the foam rubber wrist rest here. You can see that the slope of the wrist rest and the height and the width too match the front edge of the keyboard here. And there are no sharp edges – look – it's really nice and smooth.

Now, we know it's a busy time for you all at the moment. You're busy with assignments in between the hours you're spending browsing the net and going on social networking sites! Well, just think about how hard your wrist has to work! So, using a wrist rest like this one can really help in a number of ways. First of all, it helps you keep your wrist straight when you're using your computer. I'm demonstrating this now – as you can see, my wrist is neutral and straight rather than bent up and down. See what I mean? Now, it can also provide padding for your hands – it works in much the same way as a cushion so it makes your desk much more comfortable. Now, please note I DID say cushion rather than pillow. We don't want you students to be too comfortable!

Another advantage of a wrist rest is that it stops your hands from dropping off the edge of the keyboard. A wrist rest can also relieve tension and soreness in your neck and shoulders. And how does it do that exactly? Well, it removes the weight of your arm from your shoulders and neck altogether. So, there are a lot of benefits aren't there? However, most people never learn how to use a wrist rest correctly. In fact, leaning your wrists on a wrist rest for long periods can put a lot of pressure on the undersides of your wrists. Just here.

So, to make the most of your wrist rest, it's really important to follow a few basic tips. First of all, make sure you place your wrist rest approximately 1 ½ inches away from your keyboard – like this. And, never, ever place your wrists directly on your wrist rest. Instead, place the palm or ball of your hand on the rest. And another thing – don't use the wrist rest ALL the time – particularly when you're typing. Instead, your hands should be on the wrist rests during break periods – so between your typing sessions. This will avoid you putting strain on your wrists and fingers. Now, does anyone have any questions before we move on to computer glasses?

IELTS TEST 4

▶ PART 3

Tutor: Well, we've been looking at the issue of waste this term and as you know it's a huge area to research. Now, just to recap on our last session – we identified a range of sources of waste. Can we just run through these very briefly before we make a start?

Hannah: Yes, I've got a note of them here – we've got waste from industry, commerce, quarrying and construction. And then of course, there's household bins and litter.

Tutor: Great – Now you were going to focus on industrial waste, weren't you? How's the research going?

Hannah: Well, actually I decided to go with household waste in the end and focus on food. I've been looking at exactly what we throw out and how much. Now maybe this won't come as much of a surprise to you but I was really amazed at just how much food we throw away in the UK. We throw away over 7 million tonnes of food every single year – 7.2 million to be exact.

Tutor: That's quite right. In the latest survey, it's been estimated that we're wasting one third of the food we buy.

Hannah: Exactly! That's like one in every three bags of food shopping going straight into the bin! I think the worst thing about it is that more than half of this is food we could actually have eaten ... so to give you some examples – things like unopened pots of yoghurt, whole chickens – yes, people actually throw out whole chickens.

Tutor: OK – now have you got any figures to support this? It's important to include these in your final assignment.

Hannah: Yes – I've got a note of them somewhere – yes, here they are. Let's start with yoghurts – now 1.3 million of them go straight in the bin and 5,500 whole chickens. Oh, and I've got another example – bread – an amazing 7 million slices of bread are completely wasted too.

Tutor: OK, you've got some solid figures there. And don't forget to explore the reasons why we throw out food we haven't even opened. One interesting point worth making here is that basically we often completely forget about what we've bought. So we stick the box of eggs in the fridge and our packets of biscuits at the back of the cupboard and they just lie there completely unused. And on the subject of eggs you might be shocked to learn that we throw away 0.7 million of them every single day and the same amount of packets of biscuits!

Hannah: I think that people need to think more about how they are storing and using the food they buy.

Tutor: That's a good point. What do you think is the problem there? Do we all need to change our attitude to food?

Hannah: Definitely. Part of the problem is that we've come to expect our food to look uniform and, well, perfect. So, we want our apples to be green all over and to be a certain shape and size. This means the farmers and then we as consumers end up throwing away perfectly good food just because it has a blemish or a mark. What's wrong with a green apple that has some red colour on it too? What's wrong with

a tomato that has a slightly strange shape? But that kind of attitude may explain why there is so much waste. In fact, these are exactly the foods we waste most of. We throw out far more of those than we do bakery items like cakes and biscuits. And just to give you some idea of quantities – we're throwing out 5.1 million whole potatoes, 4.4 million whole apples and 2.8 million whole tomatoes on a daily basis. And then there are the sell-by and use-by dates – they encourage us to throw away food long before it goes off.

Tutor: Thanks, Hannah. You've highlighted an interesting point – that waste is very much a social issue. OK, let's leave it there. We can look at the issue of initiatives to reduce ...

IELTS TEST 4

▶▶ PART 4

Lecturer: OK, everyone – let's make a start with the second module of our Business Management course. And we're thinking about motivation. Yes, motivation – the drive to achieve and to get things done. Now, what motivates you to get up in the morning? A strong desire to get that assignment finished? Or maybe you want to get more training in before this weekend's inter-university football match?

Let's focus on motivation in the workplace. Why is it so important for workers to be motivated? Think about it – if you feel motivated, you're far more likely to feel loyal to your employer and take a real pride in getting the job done.

So, how can a company motivate its workers to work well? Well, let's have a look at this – it's called the motivational pyramid and it was developed by a man called Abraham Maslow – he called it the hierarchy of needs. He argued that people are motivated by five essential needs. And he formed this pyramid here to illustrate each of them. And you can see the five tiers or levels on the pyramid. Maslow said that workers are motivated at these five levels of need so let's look at each of them in turn.

OK now, so, let's start at the bottom of the pyramid – just here. Now these are the basic, physical needs. These are the needs that motivate us to survive and have food and shelter. So, we're motivated to work in return for money so that we can actually eat and keep warm. But even at this basic level we're not just motivated by money alone. We're also motivated to work if we've got good facilities in the workplace. What kind of facilities are we talking? Well, these facilities could be a staff restaurant to have our lunch in or a locker to put our personal belongings in.

Now after we've got these things, we are then motivated to move up to the second level of need on the pyramid. And here on the second tier we can see security needs. We're motivated to work hard when we feel safe and secure. Well, we're much more likely to work well if we've got a formal job contract. It makes us feel safe doesn't it? And what about a pension when we're old and no longer able to work? And we're also much more likely to feel safe and secure if we know there is a sick pay scheme we can fall back on if we're ill and have to take time away from work.

OK, so here we are at the third tier – yes, just here – social needs. Now social needs refer to the need people have to belong or to be part of a group. Team work's a very important motivator. What does this mean in practice? Well, it might mean encouraging workers to get together to discuss various issues within the organisation – for example pay increases.

Then we move on to the next tier – the fourth one here – self-esteem. This means the kind of motivation that encourages us to experience a real sense of achievement. So, how can a company make this happen? Well, they can use a system of rewards – giving rewards to individual workers as a way of saying thank you and celebrating their achievements. What kind of rewards are we talking about? Well, examples of these include free gym membership, or gifts such as contract-free phones. This kind of recognition can make us feel valued and as a result we feel more motivated to move up to the final level of the pyramid. On the final tier we've got self-fulfilment. Now this is the motivation that inspires us to be creative, and feel challenged in the workplace. So, what does this mean in practice? Well, it means making sure that workers have the opportunity to do the training they need and at the same time provide them with a personal development plan to

help them reach their true potential. Personal Development plans can help workers make progress and achieve higher goals.

So, there we have it. The hierarchy of needs – achieving each of these tiers – one level at a time and moving up the pyramid motivates us to achieve the next. Now, does anyone have any questions before we move on?

IELTS TEST 5

▶▶ PART 1

Man: Hello, York Car Pool. How can I help?

Woman: Oh, hello, Look, I used one of the cars earlier and I want to complain. I'm not one to make a fuss usually but this isn't the first time there's been a problem. I'm getting fed up with it.

Man: I'm sorry, to hear that. Can I take your membership number first?

Woman: Yes, it's 520016.

Man: Five-two-double-oh-one-six. Is that Julie speaking?

Woman: Yes, Julie Gold.

Man: Hi Julie. Now let me just check your booking. Your complaint's about the most recent booking, is it?

Woman: Well, yes this complaint is ... but like I say it's not the first.

Man: OK, so that was the Fiat, registration number YPT723S, in City Street this morning at 10.30?

Woman: Yes, that's it. 10.30. But no I think it was the car in Baker Road.

Man: My records say City Street. That's the grey Fiat.

Woman: Oh yes, Baker Road was yesterday.

Man: And that booking was fine?

Woman: Well, yes that one was.

Man: Good, so what exactly was the problem today, then?

Woman: OK ... I went to pick the car up and it wasn't in the parking bay. I was in quite a hurry and I have to say it was very stressful. Of course, I thought somebody else still had the car out. Anyway, I was about to phone when I saw the car on the other side of the street about a hundred metres down. Can't you make it clear to users that they have to park the cars back in the bays?

Man: Well, yes, we do. If I had to guess, I'd say that the previous user left it there because the bay was occupied. We'll phone to check and find out, but that's the most likely explanation.

Woman: But people aren't supposed to be occupying the parking bays, are they?

Man: Well no, but they do. They usually think it's OK to park for a few minutes.

Woman: Well, in that case, shouldn't members wait until somebody comes back to get their vehicle? I mean in that situation I always hoot ... and keep on hooting to alert the car owner to the fact I'm there and that I expect them to move. It usually takes only a few minutes. I wish people would show a little more patience.

Man: As I say, I'll phone and ...

Woman: There are other things I want to discuss. When I did eventually get to the car I was shocked at how filthy it was – both inside and out. The wheels and the bottom of the vehicle were covered in mud. Inside the carpets were muddy too and the back seat covered in dog hair. It's pretty obvious that the last user had driven out to the country to take his dogs out walking. Can't there be some rules about what people can and can't use the cars for?

Man: I hear what you're saying, Julie. I think this is a fair point and I'm very sorry. I certainly will call the previous user to take this up.

Woman: And make sure that the cars are given a decent valeting every so often. Right, one more thing! Once I'd dusted off the seat and found the keys – I expected them to be left under a seat or in the door compartment – I finally started up the engine. I was dismayed to see how low the fuel gauge was. This has been the case before and it's really annoying. I thought the membership regulations state quite clearly that it's the driver's responsibility to fill up when the gauge goes below the quarter-full mark.

Am I right?

Man: Yes, that is what we say.

Woman: So, how come I had to sort that out before I could get on with my journey?

Man: Look, I think all things considered, we'll compensate you for your experience today. How does that sound, Julie?

Woman: Are you going to scrap the payment for today's booking?

Man: Well, I could do that but now the booking's on the system, it's complicated. I'd rather offer you complimentary hours. Today's booking was for four hours, so we'll say you have four hours of uncharged usage taken off your next bill?

Woman: But what if my next booking is for less than four hours?

Man: Don't worry. The booking will not be charged and the remaining amount will automatically go forward to the booking after that. All you have to do is key free hours into the comments option when you make the booking online.

Woman: OK, I guess I should say *thank you* but I'm still very cross that ...

IELTS TEST 5

▶ PART 2

Man: OK, can you gather round again? Is everyone here? ... No, we're missing two ... Ah, here they come now. Right, the next activity is the last one before lunch.

So, archery ... and I can tell you this activity is the favourite of a lot of our visitors. It's great fun and very relaxing. It can also be competitive. I think we should get the idea, have some practice and then introduce a bit of competition if you're up for it. Good idea?

I'm going to start with the basics. Archery is the practice – or art, some might say – of using a bow to propel an arrow. Archery was initially used for hunting and combat – an important aspect of warfare in the distant past. Today, archery is largely a recreational activity and sport.

The very first bows and arrows – and we're going back thousands of years – were very simple. The bow was straight but bent into a curve when the string was pulled back. The further back the string was drawn, the greater the tension and the faster and further the arrow flew. Later, bows were designed to be curved. This meant there was an existing inbuilt tension and the archer, that's you in a few minutes, exerted less energy drawing back the string. When curved bows were not in use, they were unstrung. That means the string was taken off so that the bow was not left in a state of tension.

I think it's interesting that almost every culture had bows and arrows at some time during their development. Of course we've all seen Native Americans with bows and arrows in the movies but the very oldest bows originate from Scandinavia and northern Europe. The use of bows and arrows died out with the invention of firearms, though I must point out that the earliest gunners ... were far less efficient than an expert archer. Archery as a recreational activity started to become popular not long after that. Anyway, that's enough history. Do go online, though, if you want to know more.

Right – the practical side. First of all safety. Now you might have played with bows and arrows when you were kids but these bows and arrows aren't toys. They're not dangerous if used properly and safely but they certainly can be dangerous if used carelessly. So everyone, please stand here, on this side of the line until I say otherwise. Nobody walks towards the targets until I say it's safe to do so. When I say so, everyone puts down their bow and then we can all go into the target area. Each of you will fire one at a time. I don't want to see anyone load their bow when it's not their turn. When you've fired, you put your bow down and wait until it's your turn again. Is that clear?

Let's take a look at the equipment. The bows are fairly heavy – you might be surprised. We'll spend a moment practising holding the bow properly before we load one up. I'm holding it now in the position in which you'll hold it. The drawstring is here and again you might be surprised at the tension. You'll need to practise drawing back the string. Just above the middle of the bow here is the sight. You look through this as you would with a rifle. Using a bow and arrow without a sight is

perfectly possible – most master archers do this – but having one will certainly help you to start off with.

Now I'll put the bow down and show you an arrow. The shafts of our arrows are wooden but fibre glass arrow shafts are now common too. Traditionally, as I'm sure you'll know, the fletching at the top of the arrow – I mean not the tip end of the arrow – was made of feathers. We have some arrows with feather fletching but we also have some with what we call vanes. That means the fletching is made of solid plastic. All of you have a quiver with six arrows in it. You should tie the strap of the quiver around your waist like this. As I've said, you take an arrow from your quiver when I say so – when it's your turn and not before. Oh, I nearly forgot – protection. Everyone has a chest guard and hand guard like those that I'm wearing – I'll show you how to put the chest guard on in a moment – and a bracer. The bracer's a smaller arm pad that protects the inside of your arm from the string. For those of you in a T-shirt today that's important but the bracer will also stop the string catching on the sleeve of a jumper or jacket. Right, so before we pick up the bows, let's have a look at these chest guards ...

IELTS TEST 5

▶ PART 3

Tutor: Hi Leo. What is it you wanted ask me about?

Leo: I'm worried about the exams. I don't mean if I pass them or not. I mean about revising. I don't think I know how to revise. I mean every time I start looking back over my work, I just switch off. I can't concentrate.

Tutor: I don't think you're the first student that ever said that, Leo. Are you revising at the right time? I mean are you leaving it until too late at night when you've got no energy left? It's hard to achieve anything when you're exhausted.

Leo: No, not really. It doesn't seem to make any difference what time it is.

Tutor: Well, are you worrying too much about the subjects you feel you're not very good at? I mean are you revising only what you find difficult?

Leo: Mm, I guess I am doing that. Isn't that the best approach to revision?

Tutor: Not necessarily. I'd say it's better to revise something you enjoy and something you feel confident about first. That'll get you into the swing of things and then you can go on to more challenging things. Anyway, you have to think about the whole purpose of revision. Is the objective to do as well as you possibly can in your strong subjects or to bring your weaker subjects up to an acceptable level?

Leo: I'm not sure I see the point of revising what I think I'll pass anyway.

Tutor: But revising a stronger subject might mean getting an A grade rather than a B. That might be more rewarding and beneficial in the long run. You might look back and feel a greater sense of pride in getting a couple of A grades than you would about scraping through three or four other subjects.

Leo: Yes, I see what you're saying. I hadn't thought about it like that before.

Tutor: I'm not saying that that's what you should do – I'm trying to help you see the possibilities.

Leo: Yes, I see that. Do you think I should accept that there are one or two subjects I'll fail and just forget about them?

Tutor: Oh, I wouldn't want to give you that advice. I think you should go into each of the exams at least hoping for a pass grade. My advice would be to set a time limit on how long you'll spend on each subject. You may want to spend a little longer on the subjects you find most difficult, but not an excessive amount of time.

Leo: Yes, thanks. That's helpful advice. Do you have any more tips about how to go about the actual studying? I mean how I can I keep focused?

Tutor: Well, what sort of learner do you think you are?

Leo: What do you mean?

Tutor: Well, if you're a visual learner, you like seeing things. From what I know of you, I think you probably are a very visual learner.

Leo: So, what does that mean in terms of revising?

Tutor: You probably learn best with images or diagrams. You could try organising information into tables or flow charts.

Leo: Mm, I do sometimes make mind maps ...

Tutor: Good idea! I think mind maps can really help you organise your thoughts. And another thing, have you thought about revising with other students?

Leo: I didn't think that would be a good idea. I mean if I can't concentrate by myself, I certainly wouldn't be able to concentrate when there's another person there to distract me.

Tutor: Mm, that probably isn't true. Another person might help you focus. Lots of students get together with a friend – sometimes in groups – to revise. They usually work out some sort of structured procedure.

Leo: OK, I'll think about it. I guess, with a friend you could test each other. I mean revise for a while and then take it in turns to ask each other questions.

Tutor: Now you're thinking in the right direction. You could also write short summaries or essay introductions, say, and then read and comment on each other's work. Both positive and critical comments coming from a peer can be very helpful. There are all sorts of collaborative strategies and, apart from anything else, having company is so much nicer than struggling through alone.

Leo: OK, you've given me a lot to think about. Thanks for your time. I feel much more positive than I did.

Tutor: I'm really glad to hear that. Coming to see me in the first place was very sensible. Do come back and tell me how things are going in a couple of weeks.

IELTS TEST 5

▶▶ PART 4

Lecturer: We've been talking about prominent film directors and today, I want to talk about one of the most influential directors of them all – Sir Alfred Hitchcock. I doubt there's anyone here who hasn't seen at least one of his movies. Let me give you some film titles – put your hand up if you've seen it! OK, *The Birds* ... *Vertigo* ... *Rear Window* ... *The 39 Steps* ... *Marnie* ... and, of course, the most famous of them all *Psycho*.

OK, good. I can see you're all familiar with Hitchcock, then. Now, people assume that Hitchcock was from America – perhaps because he spent so much of his life working in Hollywood – but he was in fact born in London in 1899. He didn't actually emigrate until he was 40 years old.

Most film critics would agree that Hitchcock had a huge impact on cinema. And you may be surprised to learn that he started making movies as early as the 1920s, when most films were silent. His first attempt, in 1922, actually ended in disaster. The film was ironically called Number 13, and production stopped at a late stage due to financial problems. But before he left Britain in 1939, he'd already made classics like *Blackmail*, – the first film with sound made in Britain – *The Man Who Knew Too Much* and *The 39 Steps*, and he was considered Britain's top director.

So, why was Hitchcock so influential? To start with, he pioneered techniques, especially in the genre of the psychological thriller. He was known as *The Master of Suspense*. During a career that spanned more than half a century, Hitchcock created a distinctive – perhaps unique – style. One of his innovations was to use a camera the way a person watching would. This gave filmgoers the sense that they were voyeurs rather than just viewers. He exploited camera angles and used innovative editing techniques to build suspense and maximise anxiety. His eye for detail was astonishing. Did you know that the famous scene in *Psycho* in which Marion is murdered in the shower took a whole week to film? Yes, a scene little more than a minute long. There were around sixty camera positions, and the set had to constantly be deconstructed and reconstructed. Today, that kind of almost obsessive perfection simply wouldn't be cost effective. A week filming one scene would blow the budget!

So what were Hitchcock films about and who were some of his typical characters? It would be wrong to say that Hitchcock made horror movies – suspense movies or psychological thrillers, but not horror. Hitchcock rarely showed acts of violence. The effort went into building up tension – creating a sense of unease. The viewer knows that something terrible is going to happen – they don't need to actually see it.

Although his stories feature psychopaths, murderers and fugitives on the run, the real strength of his work is the complex examination of his characters. His movies borrow many themes from psychoanalysis, so it's not surprising that his masterpiece is called *Psycho*.

However, a recurring theme in Hitchcock's stories is the twist ending. That's when the story ends in the way viewers least expect it to. I mean, the good guy turns out to be the bad guy, for example. Think of *Psycho* – it's the element of surprise that makes the end so creepy.

Now, Hitchcock's movies feature many other elements of surprise – daring elements in fact. Again, I'll refer to *Psycho*. Marion is the principal character and it is her that the viewer relates to and empathises with. Marion has stolen money and the viewer wants to know if she will get away with her crime or be caught and punished. Suddenly a third of the way into the story, Marion is murdered and the entire dynamic changes. The original storyline is put on hold and a whole new story begins. No longer able to identify with Marion, the viewer begins to empathise with the new principal character – and that, of course, is the murderer, Norman! In this way, Hitchcock manipulates the audience into seeing the story from a whole new perspective.

Did you know that Hitchcock played a small part in each of his movies? He always had a cameo role, and this was a very clever move, as it helped him become known – filmgoers could put a face to the director. Some might even say that before Hitchcock, the director was a far less significant individual in the film-making process. Nowadays, however, people go to see a particular director's movie regardless of who's starring in it.

IELTS TEST 6

▶▶ PART 1

Anya: Hey Janos. Have you seen this notice here?

Janos: What's that?

Anya: Join – our – mall walking programme – get fit ... for free. Now I like the sound of that. I can't afford to keep up my gym membership this term – it's too expensive.

Janos: I know what you mean. But what exactly is mall walking? Sounds a bit boring to me!

Anya: Hold on – OK – it may sound boring but it might be a great opportunity to take exercise. Think about it – a climate controlled environment where you can take exercise without having to worry about the wind or the rain ...

Janos: Wind and rain? Have you actually looked at the weather outside! It's snow and ice out there! I only came into the mall to keep warm!

Anya: Well, it IS winter and we ARE in Canada after all. So just think – by mall walking we can exercise indoors instead of outdoors!

Janos: Great!

Anya: And, another thing. We won't have to worry about the traffic. Just think – no busy roads to cross and no rush hours to think about. Come on – it's worth a try!

Janos: You're still not exactly selling it to me ... Imagine walking past the same stores – and they're not even open! So, what's the point of that?

Anya: Oh come on, Janos. Just think about it as an opportunity to window shop and keep an eye out for bargains. And what about all the amazing decorations and displays we can take a look at? I think it sounds like fun!

Janos: Did you say 'fun'? Walking on a hard surface like concrete? Give me grass any day – much more comfortable on the feet.

Anya: And there's another thing. In a mall you're always close to rest rooms ... and water come to that. What could be better than that?

Janos: I think I know the answer to that one – exercising in a gym is a whole lot better!

Anya: Well, anyway we can get more details at the information kiosk. So, do you want to come with me or not?

Janos: Er, I'll give it a miss. I'm off to the gym – to make the most of my membership before it runs out!

Anya: Hello, I'd like more information about the mall walking programme.

Assistant: Great – we're always looking for new members. Can I just ask you how you found out about the programme?

Anya: Oh, on the noticeboard on the first floor.

Assistant: Oh, that's great! Most of our new members come through the website or through friends. Good to know people still read the noticeboard here in the mall!

Anya: Yes – I guess so!

Assistant: Now let me give you some details. The programme runs weekdays Monday through Friday. And it's an early start – wait for it – walkers meet at 7 am.

Anya: 7 am? That is pretty early. But come to think of it – my lectures start at 9 most mornings so I would be able to make it back to the campus in plenty of time.

Assistant: Great! Actually, most members go straight on to work or college after their walk so you're not alone. Now our members meet here on the ground floor.

Anya: Here at the information kiosk?

Assistant: No, just over there at the food court.

Anya: The food court. OK.

Assistant: Yes, just follow the smell of coffee! Normally about ten to fifteen people show up for each walk but numbers can vary.

Anya: So up to fifteen in a group? That's an ideal number – glad it's not fifty! And how long do the walks last?

Assistant: You can expect to walk for one hour but some groups do less – half an hour or so and a few groups even do up to an hour and a half so it's best to check when you arrive. Which day were you thinking of starting?

Anya: Well, next Monday would work for me – morning lectures have been cancelled so I would have plenty of time.

Assistant: Monday the 4th February?

Anya: Yes. That's right.

Assistant: OK, so let's get your details. Can you give me your full name?

Anya: Anya Karchevskaya.

Assistant: Can you spell your surname, please?

Anya: Yes, K-a-r-c-h-e-v-s-k-a-y-a.

Assistant: And your address?

Anya: Apartment 12, 2 Burlington Street.

Assistant: And a contact telephone number?

Anya: 0757 6345003.

Assistant: I'll just read that back. 0757 6345003

Anya: Yes.

Assistant: By the way, new members receive a free gift when they join and it's a much better gift than last year. We gave people badges but they tended to lose them and more recently we provided visors instead but they weren't very popular so this year we're giving new members T-shirts.

Anya: That's great. What colour?

Assistant: Yellow! I've got plenty in stock so you can collect yours on Monday.

Anya: Thanks a lot.

IELTS TEST 6

▶ PART 2

Guide: Good morning everyone ... can you all see and hear me? Good ... now, my name's Dan and I'm your guide this morning for our tour of the New Zealand Parliament. Now we're standing in the executive wing of the parliament complex. This is where all the government ministers have their offices and where the Prime Minister and the cabinet meet. Now most people here refer to this building as 'the beehive.' And no prizes for guessing why it's called the beehive! That's right – it's shaped exactly like a traditional beehive and it's one of the most famous buildings in Wellington.

Now, I'll start with some background information about the design and construction of the building. It may come as a surprise for you to learn that the architect wasn't a New Zealander. No! In fact, it was designed by a Scottish architect – Sir Basil Spence. He designed the concept for the building during a visit he made to our city in 1964. His idea was that all the offices and rooms would radiate from a central core.

Now the Beehive was built in stages over ten years. Construction began on building the underground car park and the basement at the end of the nineteen sixties – in 1969 – and over the next decade the remaining floors were constructed. Yes, one decade later, in 1979, the first parliamentary offices moved in.

Now, as you can see the Beehive is pretty high. In fact, it's 72 metres tall. It has ten floors above ground and an additional four floors below – so that's a total of 14 floors altogether. That means there's plenty of space for the many facilities available to the members of Parliament and ministers to use – these include a small theatre and a television studio. Now, if you'd all just like to follow me, we can make our way inside the building itself ...

Here we are in the entrance foyer. It's a very airy space, isn't it? And if you look at the floor you're standing on, you'll see it is made of marble. And if you look to your left you can see some beautiful columns – they are also made from marble. Now, look at the wall panels – they are made of stainless steel. They look really stunning, don't they? Now straight ahead of us is the staircase leading to the first floor of the building. As you can see the railings on the staircase are made of bronze. Now let's make our way up this beautiful staircase to the Banquet Hall on the first floor – and we can admire these beautiful bronze railings on the way!

So, this is the Banquet Hall and as you can see, it's shaped in the form of a semi-circle. It's also a pretty big space, isn't it? It's actually a big enough dining room to hold up to 300 guests. Now, look at the large mural to your right. It's three dimensional and shows the atmosphere and sky of New Zealand. And the floor we're standing on is made of wood – it's a native New Zealand timber called tawa.

OK, now let's make our way to the ...

IELTS TEST 6

▶ PART 3

Josh: Hi Milena, how's your research for your assignment going?

Milena: Which assignment, Josh?

Josh: The one on sustainable transport. It's due in on Friday!

Milena: Oh, I've not nearly finished it. I've still got so many articles to get through. In fact, I need to read another two books on the reading list before I can even think about writing it up. It doesn't help that I'm a really slow reader.

Josh: Well, why don't you practise speed reading – just like me?

Milena: Oh, let me into your secret! If anything, if I don't get a move on, my assignment is going to be late. What exactly is speed reading, anyway?

Josh: Well, speed reading basically means reading faster and more efficiently. It can make such a difference. I've noticed the benefits already and I've only been doing it a few weeks.

Milena: Sounds good. What benefits are we talking exactly?

Josh: Well, the majority of people read at an average rate of 250 words a minute. So, that means that an average page in a book or a document would take you around one or two minutes to read.

Milena: So up to two minutes a page? That sounds quite fast to me. I reckon I spend at least five minutes on each one.

Josh: But just think about it. Imagine if you could double that rate to 500 words a minute. You could zip through all the articles and books in half the time. Another thing is that it can help you understand the basic structure of an idea or an argument much better.

Milena: You make speed reading sound like some kind of sport!

Josh: Well, actually, speed reading is a bit like playing sport – I like to think it's similar to running.

Milena: Running? Much too fast for me! I'm more of a jogger! You're not selling it to me very well!

Josh: OK, OK, but just think about what it takes to be a fast runner. You can learn the techniques but to get really good at it and build up your speed, you really need to practise.

Milena: But athletes train for hours every day!

Josh: That's true but your reading speed can improve if you practise a few basic techniques. The first thing to do is to actually find out how fast you're reading at the moment.

Milena: So, time my current reading speed? But I read so slowly it will be really depressing to find out just how slow I am!

Josh: Believe me – timing yourself is a really good idea and it's so easy to do. There are lots of online speed reading tests. You just enter the words 'reading speed test' into google and loads will come up. You could also do a reading comprehension test and see how well you understand what you're reading.

Milena: I don't know ...

Josh: But remember to read at your normal speed and time yourself on a few different pages – the average of your times should indicate your average reading speed.

Milena: What do I do next?

Josh: Well, the next thing to do, and this is really important, is to get rid of distractions. I used to think that music in the background while I was reading was a good thing but it wasn't for me. I found I increased my speed by working without any noise whatsoever.

Milena: I usually read in the library but there always seem to be people talking around me.

Josh: Well, try using earplugs to block out all the distractions. Another important thing is to set yourself targets. Basically if you know what your goal is you're more likely to achieve it.

Milena: My goal? Well, that's easy. I need to find out about the problems of accessible transport in Africa and then think about some solutions. I know what I need to do but I keep skipping back to a sentence I've just read and at other times I go back a few pages just to make sure that I've read something right.

Josh: I know what you mean. Actually a lot of people do that when they read – they re-read material when they don't actually need to. It's called 'regression' and it's important to get out of the habit of doing it. You can reduce the number of times your eyes skip back by running your finger or a pencil along each line you read. Your eyes will follow the tip of your finger and this helps you avoid skipping back. Why not give that a try?

Milena: Yes, I think I'll give it a go but I suppose the first thing to do is find out what my reading speed is. What a thought!

going to focus on how ways in which tourists can actually benefit local people and natural areas if they travel responsibly – and this kind of travel is known as eco-tourism.

Now, there's no one definition of eco-tourism – in fact, it can be interpreted in a number of different ways – this means it represents different things to different people. And sometimes people misunderstand eco-tourism altogether – they think of it as just spending time in nature or natural areas. However, the truth is far more complex. However, in essence it aims to minimise the negative impacts of tourism that we looked at earlier on in the course – problems such as litter and water pollution, crime and so on AND at the same time, to encourage travellers to have a positive impact on the places they visit.

Now there are many other words to describe a similar idea to eco-tourism. In fact, the terms 'alternative tourism', 'sustainable tourism' or 'responsible tourism' are often used to mean the same thing. But in fact, although the main ideas behind them are similar, there are small differences. And let's briefly look at these now.

Alternative tourism is any kind of tourism that is not mass tourism. And by mass tourism we mean hundreds, if not thousands of people going on, for example, their two weeks a year beach holidays or traditional sightseeing tours. Alternative tourism includes travel such as backpacking and adventure holidays. And the term 'alternative' also includes 'eco-tourism' which is what we are mainly focussing on today.

Now, what about 'sustainable tourism'? Sustainable tourism has the same ideals as eco-tourism but it isn't limited to natural areas. So, you can have a sustainable tourist experience in a city or a town. And then we have responsible tourism – what does that mean exactly? Now, basically this involves acting responsibly and respectfully as a guest when we travel overseas. And what do we mean by 'respectful'? Well, being respectful might involve asking permission to take photographs or go into someone's home observing some of the customs of the local community, such as dress or making an effort to learn the language.

Now eco-tourism can be passive or active. So, what do we mean by passive tourism? Well, let's think of some specific examples. A passive tourist might buy their holiday package from a company that donates part of their profits to local charities. Or a passive tourist might book environmentally-friendly accommodation. This means choosing to stay in a hotel which may use solar power as a source of energy or changes sheets and towels for their guests less frequently.

Now, active eco-tourism's a way for people to enjoy everything that nature has to offer and at the same time enable them to leave a positive mark on the environment. Now, this kind of eco-tourist is sometimes referred to as a voluntourist – that's a combination of volunteer and tourist – you get the idea. Now, voluntourists prefer to experience a new place in an active way – and this doesn't mean sitting in a tourist bus or listening to a pre-recorded guide! Basically, they want to physically connect with the place they're visiting – and this includes connecting with humans and animals. Now their approach to travel can make a real difference and can really benefit the places and the communities they choose to visit. Voluntourists often help local people construct and repair buildings or it could mean being willing to help a community with nature conservation.

So let's think of some specific examples of this kind of work in action. Now, voluntourists have helped local communities to plant hundreds of trees and installed identifying signs in the rainforests of Costa Rica. They've also helped with sustainable food production in Cuba and in Jamaica they've been involved in the cleaning up of local rivers. And in Thailand, they've worked on building ecologically sustainable reforested habitats. Now, some of the work that voluntourists do also involves looking after endangered animals like the giant panda project in Japan or the animal sanctuary project in Ecuador. Now this work doesn't just involve interacting with wildlife but involves educating local people about the need to protect wildlife. Now, before we explore wildlife tourism in more detail, does anyone have any questions ... ?

IELTS TEST 6

▶ PART 4

Man: Good morning, everyone – let's make a start. Now, over the last few weeks we've looked at some key areas in the 'travel and tourism' module – we've already charted the origins and development of tourism and we've also looked at the negative effects of tourism on both local communities and the environment. So, in this lecture we're