

This is the far end of the park and over there you can see the Frog Pond, a natural feature here long before the park was designed. Just next to it we have our outdoor classroom, a favourite spot for school parties. The area is now most often used by primary schools for biology lessons. Q19

And finally let's pass by the Waterbird Refuge. This area is in a sheltered part of the estuary, that's why the park's viewing shelter is a favourite spot for bird watchers who can use it to spy through binoculars. You can watch a variety of water birds, but most visitors expect to see black swans when they come to the shelter. You might spot one yourself right now! Q20

Well, here we are back at our starting point, the Visitor Centre.

### SECTION 3

- JULIE: Remind me, Trevor . . . how long is the presentation?  
 TREVOR: Dr White said three per hour.  
 JULIE: So about twenty minutes?  
 TREVOR: Well . . . it'll be fifteen minutes per presentation.  
 JULIE: And five minutes for questions. Q21  
 TREVOR: And is this one going to be assessed? Q22  
 JULIE: No . . . not this time round . . . because it's the first one . . . you know.  
 TREVOR: Good news.  
 JULIE: Well, Trevor, what are we going to include?  
 TREVOR: Well . . . Do you think we ought to give some historical background?  
 JULIE: Oh no . . . definitely not . . . we won't have time!  
 TREVOR: OK . . . but I think we ought to say something about the geographical location . . . cos not a lot of people know where the islands are . . . Q23  
 JULIE: Yes . . . OK . . . I'll take notes, shall I?  
 TREVOR: Yeah, that'll be a help . . .  
 JULIE: So . . . geographical location . . .  
 TREVOR: Then we ought to give an overview of the whole education system.  
 JULIE: Shouldn't we say something about the economy . . . you know agricultural produce . . . minerals and so forth?  
 TREVOR: Well . . . Dr White said we shouldn't go into that sort of detail.  
 JULIE: But it's pretty important when you think about it . . . you know because it does influence the education system . . . Q24  
 TREVOR: Look . . . let's think about that one later shall we? Let's see how we're doing for time . . .  
 JULIE: OK . . . so . . . general overview of education Q25  
 TREVOR: Of course . . . and then the role of English language . . . Q26  
 JULIE: Nope . . . that goes in the Language Policy Seminar . . . don't you remember?  
 TREVOR: Are you sure?  
 JULIE: Positive.