

Test 3

Section 1

Secretary: Hello how can I help you?

Man: Hi, I've just moved to the area and saw an advertisement for your Drama society, so I'm calling to find out some more details.

Secretary: Sure.

I'm the society secretary. My name is Jane Caulfield.

Man: Thanks. Can you tell me exactly where the society is based?

Secretary: Well, the address for the society is my address, which is 117 Green Road, like the colour and that's in Prestwin.

But that's just the mailing address.

It's not where we actually rehearse.

We do that at the Club House in Wynn. It's behind the playing fields.

It used to be a Cricket Club, you see.

Man: Oh, right.

Secretary: So, is this a new interest or do you have some acting experience?

It doesn't matter if you haven't, you know, experience isn't a requirement.

Man: Well, that's good because I haven't got any, but I am a musical and I've got some experience of song festivals.

Secretary: Oh, That's great.

We're always looking for actors and singers, of course, especially male ones.

Oh, by the way, do you have a car?

Man: Yes. Why?

Secretary: It's a big help if you're able to drive.

Not all our members have access to transport, so it's very helpful.

Man: I see. Well, I'm sure I can help out there.

So, when do you actually meet?

Secretary: On Tuesday from 6 to 8 pm?

Man: Sorry, you said Tuesday, not Thursday.

Secretary: Yes.

Man: Good, Thursdays are a problem for me.

I do some private tutoring and can't move that.

Secretary: Right.

Man: And that's all year, no breaks?

Secretary: Good point. We do close for a couple of weeks, you know, in August so we don't get together then.

Before you hear the rest of the conversation, you have some time to look at questions 6 to 10. Now listen and answer questions 6 to 10.

Man: And is there a joining fee?

Secretary: To be a member costs just £40.

Man: A year?

Secretary: Yes, and that covers our annual dinner.

Man: Right.

Secretary: But there's a rate for concessions, which are for people over 60 and the unemployed.

Man: I've just retired, so that's good news.

What's the discount?

It was 10%, but now it's more. You pay just £25, which is a reduction of £15.

Man: Every little helps, after all, especially with a teenage son.

Actually, I wanted to ask if there's an age limit, could Jack come along too? He's 15.

Secretary: Actually, we have a special youth group and that's open to anyone up to and including sixteen years old so he could join that?

Man: Great. Keep him out of trouble.

And what about the shows you put on?

You said you were very busy.

Do you have plays, etcetera every year or how does it work?

Secretary: Well, we put on at least two productions a year.

Occasionally we might do Shakespeare, but normally we choose works by modern playwrights.

Man: Sounds quite varied and challenging.

And you rehearse for the two productions when you meet up?

Secretary: Certainly. But that's not all we do.

We also write our own family show each winter for the December holidays, which is always a lot of fun and is actually very popular in the local community.

We donate the money we make to the children's hospital here.

Man: Oh, that sounds very nice.
I've been involved in charity work...

Section 2

Hello, my name is Sandra Hayes and I'm from Clifton Bird Park. It's great to see so many possible volunteers here.

The park is now a very popular attraction in this area.

I think people love coming to see so many different types of birds in a beautiful environment.

For some species that we have here, there aren't many still alive in the wild, so a big part of our job as to make sure we help their numbers increase.

All the birds are native species.

We need volunteers to help the bird park officers with different jobs.

One of these is gardening.

Obviously summer is the time when we have most visitors, but the park needs looking after all year round.

If you want to help, you can choose which day, although we do already have plenty of volunteers working Saturdays and Sundays.

But one day every four weeks is the minimum commitment that we ask for.

So who's the ideal volunteer for gardening work?

If you have expert knowledge about flowers and trees, great, but we are looking more for people who are flexible and turn up no matter whether it's raining or baking hot.

That's what will make you the best person for the job.

That's all teamwork, so you'll have plenty of support.

What about volunteer guides?

A guide's role is to point out the birds and talk about the conservation program.

In general, it's people and foreign tour group that you're responsible for.

The Clifton residents who come to the park usually know their way around.

We get a few teachers bringing in classes, but they're the park officers responsibility.

The last thing to mention is the parks maintenance day which is coming up soon.

We're hoping to get as many volunteers as possible to come and help tidy things up.

If anyone is able to drive some other volunteers to the event, please let me know because we need help there.

The park officers will provide you with spades and drills and hammers, all of that stuff, and they'll be offering you some refreshments too, so it should be a good day out.

Before you hear the rest of the talk, you have some time to look at questions 16 to 20. Now listen and answer questions 16 to 20.

So here's a map of Clifton Bird Park.

As you can see, the railway line runs along the northwest of the park and road access is on that side too from Clifton Lane.

We want volunteers to work on a few different areas on maintenance day, which is coming up soon.

Firstly, the wooden bridge. I'll explain where that is.

You can see Clifton Lane and the main gate into the park.

On the southern side of Clifton Lane is one of our car park and below that, there were two similar sized ponds.

The wooden bridge runs between those two ponds.

We just need to make it a bit stronger.

Some volunteers will be doing a bit of painting at the observation tower.

The tower's on the southeast corner of the map.

You see, there are two different sized ponds there.

The tower's on the south side of the larger pond at the end of the path.

We'll need about three people to help out.

We need to replace the windows and the visitor cabins.

So, on the map, you can see our car park on the north side of Clifton Lane.

There're the woods and on the left hand side of the map, the railway line.

The visitors' cabins are marked there, between the woods and the railway station.

You'll also be repairing some nesting boxes. See the picnic area?

The path you want is between there and the big pond. Follow it round all the way to the end.

So as we are looking at the map now, the nesting boxes are on the right of that pond.

Finally, the boat sheds. Towards the top of the map, you've got that smallish pond quite near the railway line, and there are two places marked up there.

The boat sheds are on the same side of the pond as the woods, not the place marked at the tip of the park.

What we want you to do...

Section 3

Michael: Hi, Janet. How are you getting on with the shampoo marketing project?

Janet: Hi, Michael. It's interesting.

I've read how shampoo marketing has developed over the last 100 years.

Michael: Oh, I didn't think we needed to do that.

Janet: True, but I'm interested anyway.

Basically, what was once sold as an economical way of getting your hair cleaned has evolved into a beauty product.

Michael: Right.

Janet: And shampoo's interesting, because it's a key influence in how we see ourselves. You've heard of bad hair days.

Michael: When your hair looks bad, maybe didn't wash it and you feel bad about it.

Heard of them? Yes. Had one? No. Don't think they're real. Bad hair days, come on.

Janet: Well, whatever you want to call them, that's not what research from Yale is suggesting.

They're not just imagined and both sexes are equally affected by them.

And when they happen, people tend to perform and feel worse than usual.

Michael: Right. Man, I've been reading about shampoo ingredients, chemicals like sodium laurel sulfate.

Janet: Methyl chloride. Many of the manufacturers tend to use these or others like them, though they keep it quiet.

Michael: Right. When it comes to the product packaging, they're strangely silent about it.

Janet: Another area it would be interesting to investigate is the labeling on bottles.

Apparently printing directly onto the bottles costs about 50% less than sticking a printed label on because it's a much quicker process.

Michael: Humm

Janet: But manufacturers are lukewarm about this because it doesn't enhance the visual impact of the bottle.

It comes across as a bit cheap.

Michael: We need to think about environmental issues.

I was surprised how little recycled plastic goes into the bottles.

Janet: I think it's because light coloured plastic is more difficult to make from recycled stuff.

Michael: Yeah, but manufacturers can make their packaging more environmentally friendly just by making it less heavy.

I'd like to find out whether some of them actually do when we do the research.

Janet: Yes, that's worth looking into.

Thinking about you as a customer, what's important when choosing shampoo?

Michael: I'm always wary of special offers when something's flagged as being half price.

It rarely is, really, but if there's a make I've never seen before, I'm usually up for giving it a go rather than sticking to one or two favorite brands all my life.

Janet: Interesting.

Before you hear the rest of the discussion, you have some time to look at questions 27 to 30. Now listen and answer questions 27 to 30.

Janet: Shall we discuss some of these shampoo advertisements then and try and identify what sort of psychological response each one is trying to get from the viewer?

Michael: OK. What about Zing?

Janet: Well, it would probably appeal equally to men and women.

In the ad we see this happy family, lovely home, healthy good looking children...

Michael: With clean hair.

Janet: Obviously, yes. And I think we're supposed to watch the ad and think, wow, if only my life was like that.

Michael: Yeah, I know what you mean.

I think the advertisers want the viewers to almost wish they were the people in the ad.

Janet: Sure. I mean, that's very common in advertising.

Michael: But not universal.

Janet: Humm.

Michael: You know that ad for Splash Shampoo that lasts about 5 minutes and where there's a story?

Janet: Oh, yes, the commercial about the couple.

Michael: Humm.

Janet: And all through the commercial, it's not clear if they're going to break up or stay together.

Michael: Exactly. Well, I think the marketing has been done very cleverly there.

I don't think we're supposed to want to be the characters in the commercial, but we're supposed to get to know them a bit.

Janet: Yes. Well, I thought the story was effective.

You're glad to learn when it's over that they're obviously going to stay together.

But I think the role of the shampoo in the story was a bit thin, to say the least.

Michael: Humm. Maybe. I suppose some manufacturers don't want to bore people with all the science.

Janet: Sure.

Michael: And then there's the Just go advertisement.

Janet: Yes, that had lots of technical information about what the shampoo actually consists of.

I suppose they want customers to feel confident that when they buy Just go, they are at least making an informed decision.

Michael: Yes, they're buying something that will do the job they want it to.

Janet: That's it.

Michael: I've read one of the most effective shampoo ads in recent times was the one for Brozene.

Janet: Yes, but there's no commentary, just images of the shampoo and lots of clean hair.

I suppose the effect though is very calming, with soft music and very peaceful imagery.

Michael: Yes, but at the end of the ad we've hardly learned anything about the product, have we?

Janet: I suppose not, but isn't it interesting how much the ads for what are essentially very similar products vary so much?

Section 4

So now we're going to look at some of the reasons why it's beneficial to include drama activities, such as role play in your teaching practice in a range of subject areas.

There's a lot of evidence to show that drama helps a child's personal development.

Firstly, creating the space for children to express themselves freely in a group situation helps to give them confidence in their own opinions and ideas.

And of course, drama activities can work especially well for shy or introverted children, who usually don't participate in other types of classroom situations.

Secondly, unscripted improvisation activities where children work from their imagination if done in a supportive way, give children the opportunity to gain experience in taking risks and encourage them to say things that they might normally be afraid to say.

Drama can also support the child's educational development.

For example, the emphasis placed on cooperative activities in drama means that group members must learn the value of listening to one another.

Being involved in any sort of performance which relies on everyone working together and playing their part also helps children to be responsible not only for their learning but for their general behaviour.

These are just a couple of ways in which drama can benefit a child's learning.

Now I'd like to look at how role play can be such a valuable learning tool in the classroom.

The value of role play for children who are having difficulties as a means of therapy is now widely accepted.

The experience of doing a role play where children act out aspects of their own life without explicitly stating that it is a direct representation of their own experiences can help children to judge their own behavior in an objective way.

One obvious example would be doing a role reversal with a bully role-playing a victim.

Because this approach doesn't involve direct confrontation, it may help the bully to see his or her behaviour in a different light.

More generally, role play also allows the teacher to explore potentially controversial or taboo subjects in a safe setting in which children feel at ease.

It's obviously essential for children to feel they won't be criticized or judged for voicing certain views.

Getting children to examine their thoughts and opinions carefully can lead to a deeper self knowledge and a stronger awareness of morality.

This is an important factor in developing social skills.

Let's look at a specific subject area now and think about how drama can enrich the learning process for the study of history.

Bringing characters from the past to life in the classroom by doing classroom drama activities is an easy way to improve the level of the children's participation in the lesson.

So drama in the history classroom makes for a livelier atmosphere.

But getting children to reenact scenes from history can also be extremely useful, as it helps them to remember what happened and why it was important, as well as helping to bring the past alive.

Another way of doing this is to ask children to find solutions to historical problems using role play.

This can help to focus attention on why certain decisions were taken.

For example, children can be asked to decide how best to defend their town from attack or where to build a new settlement.

OK, what I'd like to do now is to think about your next teaching practice session and in groups discuss how you would incorporate an element of drama into your lesson plan.