**Part 1**

1. **Club 2. Male 3 drive 4 Tuesday 5 August**

**6. dinner 7. 25 8. 16 9. Modern 10. Hospital**

**Part 2**

**11-15 ABBAB**

**16-20 FHCEB**

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 and this area. I think people love coming to see so many different types of birds in a beautiful environment. **(11) For some species that we have here, there aren't many still alive in the wild. So a big part of our job is 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 as **gardening**. Obviously summer is the time when we have most visitors, but the park needs looking after all year round. **(12) If you want to help you can choose which day although we do already have plenty of volunteers working Saturdays and Sundays, that one day every four weeks as the minimum commitment that we asked for.**

So who's the **ideal volunteer for gardening work?** If you have expert knowledge about flowers and trees, great, **(13) but we're looking more for people who are flexible in turn up no matter whether it's raining or baking hot.** That's what will make you the best person for the job. It's all teamwork, so you'll have plenty of support.

What about **volunteer guides**? a guides role is to point out the birds and talk about the conservation program. **(14) A general as people and a 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 on classes but they're the park officers responsibility.

The last thing to mention as 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. **(15) 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 there'll be offering you some refreshments too. So it should be a good day out.

So, here's the map of Clifton Byrd 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 were volunteers to work on a few different areas on maintenance day, which is coming up soon. Firstly, the **wooden bridge**. I'll explain why that is. You can see Clifton Lane in the main gate into the park. **(16) On the southern side of Clifton lane is one of our car parks 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**, **(17) the towers in the southeast corner of the map. You see there are two different sized ponds there. The towers 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, **(18) you can see our car park on the north side of Clifton lane. There's 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**. **(19) 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're looking at the map now the nesting boxes are on the right of that pond.**

Finally, (20) 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 march at the top of the park.** What we want you to do.

**P3**

**21-25 ACCCB**

**26-30 DAFGB**

Hi, Sarah. It's great that we've got some free time this afternoon to decide what advice to give when we talk to the students on the geology field trip to Iceland.

Hi, Andrew. Yes, I've already jotted down a few ideas about the issues that come up on these trips.

We should include something about existing rules and laws that apply like the country code,

or the **mountain code**.

Yes, the country codes mainly just common sense. So let's include the **mountain one**. **(21) That's what they need to know about for geology.** Then there are similar guidelines for caving, but they won't need those in the part of Iceland we're going to.

Okay.

right. Let's think about when they're on site and looking after the **environment**. I don't mean not dropping litter that's obvious or like closing gates, but what about not scaring birds or damaging rare plant life? **(22) Actually, what I think happens is that they all become so focused on what they're doing that they forget about other things around them.** It's not intentional damage.

And we have to include something about **collecting samples**. That's vital for geology students.

Yeah. There's quite a list of rules about that. **(23) For example, only take minute samples and only if necessary.**

yes, that's the golden rule. That has to come first. And then I guess, never take a fossil away from the area.

And when you do disturb an area to **take a sample**, make sure you leave it as you found it.

Okay.

And there's something we still have to find out about. Isn't there something about how you could never take a sample from a wall?

**(24) You mean a man made wall or something like a natural rock face?**

**a wall like of a building.**

Don't you just have to get permission from the owner, but I'm not sure to be honest. So we need to check that. Another really important thing is advice on safety, especially as a lot of our trips are along the **coast**.

Yes, well, you can usually hear if any large boulders start to tumble down a cliff.

And you realize you're on soft sand when you start sinking. **(25) But when people are working on the seashore, they often fail to notice that the tides come in and they're cut off by water. That's what we should make a point about.**

Okay.

But before we do anything else, could we just talk about the reading packs we put together for the students to read before they go on the field trip to Iceland?

Absolutely. They'll need to do most of the reading beforehand because there won't be time while we're away. And there's a lot of technical data. That's certainly the case in the past called **geothermal fields**.

Does that cover industrial uses of geothermal energy?

No, **(26) it deals with harnessing the heat generated from the earth in geothermal areas to grow vegetables for local consumption.** They'll need to understand the geological characteristics that make this possible.

Right. The reading part called the **hotspot** will help you understand how Iceland **differs from** other islands formed at the same time, like Bermuda and the Canary Islands. **(27) It's the existence of the hotspot that explains the rock formations of this island and makes it unlike any of the others.**

Now I definitely think they should read the pack about **glaciers**. **(28) They need to be aware that although the ice and glaciers up in the mountains can stay frozen for 1000s of years, if anything happens to make the glaciers melt suddenly the water produced pours down the valleys and it can mean that whole villages suddenly have to be evacuated.**

Right, then the **Basalt Rock** pack **(29) shows how Iceland's landscape like many other islands has been molded over millions of years by lava flows from volcanic eruptions, especially the area in the northwest of the island.**

And lastly, reading about **geothermal power** plants **(30) will inform them of Iceland's plan to stop using energy derived from carbon in the future, heating and electricity will come from sustainable sources which won't cause any pollution.**

I think that will be on the reading, they'll have time for.

**P4**

Today I want to talk about how organizations can respond to a crisis, which happens when a serious problem occurs suddenly and must be dealt with quickly. I will talk about a theory that tells crisis managers how to communicate in different kinds of crises. Some people ask why we need theory in crisis communication. Isn't **logic** the answer? Yes, it is sometimes but organizations often handle crisis communication badly. What we find is that in reality, much of the advice that organizations receive on how to respond to a crisis is just a **guess**. Theory and research allow us to take those suggestions and test them. Then managers can be given advice based on actual evidence of what works and what doesn't. The Crisis Theory has categorized three general types of crises. One type is a crisis where the organization is a victim and has very little responsibility. For example, this kind of crisis could be caused by a **rumor**. The second kind is accidental. There isn't much responsibility, because there are other outside factors that contributed to it. And the third one, and the most difficult to actually manage is a preventable crisis. In this kind of crisis those affected believes strongly that a **mistake** was made within the organization. The type of crisis is important because the more people think the organization is responsible for the crisis. The angrier they become at the organization. The theory begins by suggesting a two part basic response that can be used in all kinds of crisis. The first part is to provide information to those affected so that they can protect themselves from further harm. Many crises pose a risk to people. For example, if there is a chemical release, people might have to evacuate an area or if there's a product which could be harmful. People need to be told about it. So they don't buy it or so if they have bought it, they can return it. The second part of the basic response is to communicate the **action** the organization is planning in order to prevent another crisis. This is important because those affected by a crisis are often concerned that it is going to happen again.

Beyond this, crisis managers also have other tools to shape how people think about the crisis. Crisis managers can use several strategies to do this. One strategy is to diminish the crisis. If crisis managers have **proof** which is convincing. They can argue that a crisis is not as bad as people think. If they can argue this successfully, the harmful effects are reduced. Another way to shape thinking is to give excuses which emphasize a lack of intent. Therefore, people will see the crisis as an accident. This is important because an accidental crisis is much easier to manage than an intentional crisis. Crisis managers can also protect the organization's reputation when there is a major crisis. Their first goal is to reduce the **negative** opinions generated by the crisis. This can be done by presenting new positive facts and figures about the organization or by reminding people of past good works done by the organization. Rebuild strategies are useful for preventable crises, or when there has been a series of accidental crises, as these crises present a severe **threat** to the perceived reliability of the organization. For example, a crisis where the organization is clearly at fault, or broke a law can be very damaging, and can result in loss of business. Rebuild strategies can also be used to reduce the impact of the crisis. To do this, crisis managers say and do things to benefit those affected by the crisis. The reputation of the organization can also be protected in practical ways. The problem can sometimes be addressed by offering an **apology** to those affected by the crisis. This may be sufficient action when the problem is relatively minor. However, if the crisis is very severe, the most common strategy is to offer **compensation** to those affected. So, to summarize, crisis communication theory is interesting to managers as it gives positive guidance on how to respond. It can help them figure out which strategy…