AUDIO SCRIPTS

PART I. (IELTS 14 – Test 1. Part 4)

Producing enough energy to meet our needs has become a serious problem. Demand is rising rapidly, because of the world's increasing population and expanding **industry**. (Q1) Burning fossil fuels, like gas, coal and oil, seriously damages the environment and they'll eventually run out.

For a number of years now, scientists have been working out how we can derive energy from renewable sources, such as the sun and wind, without **causing pollution**. (Q2)Today I'll outline marine renewable energy – also called ocean energy – which harnesses the movement of the oceans.

Marine renewable energy can be divided into three main categories: wave energy, tidal energy and ocean thermal energy conversion, and I'll say a few words about each one.

First, wave energy. Numerous devices have been invented to harvest wave energy, with names such as Wave Dragon, the Penguin and Mighty Whale, and research is going on to try and come up with a really efficient method. This form of energy has plenty of potential, as the source is **constant**,(Q3) and there's no danger of waves coming to a standstill.

Electricity can be generated using onshore systems, using a **reservoir**, (Q4) or offshore systems. But the problem with ocean waves is that they're erratic, with the wind making them travel in every direction.

This adds to the difficulty of creating efficient technology: ideally all the waves would travel smoothly and regularly along the same straight line. Another drawback is that sand and other sediment on the ocean floor might be stopped from **flowing normally**, (Q5)which can lead to environmental problems.

The second category of marine energy that I'll mention is tidal energy. One major advantage of using the tide, rather than waves, as a source of energy is that it's **predictable**: (Q6) we know the exact time of high and low tides for years to come.

For tidal energy to be effective, the difference between high and low tides needs to be at least five metres, and this occurs naturally in only about forty places on Earth. But the right conditions can be created by constructing a tidal lagoon, an area of sea water separated from the sea.

One current plan is to create a tidal lagoon on the coast of Wales. This will be an area of water within a **bay** (Q7) at Swansea, sheltered by a U-shaped breakwater, or dam, built out from the coast. The breakwater will contain sixteen hydro turbines, and as the tide rises,

water rushes through the breakwater, activating the turbines, which turn a generator to produce electricity.

Then, for three hours as the tide goes out, the water is held back within the breakwater, increasing the difference in water level, until it's several metres higher within the lagoon than in the open sea. Then, in order to release the stored water, **gates** (Q8) in the breakwater are opened.

It pours powerfully out of the lagoon, driving the turbines in the breakwater in the opposite direction and again generating thousands of megawatts of electricity. As there are two high tides a day, this lagoon scheme would generate electricity four times a day, every day, for a total of around 14 hours in every 24 – and enough electricity for over 150,000 homes.

This system has quite a lot in its favour: unlike solar and wind energy it doesn't depend on the weather; the turbines are operated without the need for fuel, so it doesn't create any **greenhouse gas emissions**;(Q9) and very little maintenance is needed. It's estimated that electricity generated in this way will be relatively cheap, and that manufacturing the components would create than 2,000 jobs, a big boost to the local economy.

On the other hand, there are fears that lagoons might harm both fish and birds, for example by disturbing **migration patterns**, (Q10) and causing a build-up of silt, affecting local ecosystems.

There are other forms of tidal energy, but I'll go on to the third category of marine energy: ocean thermal energy conversion. This depends on there being a big difference in temperature between surface water and the water a couple of kilometres below the surface, and this occurs in tropical coastal areas. The idea is to bring cold water up to the surface using a submerged pipe. The concept dates back to 1881, when …

PART II. (IELTS Expert 7.5, Teacher resource book, Listening 1, Part 1.1)

Manager: Hello, Jobs 4 You, how can I help you?

Wei Liu: Yes, I'm looking for some **part-time** (Q11) work. Something in a restaurant, maybe.

Manager: Are you a student?

Wei Liu: Yes, I'm in my second year at college so I'm only available in the evenings and at weekends at the moment.

Manager: OK, let's have a look at what we've got. Right, well, there's a position as a kitchen assistant available. It's at the Carousel Café down on Swann Street.

Wei Liu: Sorry, could you spell the name?

Manager: Yes, it's C-A-R-O-U-S-E-L.

Wei Liu: Thanks. So, when would I have to work?

Manager: Well, it says here that they need staff for Saturday and Sunday, so that would be OK for you, wouldn't it?

Wei Liu: Yes, it would. I guess the job involves washing the dishes.

Manager: That's right. It says here they have a dishwasher though, so you'd load the dishes and take them out. Oh, but before you do that, you first have to clear the tables in the café and take the dishes into the kitchen for washing.

Wei Liu: Fine. Is there anything else?

Manager: Bellamy's Restaurant is looking for waiting staff. That's not for the weekends though, that would be **two evenings a week – Thursday and Friday** (Q12). You do the things normally associated with that kind of job – taking orders and serving the food. There are also some cleaning duties too.

Wei Liu: That sounds reasonable.

Manager: The final job we've got that might suit you is for a barista.

Wei Liu: A what?

Manager: A barista, you know someone who **serves coffee** (Q13). This job is at a department store all day on a Saturday.

Wei Liu: Oh, in Tanner's?

Manager: No, well, yes. Tanner's has a **new owner** (Q14) and so the name recently changed to Millerby's. It's spelt M-Idouble L-E-R-B-Y-apostrophe-S.

Wei Liu: Great, thanks. What would I have to do there?

Manager: You'd need to make and serve hot drinks. They also sell cakes there so you'd need to bake them first thing in the morning. **They're pre-prepared** (Q15) so you wouldn't need to be an expert – just put them into the oven.

PART III. (CAE)

Interviewer: In the studio today is Patrick Shaw, who is a hot-air balloon pilot. Patrick, would you say ballooning is a safe sport?

Patrick Shaw: Hi. Yes, a balloon's a very simple thing: when the air inside is heated, the balloon rises, and to descend, the pilot allows the air to cool. The pilot has complete control of the up-and-down movements. He may not know exactly where the balloon will land, but that doesn't mean he can't control the landing, which is what people are most anxious about.

(Q16) The fabric of the balloon is tough - if a bird were to fly into it, it would almost certainly bounce off.

Interviewer: What's the best way to start?

Patrick Shaw: Well, I started as a member of what's called 'ground crew'. That means the people who help with all aspects of the flight, from take-off to landing. It's a job which keeps you on the ground, but it does allow you to see at first hand what balloon flight is all about. (Q17) That's why you do it, and for the fun - don't expect any money in return for your efforts until you become a pilot though. They're the only ones who make a living out of it.

Interviewer: So how difficult is it to become a member of the ground crew?

Patrick Shaw: The job of the ground crew is to assist the pilot. This includes setting up the balloon, and even talking to the occasional nervous passenger, then taking the chase vehicle and following the balloon. When the pilot has located a field for landing, the crew will be informed by radio. The crew must be there before the balloon lands, but every single flight is different in that any change in the wind will mean the crew must adapt to it; this is the main problem since not even the pilot can predict things exactly.

Interviewerr: So not anyone can be ground crew?

Patrick Shaw: I'd say that the main skill of ground crew has little to do with the technical aspects of ballooning and more to do with dealing with the public.(Q18) When the balloon is landing, the crew has to ask the landowner for permission to retrieve the balloon, avoiding any conflict and ensuring we're not disturbing or damaging property. And yes, some tasks do require a little bit of strength, but don't worry, the majority don't.

Interviewer: As a pilot, how do you get on with the ground crew?

Patrick Shaw: Pilots must get on with them. I've never treated any of the crew's questions as if they were silly, not even when I've been asked the same question by the same person over and over again. A new crew member has to understand that every task the crew performs is performed in a certain manner for a reason. When I see somebody ignoring an instruction because they can't see the point of it, that makes me very cross.(Q19)

Interviewer: Do you take part in balloon competitions?

Patrick Shaw: Oh, yes, they're fun. Balloons don't race in the normal sense of the word. The objective is to get as close as you can to the target, rather than being the first to finish. And it's tough because unlike most other forms of flying, pilots do not have full control over the direction of flight. Competition pilots, though, have become so skilled in using the wind to their advantage that the difference between first place and third or fourth can be just a few centimetres, which leads to some heated arguments. (Q20)

Interviewer: What makes you such a good pilot, Patrick?

Patrick Shaw: All balloon pilots need a license to fly. They must have at least thirty-five hours of flight instruction, get basic aviation training and pass a written test. But it's the hours of flying after that that gives you total confidence in your skills. You do things that you wouldn't have dared do when you started out. Like gently brushing the bottom of the basket across the top of a bush or tree so that the occupants can pick up a leaf as a souvenir of the flight.

PART IV. (Advanced Trainer 2 practice tests 2020, Test 1, Part 3)

Interviewer: I'd like to hear your views on students using smartphones at school, a topic that's been in the press a great deal recently. Amy, what's your opinion?

Amy: Yes, there's a really interesting debate going on about it. In one school where I worked as a trainee teacher, teachers were concerned that students weren't paying enough attention to the lessons, as they were thinking about when they could next take a look at their phones. In my view, the role of education should be to enable students to assess a situation and then decide if using a smartphone is appropriate – polite – and how long to use it for. (Q21) In another school, I saw a lesson where students had to actually look for pop-up messages selling products aimed at young people on their phones and then there was a class discussion about the ethics of that.

Interviewer: And John, what do you think?

John: But what about the role of parents in this? Don't you think most parents talk about how, where and when to use phones a lot with their children before they allow them to have one, especially if the child's still young?

Amy: You mean they say, you can only use it to talk to friends for one hour a day and not after 7 pm, that sort of thing?

John: Exactly, or …

Amy: But how do they monitor that? And anyway, lots of parents say things like 'Don't use your phone during dinner' and then they actually do that themselves! (Q22)

John: Or they're always doing internet shopping. They can't expect their child not to do what they themselves are doing, (Q22)I guess. But in my experience, parents do monitor their kids' use of smartphones.

Interviewer: Coming back to smartphone use at school, John, do you think students should be able to use phones in class time?

John: For some things yes, but with limits. I think using the camera should be a no-no, even if students say they want to show a painting they've done or something to their parents. That'd lead to inappropriate use of phones, I'm sure. Like the record function – as a teacher I wouldn't like students recording me in class. But if they wanted to check a spelling or find out what the capital of Norway is, for instance, that's fine in my book. (Q23)Some teachers let students use phones in maths lessons for difficult calculations and things, but I'd rather students understood how to work it out for themselves.

Interviewer: And Amy, didn't you work in a school where smartphones were banned?

Amy: Yes, when I was doing teaching practice last term as part of my course to become a teacher, the school had just introduced the ban. It didn't go down well with some mums and dads who wanted their child to have a phone in case there was an emergency. There'd just been a police report in the local newspaper about crime near the school, and parents felt young people might need to contact them or the police at any time.

John: I bet the students weren't very happy about the ban either.

Amy: Strangely enough, after the first week, they seemed almost to forget about it! And some even said they enjoyed their teachers' lessons more.

John: Interesting. And actually, in most workplaces you can only use your smartphone during your official breaks; it's part of your terms and conditions when you accept the job. So perhaps it'd be a good idea if more schools looked again at their policy regarding smartphones, so that children get used to the fact that restriction is the norm and not a rule that they think can be easily broken. Of course, there are offices where smartphones are totally forbidden, like where they deal with confidential information, or they're banned when a worker's operating machinery(Q24) because being distracted by their phone might result in an accident.

Interviewer: So, Amy, any final words on this topic?

Amy: Well, there'll always be heated discussions about this sort of thing in education. And sometimes the debate may seem trivial, but schools have to always make sure they're doing the best for students. With new gadgets coming out at such a rate, schools are just keeping pace with what's going on in the wider community.(Q25) And, let's face it, new technology has a huge effect on our lives.

John: And soon, we'll all have forgotten about smartphones because some other piece of technology will be all the rage!

Interviewer: Thank you both.