



APPENDIXES

1. كل جزء من الأجزاء الثمانية من كل اختبار يسبقه رقم ملف التسجيل الخاص به ورقم القرص المدمج أيضاً.
2. الاختبار التمهيدي والاختبار الأول مسجلون بالكامل بما في ذلك التوجيهات والتعليقات الافتتاحية والختامية التي يسمعها الطالب المتقدم لاختبار IELTS بالفعل، بينما سجلنا مادة الاختبار فقط بدون التوجيهات أو التعليقات الافتتاحية أو الختامية في بقية الاختبارات (2-4) وذلك لتقليل مدة التسجيلات ونفقات إنتاج الكتاب وحتى يكون الكتاب في متناول الجميع.
3. من الواضح من التوجيهات والتعليقات الافتتاحية أو الختامية أن الطريقة المتبعة في كل اختبارات IELTS هي أنه على الطالب أن يقرأ الأسئلة أولاً قبل إذاعة حيث يُمنح فترة كافية لذلك (30 ثانية) ثم يبدأ في الإجابة أثناء استماعه للتسجيل وليس بعد فراغه من الاستماع.
4. هناك فرصة مناسبة تماماً لنقل الإجابات في ورقة الإجابة في نهاية كل اختبار (10 دقائق).
5. المؤثرات الموسيقية الموضوعة في بداية ونهاية كل تسجيل ما هي إلا محاولة لتنبيه المستمع إلى بداية التسجيل، فلا يتوقع دارس أن يسمع إلى مثلها عند دخول اختبار IELTS.

Preliminary Test:

In this test, you'll hear a number of different recordings, and you'll have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. In the IELTS listening test, the recording will be played once only. The test is in four sections. At the end of the test, you will have ten minutes to transfer your answers to an answer sheet.

Now turn to section 1.

SECTION 1:

You'll hear a woman phoning the police station to report a stolen briefcase. First, you have some time to look at questions 1-5.

(30 seconds)

Now, the test will begin. You should answer the questions as you listen, because you'll not hear the recording a second time.

Listen carefully and answer the questions 1-5.

Receptionist: Good evening, City Police Station. Can I help you?

Woman: Hello, I'd like to report a stolen briefcase, please.

Receptionist: Just a minute and I'll put you through.

Officer: Lost property. Can I help you?

Woman: Oh, yes. I've had my briefcase stolen.

Officer: ... I'll take some details ... Tell me what it looks like, first of all.

Woman: Well ... it's a soft leather, you know, not a heavy box-type like a man's.

Officer: Mmm ... and how does it close?

Woman: It's got buckles at the front ... two of them. They're gold-plated ones.

- Officer: Fine ... Was it locked?
- Woman: No, I'm afraid not.
- Officer: Never mind. Any distinguishing features?
- Woman: Pardon?
- Officer: Any marks or badges on it that make it stand out?
- Woman: Only the brand name.
- Officer: And where's that?
- Woman: It's on the back ... at the bottom in the left-hand corner. It's Hadi. Oh and there's a scratch ... it's quite bad but small ... directly above the brand name. I did it recently putting it on my bike.
- Officer: Right, got that. So, what did you have inside the briefcase?
- Woman: Well all my papers from college. It's so frustrating but, thank goodness for computers, I haven't lost them completely!
- Officer: Yes, you're lucky.
- Woman: I had my wallet in my pocket so I didn't lose that but there were also my pens which I got for my birthday, my mobile phone, and a novel I was planning to read on the train.
- Officer: Right. Where exactly did you lose the briefcase?
- Woman: I was standing on the platform ... it was right next to me.
- Officer: You were holding it?
- Woman: I'd just put it down on the floor but I could almost feel it beside me. I was watching for my train because sometimes it comes early and then next time I looked, my briefcase wasn't there.

Officer: What time was this?
Woman: It was ... it must have been about 3.20 ...
no ... a bit later. I'd say 3.30 because it
was just getting crowded and the train
normally comes at about twenty-five to
four.

 0-2 **CD1**

Before you hear the rest of the conversation, you have some
time to look at Questions 6-10.

(30 seconds)

Now, listen carefully and answer questions 6-10.

Officer: Right, if you'll just give me some personal
details ...

Woman: Yes.

Officer: What name is it?

Woman: I'm Nagwa Ali.

Officer: Can you spell that?

Woman: Yes, it's N-A-G-W-A A-L-I

Officer: And your address?

Woman: Flat 7, 32, Tahrir Street, Cairo.

Officer: Tahrir Street.

Woman: Yes, number 32.

Officer: And have you got a contact telephone
number?

Woman: Yes, it's 2-6 double 3-2-9-6-8.

Officer: 2-6 double 3-2-9-6-8. Fine. One last
question- what would you say the value of
your briefcase is?

Woman: Including the contents?

Officer: Yes, Just a rough estimate is fine.

Woman: I'm not sure. Well, the briefcase itself is
quite new; I bought it last month for \$30. I
suppose about \$55. The contents are worth
about 20 or \$25 at least.

Officer: That's fine. Well, if you could come down to the station tomorrow, you can sign this form and have a look at what we've got here.

Woman: OK, thanks. Bye.

Officer: Goodbye.

That's the end of section one, you now have half a minute to check your answers.

(30 Seconds)

Now, turn to section two.

 0-3 **CD1**

SECTION 2

Listen to this news bulletin. First, you have some time to look at questions 11-13

(30 seconds)

Now, listen carefully and answer questions 11-13.

Newsreader:

This is the 6 o'clock news for Tuesday 25th of November. And first the headlines:

The Prime Minister has promised to help the drought stricken farmers in the southern part of the country who haven't seen rain for nearly two years.

And in Alexandria a group of school children are successfully rescued from a plane which landed in sea shortly after take-off.

Transport workers are on strike in Benha over a pay claim and the strike looks set to spread to other cities.

And on a fashionable note, there is to be a new look for the staff of Egypt Air, Egypt's national airline.

 0-4 **CD1**

Before you hear the rest of the news bulletin, you have sometime to look at questions 14-21.

(30 seconds)

Now, listen carefully and answer questions 14-21.

The Prime Minister has pledged today that he will make two hundred and fifty million pounds available to help the drought stricken farmers who have not seen rain for years, get through the next five years. Money that was to have been spent on the re-structuring of Qena's road system has been re-allocated to what the Prime Minister described as "a more worthy cause". Farmers are to receive financial assistance to help see them through the worst drought in over 50 years. Many farmers feel that while the money is welcome it has come too late to save them and their farms from financial ruin and are angry that the government did not act sooner.

A group of school children who were travelling in a privately chartered aeroplane from Alexandria to Qena to take part in a musical concert found themselves swimming for the shore when their aeroplane had to land in the sea just three minutes after taking off from Alexandria airport. The pilot managed to bring the aircraft and its 50 passengers down safely in the calm waters of Bahary where boats were able to come to the rescue of the boys.

The fact that it was a weekend meant that there were hundreds of boats in the bay enjoying the good weather and this undoubtedly helped the rescue operation. 'We owe our lives to the skill of the pilot,' said one of the boys, but the pilot replied modestly that it was 'all part of a day's work'. However, all their musical instruments were lost and they never got to play at their concert.

That's the end of section 2, you now have half a minute to check your answers.

Now, turn to section 3.

 0-5 *CD1*

SECTION 3

You'll hear a student talking to her tutor about joining a course. First, you have some time to look at the questions.

(30 seconds)

Listen carefully and answer the questions.

Questions 22-25:

Student: Hello, can I come in?

Tutor: Oh yes, come in. How can I help you?

Student: I was looking for the Economics office. I've been all over the Arts Faculty building looking for it but I could only find the School of Accounting and Economic History. Is this the right place?

Tutor: Yes, this is the School of Economics.

Student: Oh good. I'm a new student and I was wondering if someone could give me some information.

Tutor: Well, I might be able to help. I lecture on that program. What do you need to know?

Student: Quite a few things, actually. Firstly, how many lectures a week do I have to attend?

Tutor: Ah, well, the Economics course is a double unit so there are two lectures a week and one tutorial. The lectures are scheduled for Tuesday and Thursday.

Student: What time?

Tutor: Let me see ... You know this information is all in the handout which you should have received yesterday at the orientation meeting.

Student: Oh, was there a meeting yesterday? I didn't know about that ... no one mentioned ...

Tutor: Yes, there was, but never mind. Lectures are at four in the afternoon.

Student: Four's a bit late. I've got a part time job that starts at four thirty.

Tutor: Well, you can't be in two places at once, can you, and attendance at lectures is necessary.

We expect at least 90% attendance at this university, you know.

Student: 90%! That's high. Do they enforce that rule?

Tutor: Yes, we do. We're pretty strict about it actually.

Student: And what times have been set down for the tutorials, do you have that information?

Tutor: That's a very well attended course so there's a number of tutorial times. Monday, Wednesday and Thursday, all at 9 o'clock. Yours will be allocated at the first lecture.

Student: Can't I choose the time?

Tutor: Maybe, maybe not. You'll have to talk to the lecturer on the course. Dr. Kamal is his name.

Student: Oh, OK.

 0-6 CDI

Before you hear the rest of the conversation, you have some time to look at the questions.

(30 Seconds)

Listen carefully and answer the questions.

Questions 26-31

Tutor: Anything else I can help you with while you're here?

Student: Well, yes, actually. Do you know what the course requirements are? I mean, how much work is expected for this course?

Tutor: Well, you have to complete a tutorial paper.

Student: What does that involve?

Tutor: Well, it's a piece of work on a given topic based on some set reading texts. You'll have to give a small talk to your tutorial group.

Student: How long does that have to be?

Tutor: About 30 minutes usually.

Student: Have to talk for 30 minutes?

- Tutor:** Yes, that's right. And then you have to write up your piece of work and give it to the lecturer to be marked.
- Student:** Right. And is that all?
- Tutor:** No. You also have to complete a 4,000 word essay on a topic.
- Student:** Can I choose the topic?
- Tutor:** Yes, usually you can.
- Student:** Right. That shouldn't be too bad.
- Tutor:** And in addition to that there is an exam.
- Student:** An exam! What sort of exam?
- Tutor:** Well, it's an open book exam.
- Student:** Does that mean I can have the text book with me during the exam?
- Tutor:** Yes, that's right.
- Student:** And can you give me any idea about the content of the first year of Economics so that I can get into some reading?
- Tutor:** Well, you'll be getting the reading list next week when lectures start. All the books are in the library.
- Student:** Yes, but won't everyone else take them out as soon as they get the reading list too?
- Tutor:** Well, yes, they might. But most of the important ones are held in Closed Reserve ... that's a part of the library where you can go to read books but you can't take them out of the building.
- Student:** What did you call that section of the library?
- Tutor:** Closed Reserve. However, we do recommend that you buy the core books. You'll find them useful and you'll need them for the exam.
- Student:** Yes, I suppose I will. But what is the focus of the course?

Tutor: Well, the course at this university has a vocational focus, that is a focus on preparing its graduates for work, so we're orientated very much towards employment.

Student: So my chances of getting a job are good?

Tutor: Well, provided you get good results.

Student: Thanks for your time. You've been really helpful.

Tutor: See you next week then.

That's the end of section 3, you now have half a minute to check your answers.

Now, turn to section four.

 0-7 **CD1**

SECTION 4

You'll hear a talk about the structure of a university.

You have some time to look at the questions.

(30 Seconds)

Listen carefully and answer the questions.

Questions 32-36

Lecturer:

Good morning and welcome to the University of Ain Shams. My name is Nadia Saleh and I'm the co-ordinator of the Bachelor of Social Science degree. This morning I'd like to tell you about the structure of the university and about some of the requirements of the degree that you're about to enter. The Bachelor of Social Science is in one faculty within the university, that is the faculty where I work, known as Arts and Social Sciences. Here on this campus we also have the faculties of Architecture, Law and Science and Technology among others. It's important to know something about the structure of the faculty because, as you go through your course, you may need to call on members of the staff to help you.

At the top of the faculty we have a dean and below the dean we have three divisions; each division has a divisional head and your degree is located in the Division of Social Sciences. Within each of the divisions, there are the departments and each of these offers the different degrees. For instance two of the departments which offer the major subjects for your award are Sociology and Psychology. Each has a departmental head but for practical purposes the people you are going to see the most of are myself as co-ordinator of the social sciences degree and the actual lecturers who are teaching the subjects that you are taking. For instance in the first semester you'll be doing four subjects: psychology, sociology, history and economics. If you have any problems or difficulties, not that I'm anticipating you will, but you never know, then you should go and see your lecturers. For instance, you may find that you can't meet a deadline for an essay or perhaps you are having problems with attendance. These seem to be the two most common problems that students face.

 0-8 **CDI**

Questions 37-40

If your lecturers are unavailable, you can always come and see me in my office. I'm available on Wednesday and Thursday mornings and on Saturday afternoons. Outside these hours, perhaps you could ring the secretary and make an appointment. Now you'll note that all of the subjects which you undertake in the first year are composed of lectures and tutorials. A lecture is about an hour long and a tutorial usually runs for about two hours. A lecture is rather like what I am doing now where one person will talk to all of you together on a subject. We do ask you to try to attend the lectures. A tutorial is perhaps where most of the learning occurs at a university. You will be divided into groups of between 12 and 15 students and each week one of you will

have to present a piece of work to the group as a whole and then the group will discuss what you've said. It's this discussion, this exchange of ideas, which really constitutes the basis of university learning, in my view.

Listening to lectures in many ways is just giving you information that you could access for yourself in the library but the discussion at the tutorial is very important. This doesn't mean that you shouldn't go to the lectures though! Other factors to be particularly concerned about are the structure of essays and delivery of written material and in particular I would like to mention the question of plagiarism. Plagiarism is taking other people's work without acknowledging it, that is, without saying where it comes from. Of course all essays are based on research done by other people but you must remember to attribute the work to the original writer. And while it's a good idea to work with other people don't hand in work which is exactly the same as your friend's work because we will notice! If you don't acknowledge the source of your information then you run the risk of failing the subject or in very serious cases you might be denied entry to the university. Last but not least, stay in touch with us. If things are getting you down, don't go and hide. Come and talk to us about it. That's what we are here for. Right, thank you very much for coming along today.

That's the end of section 4, you now have half a minute to check your answers.

(30 Seconds)

That's the end of the listening test, you now have 10 minute to transfer your answers to the listening answer sheet.

TEST ONE:

 **1-1 CDI**

In this test, you'll hear a number of different recordings, and

you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. In the IELTS listening test, the recording will be played once only. The test is in four sections. At the end of the test, you will have ten minutes to transfer your answers to an answer sheet.

Now turn to section 1.

SECTION 1:

You'll hear a male student talking to a union representative about placing an advertisement to sell a laptop. First, you have some time to look at questions 1-5.

(30 seconds)

Now, the test will begin. You should answer the questions as you listen, because you'll not hear the recording a second time. Listen carefully and answer the questions 1-5.

Nadra: Hi. I'm Nadra. How can I help?

Ahmed: Hi. My name's Ahmed. I'm just looking to place an advertisement on that main Union notice-board to sell a laptop and a few accessories, if that's possible.

Nadra: Sure. That's not a problem. I take it you are a member of the Students' Union?

Ahmed: Yes, I am.

Nadra: Right then. I'll just get a form up and as there is no one around and it looks as if it's going to be quiet for a while, I'll just type the details straight into the computer for you.

Ahmed: Thanks very much.

Nadra: No problem. Shall we just title it Laptop for Sale?

Ahmed: Yeah OK.

Nadra: Can you describe it generally?

- Ahmed: Well, it's in very good condition; in fact it's hardly been used.
- Nadra: Why are you selling it, if I may ask?
- Ahmed: Well, I've got another one which is much lighter and I don't really need two.
- Nadra: I see. What weight is the one you are selling?
- Ahmed: It's 2.5 kilogrammes.
- Nadra: That is heavy these days. Can you give more details about the one you want to sell?
- Ahmed: Right. Mmm. Well, It's an Acer and it's got all the latest programmes.
- Nadra: Okay. What about the memory?
- Ahmed: The memory is only 0.5 Giga-bytes.
- Nadra: And what about the screen size and the other features?
- Ahmed: Well, mmm ... the screen is ... let's see, it's ... mmm ... 35cm with a standard size keyboard and a touch pad, but I've got a cordless mouse that I can put in with it if necessary. Some people don't like using a touch pad.
- Nadra: What about ports or holes for attaching things to the laptop?
- Ahmed: It's got two ports.
- Nadra: Mmm. More modern laptops have more than two ports for all the extra attachments.
- Ahmed: They do. Let's see what else is important? Oh yeah. The battery lasts for 2½ hours, which is okay but not enough for long train journeys. But one thing is that it's not wireless.
- Nadra: Right. Okay. Not wireless.

 1-2 CDI

Before you hear the rest of the conversation, you have some time to look at Questions 6-10.

(30 seconds)

Now, listen carefully and answer questions 6-10.

Nadra: Anything else I can put on the advertisement?

Ahmed: There's a web cam built at the top of the screen and I can throw in a printer, a scanner and headphones, which I got with it in a special deal. It also comes with its own case for carrying it around. Actually the case is quite smart. I'm hoping these things will help it sell.

Nadra: They should do. Right. I think I've got all that. How much do you want for it?

Ahmed: That I'm not sure about. It's worth about \$900-\$1000 new.

Nadra: Yeah, but you won't get that much if it's used and even if it's in good condition.

Ahmed: What about \$500?

Nadra: I doubt if you'd get as much as that. More like \$200 or \$300. If you look at the notice board there is one on there which is comparable to yours and it's not more than about \$250, I think.

Ahmed: As little as that?

Nadra: I'm afraid so. Shall we say \$300?

Ahmed: Okay, put that.

Nadra: Can I take some contact details for the advert?

Ahmed: The name's Ahmed Ali.

Nadra: A-H-M-E-D A-L-I.

Ahmed: Yes that's it, and a mobile or email?

Nadra: Both if you want.

Ahmed: It's Ahmed_79@hotmail.com

Nadra: Okay and the mobile?

Ahmed: That's 002-017-500-1804.

Nadra: That's it. If you send the picture, I'll add it and print it out and stick it up for you.

Ahmed: Okay, I can get that to you today.

Nadra: Right. I'll type in here: Advert placed: the 21st December. Fine, and good luck with the sale!

Ahmed: Thanks.

That's the end of section 1, you now have half a minute to check your answers.

(30 Seconds)

Now, turn to section 2.

 **1-3 CDI**

TEST ONE - SECTION 2:

You will hear a talk at an open day at an alternative health club. First, you have some time to look at questions 11-15.

(30 seconds)

Now, listen carefully and answer questions 11-15.

Good morning, and welcome to the Open Day of our new Alternative Health Club, here at Nasr City. I have to say it is very pleasant to have so many people turn up. My name is Hany Hamdy and I work as one of the five permanent staff members employed here at the club.

The main aim of the Open Day is to give you a quick tour of the building, but before we do that I'd like to introduce you to a few people employed at the Club. Not all of us are here at the same time. In case you need to contact any of us: our contact details are here on the notice-board below the photographs. First of all, this is Sameer Adly, who is the Technical Manager and his job is to supervise equipment, like computers and all the electrical equipment. And this is Mona Kadry. Her main function is to oversee training and she is therefore in charge of all the full and part-time therapists. The next important person I need to introduce you to is Gamal Ahmed. He is our Liaison Officer. What he does is manage bookings for the Club rooms and equipment, as they are open to different organizations, from the local

college to corporate clients like banks and so on.

Last but not least is our physiotherapist, Nader Edward, who works part-time Monday, Wednesday and Friday. Nader plays an important part in the life of the Club. His main role is to prevent injuries.

1-4 CDI

Before you hear the rest of the talk, you have sometime to look at questions 16-20.

(30 seconds)

Now, listen carefully and answer questions 16-20.

Now for the various amenities. You see that the Club has quite a large capacity and is arranged over three floors. There is a lift by the Reception and the stairs. On the ground floor, there are two large halls, which are used for yoga, Tai Chi, Pilates and dance and fitness classes for different age groups, with the shop and cafeteria over here. On the first floor, we have a full range of fitness machines, which are available in the large central hall, around which there are various offices. The changing rooms are also on this floor. On the second floor, there is a series of small therapy rooms with waiting areas for clients. These may be booked by individual therapists. There are also four classrooms, which are used for teacher training and group therapy classes.

We have a very extensive therapy training programme accredited to the university of Ain Shams with training in counselling, for which we have five programmes at the moment. As regards the various types of yoga, acupuncture and the Alexander Technique, there are currently seven different training classes going on. Information about the training can be obtained from the brochure, which you can pick up at Reception, and from the Club website. There will be a chance to talk to trainers for those interested in counselling this Saturday at 10 am. For yoga etc, there will

also be an informal gathering of trainers on Thursday at 4.30 pm. So, if you are interested in becoming involved, this is your chance.

That's the end of section 2, you now have half a minute to check your answers.

(30 seconds)

Now, turn to section 3.

 **1-5 CD1**

TEST ONE - SECTION 3:

You will hear a female and a male student talking to a male tutor about a self-evaluation form.

First, you have some time to look at questions 21-26.

(30 seconds)

Now listen carefully and answer questions 21-26.

Tutor: Now, Samy, and Hana, I have to say that I thoroughly enjoyed your joint presentation on the application of robotics in a non-industrial setting to the group on 2nd February and it is clear that you have both devoted quite a lot of time and effort to it. Have you had a chance to fill in the self-evaluation form for the session?

Samy: Yes, we have.

Tutor: So, Samy. What do you think overall?

Samy: Well, generally, I felt the presentation worked very well; in fact, we seemed to hold the attention of the others throughout. And the pace of delivery was fairly even as were the range of activities we organized.

Hana: I agree with Samy, but I'm not sure we were comprehensive or academic enough.

Tutor: No comment really except that I don't think there was any question of it not being thorough.

Hana: I think we were a bit too chatty and too joky at times rather than formal.

- Tutor:** Okay. What do you think were the best areas and which do think can be improved on?
- Samy:** Everything could have been improved on. I felt very good about the hand-outs; we had spent a lot of time putting them together. They had a very professional appearance as we bound them into a booklet.
- Hana:** To me the hand-outs were the best part as we had a very extensive bibliography and the booklet seemed to go down well.
- Tutor:** The booklet you did for the hand-outs certainly showed you had done a lot of work. But I think that you put too much material into it and people got distracted by it. Perhaps, you could have cut the hand-outs by about a third.
- Samy:** I see. When I come to think about it, maybe you are right.
- Hana:** Okay.
- Samy:** But there were times in the middle of the presentation where things did go a bit astray. I think that was my fault when I got the power-point slides out of sequence and I had difficulty getting back on track.
- Hana:** Mmmm. I also think we rated our technical ability too highly especially when operating under pressure. I had never done a presentation with technical equipment before, so it was a steep learning curve for me in particular.
- Tutor:** Yes, I think you could have done with a bit more practice with the equipment beforehand.

 I-6 CD1

Before you hear the rest of the conversation, you have some time to look at questions 27-30.

(30 Seconds)

Now listen carefully and answer questions 27-30.

Tutor: What about the next item on the feedback form?
The aims and objectives?

Samy: I think they were very focused and we followed them through well, I think. We wanted to show how Europe was lagging behind other areas of the world.

Hana: Yeah, I think they were clearly set out.

Tutor: Yes. Agreed. No comment there.

Samy: The diagrams and charts were appropriate.

Hana: Yes. I have put that too.

Tutor: They did work well in helping to illustrate and break up the presentation by cutting down on the number of words and text on the screen. What about delivery?

Samy: Well, I think our performance was average.

Hana: It was difficult to coordinate speaking and presenting the material at the same time. I was quite self-conscious of what I was doing. It was down to a lack of experience.

Tutor: Unfortunately, both of you had the habit of standing in front of the projector so you kept blocking the image on the screen. To me this is the area that requires the most improvement.

Samy: The section on the predictions of the commercial application in the future, I think appeared a bit haphazard. To me it was a weak point of the presentation. And I think that some of the slides could have had fewer words.

Hana: And we could have done some fancy graphics with the words.

Tutor: If you have to give yourselves a mark overall how much would you give out of ten?

Samy: Six may be. I would be happy with that, though bits were probably nearer a seven. Hana, what do you think?

Hana: I think for me it's perhaps a seven.

Tutor: Okay. Did you find the task and the evaluation useful?

Samy: I think so.

That's the end of section 3, you now have half a minute to check your answers.

(30 seconds)

Now, turn to section 4.

 1-7 **CD1**

TEST ONE – SECTION 4:

You will hear a talk on local businesses at a university business centre. First, you have some time to look at questions 31-35.

(30 seconds)

Now listen carefully and answer the questions 31-35.

The subject of this evening talk at the Ain Shams Center is local business in the area surrounding the university, and the benefit they bring to the employment prospects of people in the local area, especially young people at the beginning of their career.

We established the center in response to approaches from several business people in the area who had wanted to start up new businesses, but who had not managed to find any help locally and did not know where to turn. Moreover, they had all without exception come up against enormous bureaucratic obstacles. We therefore invited them as a group to meet the members of the department and the students. Stemming from that is the Centre, which now focuses mainly but not exclusively on business start-ups.

Just after the centre was set up, snapshot researches

conducted by the department over the telephone gave some startling results. The information about local business revealed that three out of every ten local business start-ups, that we could collect information on, had failed within the first six months, and another five had gone within the year, leaving only two. The most common reasons given for the business closing were: first, high rents, which are 33% higher than the national average due to the area being very central; second, lack of knowledge about grants, basically because of ignorance about how to access them; and thirdly a lack of business support, because they didn't know where to obtain advice from.

Since the Centre came into existence three years ago, we helped to change the climate of failure. The current statistics show a remarkable turnaround in the fortune of local businesses. And now, after a year, only two businesses close out of every ten compared to eight before the Centre was set up.

 1-8 CDI

Questions 36-40:

Six local businesses are now taking part in a work-placement and monitoring scheme, which is of mutual benefit to ourselves and the companies involved. O-foods, a small start-up company with nine employees involved in organic food and based at a local market, has one final year graduate doing a year-long study on improving the stock turnaround. This was a particular problem because the company found that they were losing sometimes up to 30 percent of their stock. Another start-up is Innovations which deals with producing video games. This company, which employs only five people all under the age of 25, is receiving support in attracting business partners and achieving production targets.

In the smaller business category, Hashim Ltd, a courier

company, which is interested in developing a taxi service, is being offered help with their business expansion plans. Another small niche company, called Hany Scooter, which specializes in revamping old scooters, is taking part in a product-monitoring scheme, offering customer service up to a year after purchase to check the quality of their restoration.

The first of the two medium-sized companies that the scheme is monitoring is Build Ltd, which employs 47 people. A comparison of their products and services with other businesses in the area is being carried out by a researcher, who is trying to support them in their efforts to extend the company's product range.

The last company, Mustafa Systems, is perhaps the most interesting, because it has been the victim of considerable personnel problems, which have been affecting the day-to-day operations of the company. And so we are looking at conflict management and team building within the company.

To sum up, advisors help the companies look at different business options and models, apply for grants, deal with employment issues, systems creation, and also provide accommodation at the centre to help them start up. E-mentoring for fledgling businesses is also in operation for those who find it difficult to attend the centre personally. The programme is funded by grants from local authorities.

That's the end of section 4, you now have half a minute to check your answers.

(30 seconds)

That's the end of the listening test, you now have 10 minute to transfer your answers to the listening answer sheet.

TEST TWO - SECTION 1:

You'll hear a woman asking about the membership of a society.

Questions 1-4:

Woman: Hi. I'd like some information about joining the International Painting Society.

Man: That's no problem. What exactly can I help you with?

Woman: First of all, I'd like to know about the membership fee.

Man: Well, there are two types of membership.

Woman: Can you tell me what they are?

Man: First, there is life-time membership which means that you can have access to all the facilities at the society itself and all exhibitions. Plus you can have discounts to various events at affiliated arts organizations here and abroad. And on top of that you can use the life-time members' room.

Woman: How much is that type of membership?

Man: Well, the life-time membership fee is \$1,337.

Woman: Mmm. Okay. It's rather a lot to pay in one go. What about the other membership?

Man: The ordinary membership; that's \$193 per year.

Woman: That sounds a bit more reasonable. What does that entitle you to?

Man: You can visit the society, including the exhibitions, the library and follow the arts programmes on week-days during the opening times from 10am to 9pm and at the week-end between 10am and 5pm. On Saturday, if there is a special event like a lecture or restricted

- showing of an exhibition, then it opens until 9pm.
- Woman:** So, what is the difference between this and the life-time membership?
- Man:** In the long-run, you save money as you are making a one-off payment, and you have exclusive use of the life-time members' room.
- Woman:** Okay. What arts programmes do you run?
- Man:** Well, the Society has a very extensive programme to cater for all tastes. There's a series of exhibition rooms for the permanent collection of paintings, water colours and sculpture and then there's a new exhibition area, which opened at the beginning of the year. And we run a series of courses and lectures that go with the exhibitions.
- Woman:** Can I ask about the lectures? What is scheduled for this year?
- Man:** The latest list is in this leaflet.
- Woman:** Oh yes, that looks very good. Are all the exhibitions etc. free if I join?
- Man:** Yes. Everything is free.
- Woman:** That's fair enough. I think, in that case, I'll join.

 2-2 CDI

Questions 5-10:

- Man:** I just need to take your name, address and telephone number. First, your name?
- Woman:** Nagwa Ragheb.
- Man:** I take it that's R-A-G-H-E-B ?
- Woman:** Yes, that's it.
- Man:** And the address?
- Woman:** It's 315 Ramsis Street.
- Man:** Okay. And the post-code?

- Woman: It's NA5 3PQ.
- Man: And a day time telephone number?
- Woman: Can I give you my work number?
- Man: Yeah. That's fine.
- Woman: It's 02 3338-3113. Can I pay by credit card?
- Man: Yes, of course. Do you want to pay for the full year at one time or by monthly instalments? You pay \$2 extra a month if you pay by instalments.
- Woman: Okay. I think I'll pay by monthly instalments.
- Man: Right. If you just complete this form,... then we can set up the monthly payments....Okay. If you just put your pin number in the machine, I can deduct the first month's payment.... Right. That's gone through. Here's your card. I now just need to take your photograph over here and then I can put it on your membership card.
- Woman: Okay.
- Man: That's it. I'll just print out your membership card. Right. Here you are.
- Woman: Thank you. By the way, can I bring any friends to the Society exhibitions and lectures?
- Man: With the ordinary membership, we can issue a day pass once a fortnight which allows you to bring a friend in, but you have to accompany them.
- Woman: Thank you. Can I go in now?
- Man: Yes, of course. You just swipe your card here.

 2-3 **CD1**

TEST TWO - SECTION 2:

You'll hear a speech to a group of volunteers preparing for a town's anniversary celebrations.

Questions 11-15

And now for the preparation plans for the town's 250th anniversary celebrations. We are going to follow the same system we had last year, but with a few changes to increase the party spirit.

First of all, this time we are going to make the concert on the beach open to everyone without charge. This is because we have been given money by the council for the celebration and also because last year we had so many problems with keeping people out who had not paid. And on top of this, people will not have to pay for refreshments either, as these are being donated.

Right now, we are going to divide into four teams: the first one, the Beach Team, will be responsible for cleaning up the beach on the Saturday morning, picking up litter, bottles, plastic bags, wood and anything else that's lying around. Everyone is meeting at the Beach Shop at 8 am. It's an early start, but we want to give everywhere a good thorough clean. We have had permission from the council to close the beach to get it ready for the anniversary celebration on Sunday.

The second team will be responsible for setting out seating in the square for the speeches and prize giving. Again an early start is preferable, but the vans with the seats can't be there until 9 am, so shall we say that everyone should meet at the Village Hall at 9.30? Starting then will allow extra time if the vans are late.

 2-4 *CDI*

Questions 16-20:

Now, the third team will be the judges. For each of the various competitions we will have three judges. On the whole, they will have had experience of judging before. There will be a boat race, a swimming competition and the best fancy dress. A cash prize will be given to the winner in

each category and for the two runners-up there will be book-tokens.

There is a sponsored mini-marathon and by the deadline lunch-time today we had 263 applicants with ages ranging from 15-60. That's 80 more than last year. Each entrant has paid a \$20 registration fee to enter and all the profits will go to the local Children's Hospital to help fund much needed specialist apparatus.

The fourth team consists of the wardens for the day itself. We are expecting at least 10,000 people if last year is anything to go by. The fields near the entrance to the beach can be used as car parks and we need wardens to help make sure the actual parking is more organized than last year, which was a mess. We also need someone to be in charge of the first-aid, which will be at the entrance to the beach.

Finally, we need some volunteers for the clean up. Last year we didn't do this very well and so the Council has agreed to provide large bags to collect all the recyclable material like glass and plastic etc., but we have to deal with the rest like left-over food ourselves. We don't want to leave piles of rotten food around or dangerous bottles.

 2-5 *CD1*

TEST TWO - SECTION 3:

You'll hear a female and a male student talking about the exam they have just taken.

Questions 21-25:

Adham: So, what did you think of the practice exams last week?

Mona: They were certainly hard and generally they were very long.

Adham: They were spread over a whole week, which made it impossible to relax.

Mona: Exactly. But what did you think of each test?

Adham: Of the seven exams we did, the least enjoyable

for me were the two three-hour essay papers.

Mona: Why didn't you like the essay papers?

Adham: I am not particularly good at writing things down like that in a short space of time. And I don't think it's a good way of testing our theoretical knowledge of medicine.

Mona: I'm the opposite, I'm afraid. I'm much better in the written essay exams than the other types of tests. But, what about the two multiple choice exam papers in basic science and anatomy?

Adham: They weren't too bad. If you didn't know the answer, all you had to do was guess.

Mona: That's okay but I never feel comfortable with guessing. And you know that there is research that shows that women are disadvantaged when doing multiple-choice questions compared to men.

Adham: You have mentioned this before, but I am not sure I believe it.

Mona: It's true. Multiple-choice questions benefit men more than women. They are a male construct.

Adham: If you say so!

Mona: It's not if I say so. Anyway, you have to be careful with multiple-choice questions because of the negative marking. That can really bring the score down if you keep guessing and get all of the guesses wrong. It's double negative.

Adham: Yeah, that is a danger.

Mona: What about the role-play? Did you like that?

Adham: Yeah, with the actors and actresses as simulated patients. Yeah, I thought that was by far the best part of the exam.

Mona: Why was that?

Adham: What I liked about it was during the 24 test

stations, we had a chance to show what we know about communicating with patients and show our practical medical knowledge etc.

Mona: Yes. I think I agree with you there. I enjoyed all of the stations, but I can tell you I was tired at the end. I have done a practice exam with 12 test stations, but not 24. It was exhausting, but also exhilarating.

Adham: I agree completely. It lasted nearly four hours in total with the break.

 2-6 CDI

Questions 26-30:

Adham: What did you think of the other two exams?

Mona: The two problem-solving tests? I didn't think I was going to handle them very well, but in the end I think they went better than I thought they would. What I liked most was the test where we had to work in groups of four and to solve a problem we had to prioritize actions.

Adham: That was very interesting! I am not sure I did very well in that, though. Did you feel comfortable being in a group of four and having four examiners watching you as you discussed the problem?

Mona: We did practise it several times before. You learn to forget that someone is watching you.

Adham: But some people are better at speaking in group situations like that and they get the best marks.

Mona: The test doesn't just assess whether people can talk a lot. It's about showing you can listen, organize your thoughts and then show you can be part of a team, allowing other people to speak.

Adham: Well, we'll have to see how it goes. When do

- the results come out?
- Mona:** They said next week. And then it's the finals two weeks later.
- Adham:** Yeah, we've got that to look forward to. What is the policy on re-sits?
- Mona:** Why? Are you planning to fail?
- Adham:** No, but.... well, you know what I mean.
- Mona:** The re-sits are held in September and if there is any problem after that, it goes to appeal.
- Adham:** We'll just have to make sure we don't fail any part of the whole examination. I certainly wouldn't want to do any of it again.
- Mona:** Me neither. It's hard when you are not allowed to fail any of the exams.
- Adham:** I bet they don't have that policy in any other subject.
- Mona:** Probably not.

 2-7 CDI

TEST TWO - SECTION 4:

You'll hear a talk on the Indian Ocean.

Questions 31-35:

In this, the first lecture in our series on the changing face of the oceans of the world, we are going to look at the Indian Ocean, into which the Oceanography Department at the Institute here in England has been doing pioneering research over the past five years.

Let us start with some facts about the Indian Ocean to give you an idea of the scope and complexity of the enterprise we have undertaken. As you can see from the diagrams here on the screen, showing the relative size of the planet's five oceans, the Indian Ocean comes third after the Pacific and Atlantic Oceans, but is larger than the Southern Ocean and the Arctic Ocean.

On this slide you can see that the Indian Ocean is different from the two larger oceans in that it is landlocked to the north and does not extend into the cold regions of the North Pole. Covering some 73,440,000 sq km, the ocean constitutes approximately one-seventh of the earth's surface and about 20 percent of the world's total ocean area. At the equator it is around 6,400 km wide with the average depth being about 3,400 metres and with the deepest point being the Java Trench at 7,450 metres.

Flowing into the Indian Ocean we have some of the world's greatest rivers: the Zambezi here, the Ganges here, the Indus, The Bhrahmaputra and the Tigris-Euphrates just here. The two largest islands in the Indian Ocean, Madagascar, here off the coast of Africa and Sri Lanka, here off the southern tip of India, are structurally parts of the continents of Africa and Asia, while islands like the Seychelles are exposed tops of submerged ridges. The Maldives are low coral islands and Mauritius and Reunion are volcanic cones. The surface waters of the ocean are warm, except where the ocean touches the cold waters to the south. A network of scientists, mainly oceanographers and meteorologists, from around the world, are monitoring changes in the ocean's temperature and acidity, especially where it meets the Southern Ocean, in order to see how global warming is having an effect on the waters there. An assessment is also being carried out on how this is impacting on low-lying habitats and peoples in the more populated coastal regions around the rim of the ocean. In the warmer north, islands are vulnerable to even the subtlest changes in sea levels and tides, so they are being closely watched.

 2-8 CDI

Questions 36-40:

In addition to the information sent from the ship that we have stationed off Antarctica in the south of the Indian

Ocean, data are being transmitted round the clock from buoys anchored at various points around the Ocean. Five of these buoys are observing ice packs and icebergs coming into the Indian Ocean from Antarctica. Besides the buoys, data on cloud cover and wind and temperature change are received by satellite. Satellite images are also being used to record the size of the icebergs from the moment they break off from Antarctica. Their course is then mapped as they move out into the Southern Ocean.

Here at the Institute, the raw data from the various sources are received and the information is then constantly processed by a bank of computers. Once the data have been collated, the next step in the process is the analysis by experts here and at centres around the world, looking for even the slightest shift in patterns of temperature, wind and sea levels. In the light of the fact that this is a global enterprise, the institute is staffed 24 hours a day with researchers working in shifts and we are in constant contact with centres all around the world. In total, 900 experts from around the globe are involved in the programme.

 3-1 CD2

TEST THREE - SECTION ONE

You'll hear Mr. Ahmed who visits a travel company to book a holiday. He talks to the receptionist.

Questions 1-4:

Receptionist: Good afternoon, Ramsis Tours. My name's Ragia. How can I help you?

Ahmed: Hi! I'd like to book a short break in Egypt, hotel and flights combined.

Receptionist: Anywhere in particular?

Ahmed: Yes. Luxor, if possible. We've been looking at some of your brochures and I want to check if you have any special deals.

- Receptionist:** Right. Let's have a look and see what we've got. Right, mmm. Okay ... I've got the screen up. Can you just give me a few personal details?
- Ahmed:** Sure.
- Receptionist:** First, can I just take your name please and a contact telephone number?
- Ahmed:** Certainly. It's Ahmed Ali. That's A-H-M-E-D A-L-I and I'll give you my mobile number ... I can't always remember it.... Yes, here it is ... It's 002-017-500-1804.
- Receptionist:** 002-017-500-1804.
- Ahmed:** Yes. That's it.
- Receptionist:** And how many people is it for?
- Ahmed:** Just two adults.
- Receptionist:** Okay. Any particular price range?
- Ahmed:** It's our first wedding anniversary and
- Receptionist:** Congratulations!
- Ahmed:** Thank you. So, we wanted somewhere nice, but not too expensive. We would like to make it something to remember. Maybe, in the medium price range.
- Receptionist:** Okay. How many nights do you plan to stay?
- Ahmed:** Four nights only. That gives us plenty of time to do sight-seeing and to relax.
- Receptionist:** Right, that's four nights only, and what type of hotel?
- Ahmed:** We initially thought of going a five star, but that might be expensive. So, we've been looking at four star hotels.
- Receptionist:** We've got quite a few in our brochure, but the one I would recommend is the Hotel Nile Plaza. It's four star and I know there

- are rooms available because I had just made a booking for another client there.
- Ahmed: I didn't notice that one. I don't know how I didn't see it.
- Receptionist: It's easy to miss them. I've also stayed there myself as we sometimes have to go to check out the hotels and of all the ones I visited, this was my favourite.
- Ahmed: Oh, right.

 3-2 CD2

Questions 5-10:

- Ahmed: What's the hotel like?
- Receptionist: It has a courtyard for breakfast. It's got 50 rooms. It's just been renovated and so it's very stylish?
- Ahmed: Is it in the brochure?
- Receptionist: It's on page 41.
- Ahmed: Ah yes! I can see it's right next to the Egyptian Museum, ...mmm What appeals to me most of all is that the hotel's very convenient for all the air conditioned buses. And the idea of having a terrace with the room I really find very appealing.
- Receptionist: It's probably the most central hotel we have. You might think it would be a bit noisy as it's in the main commuter area and a place where tourists go. But from experience, I can assure you the hotel is very quiet. Most of the rooms are facing away from the main thoroughfare. Can you tell me when you'd like to leave?
- Ahmed: 17th March coming back on the 22nd.
- Receptionist: Okay. I'll just check again if there are

places available. Two adults sharing, Hotel Nile Plaza... ... Yes. That's gone through.

Ahmed: Okay. And how much is the break including flights?

Receptionist: There's a special rate at the moment because it's off-season. For five nights, let's see, it's \$716 for a double room and flights. That includes airport taxes, but not insurance.

Ahmed: Each?

Receptionist: No. For two adults sharing.

Ahmed: That doesn't sound too bad at all. What reductions do you have at the moment?

Receptionist: Well, if you make the booking before the 17th February you get a further 15% reduction subject to availability.

Ahmed: That's a big saving.

Receptionist: Yes. It makes the price very reasonable indeed. Do you need travel insurance?

Ahmed: Yes I suppose we better had.

Receptionist: For seven day cover for both of you it's \$17.88.

Ahmed: Okay.

Receptionist: Do you want to book today?

Ahmed: I think we should, but can I just check with my wife? Can you hold the booking for me?

Receptionist: I can hold it until 1.00 pm.

Ahmed: Okay. That's fine. I'll get back to you immediately.

Receptionist: I'll just give you a reference for the reservation.

Ahmed: Okay.

Receptionist: It's SART-UST
Ahmed: Thanks. I'll get back to you as soon as I can and definitely before 1pm. This is too good an offer to miss.

 **3-3 CD2**

TEST THREE - SECTION 2:

You'll hear a talk by an expert on plans for the development of industrial areas.

Questions 11-13:

Good afternoon, ladies and gentlemen, my name is Nadia Saleh and welcome to this exhibition about the development of the old factory, which has been lying unused for more than a decade. There has been pressure on the council to use the land to build a training centre and a small business park. However, we have been encouraged by local people to create an open area for the benefit of the community, providing much needed space for recreation.

And I now have pleasure in announcing that the plans for the creation of a park, to be called Tahrir Revolution Park, and for flats have now been approved. I am also pleased to announce that we have secured sponsorship from local organizations.

More detailed plans of the developments are available from the council website, details of which are in your pack. In the meantime, I'd just like to take you through the plan here on the screen.

 **3-4 CD2**

Questions 14-20:

If we start here at the bottom you can see Kaser El-Neil Street, where the main entrance to the park is. On the left of the entrance, in the bottom left-hand corner of the plan, there will be a block of 40 studio flats. On the other side of the entrance there will be some workshops for local

businesses. There will also be another entrance here on the top right which leads into the Nile Street.

Here in the centre of the park, we will have an ornamental lake with paths radiating north, south, east and west to the different areas of the park. In the top right-hand corner just by the Nile Street entrance, there will be a large sports area with two football pitches and four tennis and volley ball courts. Just here beside the pitches on the same side of the path will be an outdoor swimming pool.

Now, in the top left-hand corner, a walled flower garden is planned with a rockery and a water feature with walkways, seats and lots of shady areas for the summer. Next to this, a sculpture garden is also planned. Now let's see, just here below the walled garden there will be a grassy amphitheatre with a permanent covered stage for open-air concerts. We hope that local schools and colleges will use this theatre to showcase student work. In the bottom left-hand corner of the plan, you can see that above the block of flats there will be a play area for children and directly to the right of this, just near the main entrance, there will be a wild area. More trees will be planted here and in the middle will be built an educational centre for use by local schools to encourage children to take care of the wildlife and look after the trees and plants. And finally in the bottom right-hand corner of the park will be a cafe, opening on to Nile Street.

 3-5 CD2

TEST THREE - SECTION 3:

You'll hear a female student inquiring about changing her course.

Questions 21-25:

Rania: Hi. My name is Rania Azmy. It's a bit early, but I have an appointment to see the assistant Registrar, Magdy Nader, at 10am.

Magdy: Hi, I'm Magdy Nader. Nice to meet you.

- Rania:** Nice to meet you. My tutor advised me to come to see you about changing my course.
- Magdy:** Yes. I've had an email from your tutor, Sameer Kamal. Let me just call it up. ... Here we are. It says ... Rania Azmy ... is on the Wednesday part-time course wants to change to the distance learning programme. Have you any problems with the course itself?
- Rania:** Oh no. I love it. I think the course is really worthwhile. The theoretical sessions once a week on Wednesday from 10am to 2pm. are really good.
- Magdy:** You have two two-hour sessions then?
- Rania:** Yes that's it. And I have to say I think the practical session from 4 through to 9 in the fashion workshops are also good fun, I am finding it all very tiring it makes me too exhausted for my work on Thursdays and Fridays.
- Magdy:** You work the other four days of the week?
- Rania:** Yes, and some Saturdays.
- Magdy:** I see. So, what do you want to do?
- Rania:** I'd like to change to the programme with the distance learning component instead of the Wednesday sessions.
- Magdy:** Yes. That is a possibility. I see from your tutor that has no problem with this, but you realise it's possible you'll have different tutor.
- Rania:** Yes. I'm aware of that. It's a shame because he's a very go tutor. What do I need to do now?
- Magdy:** First, we just need you to fill this transfer form and the claim form for the reduction in fees.
- Rania:** Oh. I didn't realise it was cheaper!
- Magdy:** Oh yes. It's a thousand pounds less a year!

- Rania:** It gets even better! Can I start the distance-learning programme from now?
- Magdy:** I don't see why not. I just need to get a signature from your tutor, which should take only a short time. I'll email it to him now and then he can sign it and put it in the internal mail.
- Rania:** Okay.
- Magdy:** But I also need to go through with you what is involved in the distance-learning programme to make sure you are clear about everything.
- Rania:** Well, I understand I attend the weekend course once a month and that I can book a bench in the fashion workshop at any other time.
- Magdy:** You have a computer at home for the distance-learning?
- Rania:** Oh yes. I have the necessary equipment for making video calls over the Internet already. It's the flexibility of the distance-learning over the Internet that is very useful. And what makes it even more interesting is that I don't have to spend a lot of time travelling to and from the university on the Wednesday. I can adapt it to my own routine, as I will be able to do the theory over the Internet from home when I want. The same is true of booking a tutorial on line using Skype.
- Magdy:** Yes it is amazing, isn't it? It's in its infancy but it's been up and running for a year now and it's going rather well.
- Rania:** Can I just ask if it's possible to have a face-to-face tutorial at any time as well?
- Magdy:** There is no reason why you shouldn't be able to.
-

Questions 26-30:

Rania: What about the assessment for the distance-learning? I take it that it's the same as for the other programme?

Magdy: Let me see. Each month you are expected to keep a written course diary and to present a seminar paper and at the very end of the course there will be a written exam which will account for 30 per cent of the total marks.

Rania: What about the course work? How much does it account for?

Magdy: The design portfolio, which you need to present at the end, accounts for 50 per cent. I would point out just one thing and that is that on the distance-learning programme some tutors like to see the design portfolio twice each term to make sure you are on the right track. But of course you can take it in at any time to show your tutor. And as part of the assessment for the portfolio, you have to present at least one fashion item at a fashion show at the end of the course.

Rania: Is there anything else?

Magdy: No, that's it.

Rania: Thank you for your help.

Magdy: No problem. Hope it all works out well for you now.

TEST THREE - SECTION 4:

You'll hear a talk on the effect of architecture on people's mood.

Questions 31-37.

My group has been doing a project on the importance of architecture in people's lives and whether it has any impact

on the lives of people in general. The main part I have played is in the collection of data to find out what effect, if any, various buildings have on people's mood, i.e. whether ugly buildings make people unhappy and whether beautiful buildings do the opposite.

We had originally thought of starting measuring people's reactions by using a questionnaire with about 40 questions, which we were going to hand out to people including students at the university. But we were worried that doing the questionnaire would be too time-consuming for people to fill in, so we gave up the idea. I then asked several of the postgraduate students for advice. One of them came up with the simple idea of showing people images of various buildings from different eras and styles instead of giving out the questionnaire and asking them to indicate how they felt on a scale of 1-5 about the images where 1 was unhappy and 5 was very happy. People would also be given the option of not saying what they felt. Using the scale meant that it would be much simpler to record people's reactions.

I decided to follow this advice and so the first stage was to collect a large number of images. I used Google to print off colour images of views of houses and apartment blocks where people live and different types of buildings where they work. I started with about 30 or 40 and then reduced them to ten images.

Many colleagues helped me produce the final images. I had them blown up to A4 size and we used colour rather than black and white to make the detail on the images clearer. We made five sets of images and for protection when handling we pasted the images onto hard card. Then using a machine to wrap them with plastic we laminated the cards.

Five of us targeted different age groups; we went to a local school where we obtained permission to ask a group of teenagers between 11 and 18. We also asked a sample of the

general public including tourists from all over the world, as they exited Cairo International Airport, what they thought. We aimed to ask people from different age groups, namely 20 to 40 and 50 and over.

What our group learnt most from the project was first of all the value of teamwork. And second, we found that we had to appoint a leader to stop us pulling in different directions and falling apart, so this turned out to be an invaluable lesson for all of us.

 3-8 CD2

Questions 38-40:

As to the findings, for us they proved intriguing. In the end the sample consisted of 311 respondents. I thought initially that people wouldn't be interested in taking part. With the youngest age group, their reaction was very mixed. It was clear that the youngest group had no pattern of preference at all, as they frequently gave no reaction to the pictures. For the 20-40 age-group, we found that they tended to score more in the middle range around 3.

We found that out of the three groups the most likely to be favourably affected by the images, that is, they were more likely to score the image as 5, were those aged 50 and above. And nobody in this age group failed to say what their reaction was, which was unique for the three groups. In total, I have to say that about 71 people indicate that they had no reaction at all to an image.

Our general conclusion is that we need to find out more about why people react as they do by perhaps giving them a chance to give reasons for their decisions. I would like to finish there and give my team-mates a chance to add anything I have missed, or take any questions or suggestions.

TEST FOUR - SECTION 1:

You'll hear a woman booking a room for a party in a community centre.

Questions 1-4:

Man: Hi. Good morning. My name's Tarek. How can I help you?

Woman: Hi. My name is Merriam Alaa. I understand you hire out rooms in the community center as venues for parties.

Man: Yes we do. We have various sized accommodation; it depends on what you're looking for really.

Woman: We're looking to hold a party, a children birthday party, and need a room that will hold about 70 people with space for small disco area, games, dancing, and food.

Man: Well, we have a large room and it would certainly hold at least 100 people comfortably. It is used a lot for parties, things like that.

Woman: That sounds as if it might be suitable. I've tried various venues and they are either booked up or they don't hold enough people.

Man: Can you tell me when you were thinking of holding the party?

Woman: I know it's short notice, but we wanted to hold it Saturday week, that's April 18th.

Man: Let's have a look ... Mmmm yes. You're in luck. The Sadat Suite is free then.

Woman: I'll just write that down S-A-D-A-T.

Man: And the time? When were you thinking of holding it?

Woman: In the afternoon from 3.30pm. to 9pm.

Man: Yes. Okay. There is no smoking on the

premises and we are only licensed to have soft drinks.

Woman: That's okay. I think I'm happy to go ahead.

 4-2 CD2

Questions 5-10:

Man: Can you just give your postcode?

Woman: Yes. It's FR4STN.

Man: Fine and the flat and street number?

Woman: It's flat number 20, and the street number is 135.

Man: Okay. So ... That's flat 20, 135 Beeches Street.

Woman: Yes, that's right.

Man: And a contact number?

Woman: My landline is 33 13 179 with the code. But, I'll give you my mobile number which is 002 010 5294489.

Man: Ok. 002 010 5294489

Woman: Can you tell me how much it will cost?

Man: It's quite reasonable actually. It's \$200 for the hire of the room, with tables and chairs, but if you want to hire disco equipment we've got a basic system with speakers for \$23, but there is no technician around in case anything goes wrong. And of course it's optional.

Woman: That would save us carting something from home, but maybe we should bring a spare sound system just in case.

Man: We have never had any problem with the system but you might not want to take any chances. What about catering?

Woman: Well, we've thought of getting everyone bringing something.

Man: We have someone who can do catering for \$2 a head including the cake if required.

- Woman: That's handy, but it's a lot as we have a fairly tight budget.
- Man: So you want to go ahead with the booking?
- Woman: Yes certainly.
- Man: Okay. I need to take a deposit of \$30, which is refundable. The balance needs to be paid two days before the event at the latest.
- Woman: Fine.
- Man: You can cancel up to two days before, but after that you lose the deposit.
- Woman: We don't intend to cancel, but is there any insurance we can take out?
- Man: Yes there is a form here somewhere.
- Woman: How much?
- Man: It's let me see it's only \$9 for the 24-hour period and that covers you for cancellation, damage and injury.
- Woman: Well. At least we'd better have a look at it.
- Man: How would you like to pay the deposit?
- Woman: In cash.
- Man: I'll just give you a receipt.
- Woman: There you are. 10, 20, 30
- Man: \$30. Merriam Alaa.
- Woman: Thank you very much. I'm really glad I've found somewhere. We have been trying to book a place for the past two weeks. So, thank you again and bye for now.

 4-3 CD2

TEST FOUR - SECTION 2:

You'll hear a talk in the radio about grass roofs.

Questions 11-13:

And now it's straight into the Eco Hotspot for today's programme. We are in fact going to look at an intriguing trend in recent years in the world of eco-friendly

developments. There has been a constant stream of new 'green products' coming onto the market for the environmentally conscious. A new departure, which I feel needs greater attention drawn to it, is the increasing interest in grass roofs.

Environmentalists sing the praises of grass roofs as interest in sustainable ecological building has led to the greening of the rooftops of residential and commercial buildings around the world. And what does this type of roof consist of? Instead of tiles which allow water to run off and create flash flooding, the roof has a waterproof underlay which is laid over the roof deck. This waterproof layer is then covered with layers for insulation and drainage. Then, on top of the insulation and drainage layer is added a final layer of soil or crushed stones for the plants and/or grass to grow on. The roof can be planted with wild flowers to add colour and life to your rooftop.

4-4 CD2

Questions 14-20:

As for the benefits of grass roofs, in spring and in summer they are very pretty as flowers spring into bloom. Moreover, in summer grass roofs are of particular benefit in cities because they keep any building cool by reflecting the sun's rays. In winter the grass roofs insulate the building, helping to prevent heat loss. The roofs require little maintenance and are better than any other roofing material. They encourage biodiversity by attracting bees and birds and they absorb water run off which helps prevent flash flooding. In fact, the gravel layer retains 71 percent of the rainwater that falls, thus helping to prevent flash flooding. In winter, the brown soil is a bit more evident, which can look unattractive, if the roofs are not tended carefully, but that is a price worth paying and I would say that they come highly recommended by those who have them.

If you compare grass roofs with tiles, the latter do certainly look very tidy, but at a price to the future of the planet. The main drawbacks of tiles though are the water run-off and the absorption of heat from the sun's rays in summer. So, if we are to save the planet from the ecological point of view, tiles do not come recommended. The only roof that I can think of which has similar ecological credentials to the grass roof is the thatched roof. Thatched roofs are good insulators and very attractive, but very pricey and not ideal for cities.

How can we make more of our roofs green? That is, how can people be persuaded to install grass roofs? The World Green Roof Conference in Australia was a very good start. At a grassroots level, the best way to raise the profile of grass roofs is to make them trendy by highlighting them in fashionable magazines so that people begin to feel that they cannot do without them. But the idea I like best is holding competitions for the best designed grass roofs.

 4-5 CD2

TEST FOUR - SECTION 3:

You'll hear a student talking to her tutor about her presentation.

Questions 21-23:

Hala: Excuse me Dr. Ali, I....

Dr. Ali: Oh, hello Hala.

Hala: Have you got a few moments?

Dr. Ali: Yeah. Sure. How can I help you?

Hala: Well, I've had difficulty finding data on the original question and I was wondering if I could change my paper to "Investment in knowledge" comparing some Asian countries with the United Kingdom and then with others throughout the world, I've found lots of data by way of graphs etc.

Dr. Ali: Where did you get the data from?

- Hala: From various sources, books and journals.
- Dr. Ali: How are you going to present the material?
- Hala: I am going to use the electronic whiteboard as suggested and do a blend of graphs, pictures, text and podcasts to illustrate my presentation.
- Dr. Ali: It sounds very impressive.
- Hala: Yes. Let's hope the whiteboard works, but I'm also going to have a power-point presentation for a back-up -just to cover myself.
- Dr. Ali: A back-up is a good idea, but it's a lot of work doing everything twice.
- Hala: It is, but at least I'll have experience of both. Before we talk about how to use the data I've selected, could you give me the names of a few websites I should look at for more specific background material? When you type in anything to do with knowledge there are millions of sites listed.

 4-6 CD2

Questions 24-30:

- Dr. Ali: Let's see. ... I'll print you off this list.....There we go.
- Hala: Right. Do I really need to study everything on these?
- Dr. Ali: No. I suggest there are five or six you can look at. The one you have to go through is the IT department section on the university site, which is www.kmul.org. It has articles by all of us in the department and has links to useful information. So I think it is essential to look at this.
- Hala: Okay. I've already been on it, but I'll tick that one as a must read.
- Dr. Ali: And there's a site, which is hosted by Pollock.

it's investment_IT.com. All you need to do is to skim the abstracts of the articles on the site; they'll give you a general idea about the effects of investment in knowledge.

Hala: Yes. That sounds good. It cuts out having to read everything. What about this one, knowledge_journal.com?

Dr. Ali: If I remember it's not that useful. I would say that there are very few things that you need to read there. There's IT_knowledge_review.com. It's got loads of articles, but it's probably best just to read those that have come out in the last term or so.

Hala: Do you have to subscribe?

Dr. Ali: No. It's free from the university library. And another free journal on line is IT_online.com. I wouldn't say it's essential to read it, but it is beneficial and so I think it is worth a look.

Hala: If you think it's useful, there is no harm in looking at it.

Dr. Ali: But NationalStatistics.com is worth looking at and trying out the links that it gives. I think these are probably enough to be getting on with.

Hala: I think so. There's another thing I want to ask about. How much material should I use in my presentation?

Dr. Ali: Avoid crowding the screen. If you have lots of information at one time, people will not be able to follow it and will just switch off.

Hala: That's worth remembering. I've been in lectures where there was too much detail on the screen and it was impossible to read quickly. But what about visuals? Do you think it's okay to mix visuals and text?

Dr. Ali: Visuals are very useful, but they must be relevant or else people will get confused about what they mean and why they are there. And they won't pay attention to what you are saying. So be careful. From what I can see you have the makings of a very good presentation.

Hala: Thank you!

04-7 CD2

TEST FOUR - SECTION 4:

You'll hear a talk on the work of a printing department at a university.

Questions 31-37:

I am here to give you a brief outline of the work of this new department. The Department of the Printed Word has a very short history, having been created just ten years ago. Some statistics to start with. The first intake of undergraduate students consisted of 20 students, which rose to 37 in the second year and we now have about 50 in the first year, doing a wide range of courses, full and part-time. We have a thriving research department with 17 students on the taught MA course and 7 students doing research full-time. In all we have 9 full-time lecturers and 16 part-time lecturers who work mainly but not exclusively in our evening department. Of the total student body, approximately 21 percent are from outside the country, a number which has been increasing steadily over recent years.

Although students from overseas have to reach a minimum level of competence in English before they follow a course at the university, some may require remedial help with their English and we can offer help through the Student Support Services as part of the general assistance given to all students. For home students, both graduate and undergraduate, there are bursaries to help with travel and

accommodation, for which I would advise you to contact Mrs. Ragia at the end of this session.

Increasingly, we are forging external links with organizations in the publishing world. And we have been very fortunate in that we have received money to sponsor not just various students within the department but also technicians and lecturers. Each year we hold a series of lectures, which are given by external speakers in the world of printing and the media. The series of workshops that you see around you have been built thanks to a very generous donation which has allowed us to develop our facilities for book binding and restoration.

Now, the main work of the department relates to teaching the mechanism of printing and as most printing is now so highly technological, all our students have to be computer-literate. For those of you who are interested in taking a module in this department from another department and who feel that you may not have the necessary computer skills, don't let the technology put you off. We have a number of specialist technicians who can support and deliver crash programmes in the computing technology required. As long as you can switch on the computer you are half way there.

 4-8 CD2

Questions 38-40:

We have what can only be called state-of-the-art facilities especially for those wishing to move into publishing world working not just as printers, but also in editing, page design, layout and book-binding. With the extensive facilities we have for book restoration, some of our former students are now employed as expert book restorers and conservationists, skills which were once almost dying out. In the display you will notice samples of work on book cover design, and as well as having all the necessary

computer programmes for dealing with printing we have some old printing presses.

Despite being largely a modern department, we do have an increasing interest in research into the history of the printed word, ranging from early European to Chinese and Japanese printing techniques. We have in fact some very well-known experts on early printing in Europe in the 15th and 16th centuries. If this area appeals to you, you can talk to Dr Faiza Shaker afterwards. From China we are lucky to have as a visiting lecturer Dr Lee, who is an authority on early Chinese manuscripts and printing machines. If you are thinking about doing a module with us or you are interested in doing research after you have finished your first degree, the person to talk to is Professor Mohey El-Dein who will be able to give you all the details. For postgraduate research, you should really be thinking about applying now even though we are only in December, as the department now attracts large numbers of people and we always have many applications for each research position.

*PRACTICE TESTS FOR
THE IELTS* 

Answer Key

1- Listening Tests:

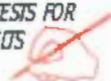
Preliminary Listening Test:

- | | |
|------------------------|----------------------------------|
| 1- A | 21- musical instruments |
| 2- C | 22- A |
| 3- D | 23- B |
| 4- C | 24- C |
| 5- B | 25- Dr. Kamal |
| 6- Ali | 26- give a talk |
| 7- Tahrir | 27- write up work |
| 8- Cairo | 28- can choose |
| 9- 26332968 | 29- open book |
| 10- \$55 | 30- closed reserve |
| 11- E | 31- vocational subjects |
| 12- F | 32- B |
| 13- H | 33- C |
| 14- \$ 250 million | 34- History & Economics |
| 15- roads/ road system | 35- meeting deadlines for essays |
| 16- too late | 36- attendance |
| 17- school children | 37- B |
| 18- 3 | 38- C |
| 19- boats | 39- B |
| 20- pilot | 40- D |

Listening Test 1

- | | |
|-------------------------------|------------------------------|
| 1- 2.5kg. | 21- 2 nd February |
| 2- 0.5 GB | 22- academic |
| 3- 35 cm. | 23- professional |
| 4- 2.5 hours | 24- about a third |
| 5- wireless | 25- sequence |
| 6- scanner & headphones | 26- technical ability |
| 7- \$300 | 27- set out |
| 8- Ali | 28- average |
| 9- 002-017-500 1804 | 29- most improvement |
| 10- 21 st December | 30- 7 |
| 11- permanent staff members | 31- A |
| 12- quick tour | 32- C |
| 13- oversee training | 33- B |
| 14- manage booking | 34- 33% |
| 15- prevent injuries | 35- 2/10 |
| 16- E | 36- stock |
| 17- C | 37- production targets |
| 18- B | 38- expansion plans |
| 19- 5 | 39- product range |
| 20- Thursday, 4.30 | 40- team building |

PRACTICE TESTS FOR
THE IELTS



Listening Test 2

- | | |
|------------------------|-------------------------|
| 1- C | 21- B |
| 2- C | 22- A |
| 3- B | 23- C |
| 4- B | 24- B |
| 5- Ragheb | 25- E |
| 6- Ramsis Street | 26- prioritize |
| 7- NA5 3PQ | 27- 4 examiners |
| 8- 02-3338-3113 | 28- listen |
| 9- monthly instalments | 29- team |
| 10- fortnight | 30- appeal |
| 11- B | 31- A |
| 12- D | 32- B |
| 13- shop | 33- C |
| 14- seating | 34- acidity |
| 15- 9.30 | 35- habitats peoples |
| 16- A | 36- observing ice packs |
| 17- b | 37- size |
| 18- A | 38- row |
| 19- B | 39- bank |
| 20- C | 40- experts / centers |

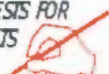
PRACTICE TESTS FOR
THE IELTS



Listening Test 3

- | | |
|---------------------------|------------------|
| 1- Ali | 21- C |
| 2- 017-500-1804 | 22- B |
| 3- four nights | 23- A |
| 4- four star | 24- D |
| 5- B | 25- E |
| 6- C | 26- course diary |
| 7- 17 th March | 27- written exam |
| 8- \$716 | 28- design |
| 9- 15% | 29- 50% |
| 10- SART-UST | 30- fashion show |
| 11- a decade | 31- A |
| 12- small business park | 32- C |
| 13- local organizations | 33- B |
| 14- entrance | 34- C |
| 15- local businesses | 35- A |
| 16- ornamented | 36- A |
| 17- sports area | 37- B |
| 18- play area | 38- A |
| 19- trees | 39- C |
| 20- cafe | 40- D |

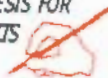
PRACTICE TESTS FOR
THE IELTS



Listening Test 4

- | | |
|---------------------------|----------------------------------|
| 1- 70 people | 21- electronic whiteboard |
| 2- April 18 th | 22- back-up |
| 3- The Sadat Suite | 23- specific background material |
| 4- 3.30pm - 9pm | 24- C |
| 5- FR4 STN | 25- G |
| 6- 33 13 179 | 26- B |
| 7- 002 010 529 44 89 | 27- F |
| 8- \$200 | 28- D |
| 9- \$30 | 29- A |
| 10- damage & injury | 30- B |
| 11- C | 31- taught |
| 12- B | 32- twenty one |
| 13- A | 33- lectures |
| 14- maintenance | 34- restoration |
| 15- unattractive | 35- mechanism of printing |
| 16- tidy | 36- computer-literate |
| 17- heat | 37- programmes |
| 18- pricey | 38- restorers – conservationist |
| 19- B | 39- printing machines |
| 20- E | 40- applications |

PRACTICE TESTS FOR
THE IELTS



2- Reading Tests:

Preliminary Reading Test

- | | |
|---------------|---------------|
| 1- iv | 21- NOT GIVEN |
| 2- i | 22- E |
| 3- v | 23- G |
| 4- vii | 24- H |
| 5- B | 25- A |
| 6- D | 26- B |
| 7- A | 27- B |
| 8- A | 28- C |
| 9- B | 29- iv |
| 10- E | 30- vii |
| 11- B | 31- iii |
| 12- E | 32- v |
| 13- F | 33- vi |
| 14- G | 34- B |
| 15- B | 35- F |
| 16- A | 36- YES |
| 17- C | 37- NO |
| 18- NO | 38- NOT GIVEN |
| 19- NOT GIVEN | 39- YES |
| 20- YES | 40- D |

PRACTICE TESTS FOR
THE IELTS



Reading Test 1

- | | |
|--------------------------------|---------------|
| 1- A | 21- H |
| 2- D | 22- K |
| 3- C | 23- L |
| 4- B | 24- A |
| 5- D | 25- TRUE |
| 6- nurlins | 26- FALSE |
| 7- (basic) grant | 27- NOT GIVEN |
| 8- hybrid | 28- iv |
| 9- cross-breeding (studies) | 29- i |
| 10- it stimulates reproduction | 30- vi |
| 11- relatively high | 31- viii |
| 12- development & investment | 32- ix |
| 13- catholic food tastes | 33- ii |
| 14- B | 34- A |
| 15- C | 35- D |
| 16- E | 36- C |
| 17- G | 37- A |
| 18- C | 38- B |
| 19- J | 39- F |
| 20- F | 40- D |

PRACTICE TESTS FOR
THE IELTS

Reading Test 2

- | | |
|-------------------------------|---------------|
| 1- iii | 21- spirits |
| 2- i | 22- TRUE |
| 3- ii | 23- NOT GIVEN |
| 4- vii | 24- FALSE |
| 5- worldwide phenomena | 25- FALSE |
| 6- valuable resource | 26- TRUE |
| 7- agricultural technology | 27- TRUE |
| 8- infrastructural facilities | 28- I |
| 9- YES | 29- D |
| 10- YES | 30- G |
| 11- NOT GIVEN | 31- C |
| 12- No | 32- E |
| 13- No | 33- A |
| 14- B | 34- D |
| 15- E | 35- B |
| 16- F | 36- C |
| 17- essential element | 37- A |
| 18- applications | 38- E |
| 19- portable commodity | 39- C |
| 20- taxes | 40- A |

PRACTICE TESTS FOR
THE IELTS



Reading Test 3

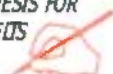
- | | |
|-----------------|------------------|
| 1- H | 21- B |
| 2- E | 22- D |
| 3- C | 23- A |
| 4- B | 24- NO |
| 5- D | 25- YES |
| 6- A | 26- NOT GIVEN |
| 7- blue glaze | 27- D |
| 8- characters | 28- C |
| 9- border | 29- F |
| 10- 19.5 inches | 30- G |
| 11- TRUE | 31- A |
| 12- NOT GIVEN | 32- GMOs |
| 13- FALSE | 33- scepticism |
| 14- ix | 34- absurd |
| 15- ii | 35- ill-health |
| 16- viii | 36- L comparable |
| 17- vii | 37- F latter |
| 18- vi | 38- G dangers |
| 19- xi | 39- I advantages |
| 20- C | 40- K attitude |

PRACTICE TESTS FOR
THE IELTS

Reading Test 4

- | | |
|--------------------|---------------------------|
| 1- types | 21- losing money |
| 2- tunnels | 22- clockwise |
| 3- areas | 23- G |
| 4- cracks | 24- C |
| 5- fractures | 25- F |
| 6- passage | 26- A |
| 7- streams | 27- C |
| 8- erosion | 28- F |
| 9- A | 29- D |
| 10- E | 30- C |
| 11- FALSE | 31- B |
| 12- TRUE | 32- A |
| 13- FALSE | 33- (special) advice |
| 14- C | 34- academic institutions |
| 15- B | 35- licence to practice |
| 16- A | 36- (long term) decline |
| 17- B | 37- self-regulation |
| 18- D | 38- more open |
| 19- Thomas Carlyle | 39- demanding |
| 20- bird-flight | 40- specialization |

PRACTICE TESTS FOR
THE IELTS



3-WRITING TESTS:

ملاحظات مهمة :

- 1- كل النماذج التالية للإجابة ما هي إلا ما أعده أحد الخبراء كنماذج جيدة جدًا. لكن هذا لا يمنع على أي حال من أنها مجرد أمثلة من بين أمثلة أخرى جيدة جدًا عديدة يمكن أن يكتبها آخرون.
- 2- كل موضوع أو تقرير متبوع بترجمة كاملة له رغم أن ذلك غير مطلوب بالطبع، ولكنني أردت أن أخفف على المتقدمين لاختبار IELTS متوسطي المستوى ومساعدتهم على رفع مستواهم. والمتقدم الذي لا يجد أي احتياج لمراجعة ترجمة القطع التالية ومعاني كلماتها، أي أنه يقرأها بطلاقة ويعرف معناها جيدًا يمكنه التقدم للاختبار وهو مطمئن.

PRELIMINARY WRITING TEST

WRITING TASK 1 – MODEL ANSWER:

The chart shows that the figures for imprisonment in five countries indicate no overall pattern of increase or decrease. In fact there is considerable fluctuation from country to country.

In Great Britain the numbers in prison have increased steadily from 30,000 in 1930 to 80,000 in 1980. On the other hand in Australia, and particularly in New Zealand the numbers fell markedly from 1930 to 1940. Since then they have increased gradually, apart from in 1980 when the numbers in prison in New Zealand fell by about 30,000 from the 1970 total. Canada is the only country in which the numbers in prison have decreased over the period 1930 to 1980, although there have been fluctuations in this trend. The figures for the United States indicate the greatest number of prisoners compared to the other four countries but population size needs to be taken into account in this analysis. The prison population in the United States

increased rapidly from 1970 to 1980 and this must be a worrying trend.

يوضح الرسم البياني أعداد المساجين في خمس دول أوروبية، وهو لا يشير إلى أي اتجاه عام للزيادة أو النقصان. وفي الحقيقة، هناك تفاوت من دولة إلى أخرى.

فقد زادت أعداد المساجين في بريطانيا العظمى من 30000 في عام 1930م إلى 80000 في عام 1980م. ومن جهة أخرى تراجعت أعداد المساجين بنسبة ملحوظة في أستراليا ونيوزيلندا على وجه الخصوص في الفترة 1930-1940م. ومنذ ذلك الوقت وتزايدت الأعداد تدريجياً، وبغض النظر عن عام 1980م عندما قلت أعداد المساجين في أستراليا بمقدار 30000 عن إجمالي عددهم في عام 1970م. وكندا هي الدولة الوحيدة التي تراجعت فيها أعداد المساجين خلال الفترة 1930-1980م بالرغم من تذبذب تلك الأعداد في تلك الفترة. أما الأرقام الخاصة بالولايات المتحدة فتشير إلى العدد الكبير من المساجين بالمقارنة مع بقية الدول الأربع الأخرى، لكن لابد من وضع عدد سكان الدولة في الاعتبار. وقد تزايد عدد المساجين في الولايات المتحدة بسرعة فيما بين عامي 1970-1980م وهذا تطور يثير القلق.

WRITING TASK 2 - MODEL ANSWER:

It is certainly true that the position of women in society has undergone a dramatic change in the past twenty years but I do not feel that this is a direct cause of the indisputable increase in juvenile-related problems during this period.

It is now accepted that young women should find work on leaving school; indeed to rely totally on their parents' financial support is no longer an option in many families. Likewise, once they get married, the majority of women continue working since the financial pressures of setting up a house and establishing a reasonable standard of living

often require two incomes.

Twenty years ago, it was common for women to give up work once they had children and devote their time to caring for their children. This is no longer the general rule and the provision of professionally-run child care facilities and day nurseries have removed much of the responsibility for child rearing that used to fall to mothers. However, these facilities come at a cost and often require two salaries coming into a family to be afforded.

I do not believe that the increase in the number of working mothers has resulted in children being brought up less well than previously. Indeed it could be argued that by giving mothers the opportunity to work and earn extra money, children can be better provided for than previously. There is more money for luxuries and holidays and a more secure family life is possible.

Of course there are limits as to the amount of time that ideally should be spent away from home and the ideal scenario would be for one of the parents (often the wife) to have a part-time job and thus be available for their children before and after school. It is important to establish the correct balance between family life and working life.

من المؤكد أن مكانة المرأة في المجتمع قد مرت بتغير درامي خلال العشرين عاماً الماضية، لكني لا أشعر أن هذا سبب مباشر في التزايد الذي لا يقبل الجدل في المشكلات ذات العلاقة بالمراهقين خلال نفس الفترة.

ومن المقبول الآن أن تجد الفتيات عملاً بمجرد الانتهاء من الدراسة؛ وفي الواقع فإن اعتمادهن كلياً على والديهن فيما يخص الإنفاق عليهن لم يعد احتمالاً مطروحاً في كثير من الأسر. وبمجرد الزواج تتجه أغلبية النساء إلى الاستمرار في العمل بسبب الضغوط المالية المتمثلة في تأثيث بيت وإيجاد مستوى مناسب من المعيشة وهذا يتطلب دخلين (مصدرين للمال).

ومنذ عشرين عاماً، كان من الشائع بالنسبة للنساء أن يتوقفن عن العمل بمجرد إنجابهن لأطفال وتفرغهن تماماً للعناية بهم. لكن ذلك لم يعد قاعدة عامة، فقد تولت دور الحضانة التي يديرها متخصصون تقديم تسهيلات ورعاية للأطفال أوقات النهار، وقد خفف ذلك كثيراً من مسؤوليات الأم في تربية الطفل. وعلى أي حال، لكن هذه الخدمات تقدم في مقابل مالي وهذا يجعل الأسرة في حاجة إلى دخلين كاملين حتي تتمكن الأسرة من السداد. وأنا لا أعتقد أن تزايد أعداد الأمهات العاملات قد تسبب في تنشئة غير جيدة للأطفال عما سبق. لكن في الحقيقة يمكننا أن نقول إن إعطاء الأمهات الفرصة للعمل وكسب مزيد من المال يمكن أن يحسّن تنشئة الأطفال. كما تتمكن الأسرة من كسب المزيد من المال الذي تحتاجه من أجل الكماليات والأجازات وحياة أكثر أمناً للأسرة.

وبالطبع هناك حدود لمقدار الوقت الذي يمكن قضاءه بعيداً عن البيت، والسيناريو المثالي هو أن أحد الزوجين (الزوجة عادة) يقوم بعمل لنصف الوقت وبالتالي يرعى الأطفال قبل ذهابهم إلى المدرسة وبعد عودتهم منها، لكن من المهم أن يكون هناك توازن صحيح بين الحياة العائلية وحياة العمل.

الأسرة الحديثة

WRITING TEST 1

WRITING TASK 1 – MODEL ANSWER:

The table shows that the percentage of British households with a range of consumer durables increased steadily between 1972 and 1983. The greatest increase was in telephone ownership, rising from 42% in 1972 to 77% in 1983. Next came central heating ownership, rising from 37% of households in 1972 to 64% in 1983. The percentage of households with a refrigerator rose 21% over the same period and of those with a washing machine by 14%.

Households with vacuum-cleaners, televisions and

dishwashers rose by 8%, 5% and 2% respectively. In 1983, the year of their introduction, 18% of households had a video recorder.

The significant social changes reflected in the statistics are that over that period the proportion of British houses with central heating rose from one to two thirds, and of those with a phone from under a half to over three-quarters. Together with the big increases in the ownership of washing machines and refrigerators, there are evidence of both rising living standards and the trend to lifestyles based on comfort and convenience.

يوضح الجدول أن نسبة المنازل البريطانية التي تحتوي على عدد من السلع المعمرة تزايدت بانتظام فيما بين عامي 1972-1983م. وكانت أعلى نسبة تزايد في الهواتف حيث ارتفعت من 42% في عام 1972 إلى 77% في عام 1983م. وتأتي بعد أنظمة التدفئة المركزية، حيث ارتفعت من 37% من البيوت البريطانية في عام 1972م إلى 64% في عام 1983م. كما ارتفعت المنازل التي تحتوي على ثلاجات بنسبة 21% وغسالات الملابس بنسبة 14% خلال نفس الفترة.

كما زادت نسب امتلاك المكائن والتلفازات وغسالات الأطباق بنسب 8% و5% و2% على التوالي. وفي عام 1983م كانت أجهزة تسجيل الفيديو في 18% من البيوت وهو نفس العام الذي نزل فيه هذا الجهاز إلى الأسواق.

إن التغيرات الاجتماعية الملحوظة التي تعكسها هذه الإحصائيات تقول إن خلال فترة البحث زاد عدد مستخدمي التدفئة المركزية في البيوت البريطانية من الثلث إلى ثلثي البيوت، وزاد عدد مستخدمي الهاتف من أقل من النصف إلى ثلاثة أرباع البيوت. وبالإضافة إلى الزيادة العالية في الغسالات والثلاجات، كانت هناك دلائل على ارتفاع كل من مستوى المعيشة واتجاه طريقة الحياة نحو الراحة والترف.

WRITING TASK 2 – MODEL ANSWER:

I believe that child-rearing should be the responsibility of both parents and that, whilst the roles within that partnership may be different, they are nevertheless equal in importance. In some societies, it has been made easier over the years for single parents to raise children on their own. However, this does not mean that the traditional family, with both parents providing emotional support and role-models for their children, is not the most satisfactory way of bringing up children.

Of crucial importance, in my opinion, is how we define 'responsible for bringing the children up'. At its simplest, it could mean giving the financial support necessary to provide a home, food and clothes and making sure the child is safe and receives an adequate education. This would be the basic definition.

There is, however, another possible way of defining that part of the quotation. That would say it is not just the father's responsibility to provide the basics for his children; while his wife involves herself in the everyday activity of bringing them up. Rather, he should share those daily duties, spend as much time as his job allows with his children, play with them, read to them, help directly with their education, participate very fully in their lives and encourage them to share his.

It is this second, fuller, concept of 'fatherhood' that I am in favour of, although I also realise how difficult it is to achieve sometimes. The economic and employment situation in many countries means that jobs are getting more, not less, stressful, requiring long hours and perhaps long journeys to work as well. Therefore, it may remain for many a desirable ideal rather than an achievable reality.

أعتقد أن تربية الأطفال مسؤولية كل من الوالدين، وبالرغم من اختلاف

الأدوار بين كلٍّ منهما إلا أنهما يتساويان من حيث الأهمية. وفي بعض المجتمعات، أصبح من السهل -خلال عدة أعوام- على أحد الوالدين أن يراعى الأطفال بمفرده، لكن ذلك لا يعني أن الأسرة التقليدية التي يوجد بها الوالدان معًا -الذان يقدمان الدعم العاطفي للأطفال ويقدمان لهما المثل الأعلى- لم تعد أفضل الطرق لتربية الأطفال.

وفي رأيي، أن تفسيرنا للمصطلح "مسئول عن تنشئة الأطفال" مهم جداً. فمعناه البسيط هو الرعاية المالية الضرورية لتوفير بيت وطعام وملابس والتأكد من أمن الأطفال وتعليمهم بقدر مناسب، قد يكون ذلك هو التعريف الأساسي.

لكن -على أي حال- هناك طريقة أخرى ممكنة لتعريف هذا المصطلح. وهو أنه لا يعني مجرد مسؤولية الأب عن تقديم كل الأساسيات الضرورية للأولاد، بينما تنهك زوجته بأنشطتها اليومية الخاصة بتربيتهم فقط. حيث يجب عليه أن يشارك في الواجبات اليومية، ويقضي أكبر قدر من وقته تسمح به وظيفته مع أطفاله ويلعب معهم ويقرأ لهم ويساعدهم بطريقة مباشرة في التعلم ويشارك بجدية في حياتهم ويشجعهم على مشاركته في حياته.

هذا التفسير الثاني الأشمل "للأبوة" الذي أؤيده أنا وذلك بالرغم من أنني أدرك مدى صعوبة تحقيقه في بعض الأوقات. حيث أن الموقف الاقتصادي وحالة العمل في كثير من الدول يعني أن الوظائف أصبحت أكثر تسبباً للتوتر وتحتاج إلى عدد أكبر من الساعات وربما إلى رحلات عمل طويلة أيضاً. لذلك قد يكون هذا التعريف مجرد أمنية للكثيرين وليست حقيقة يمكن الوصول إليها.

PRACTICE TESTS FOR
THE IELTS

WRITING TEST 2

WRITING TASK 1 – MODEL ANSWER:

The chart shows that Kingdom of Saudi Arabia, among the four Arab countries listed, has spent most heavily on the range of consumer goods included. In every case, Saudi spending is considerably higher than that of other Arab countries; only in the case of tennis racquets does another country, Kuwait, come close.

In contrast, Iraq is generally the lowest spender. This is most evident in photographic films, where Iraq spends much less than Saudi Arabia. Iraq only spends more than another country, Syria, in two cases; tennis racquets and perfumes.

Meanwhile, Syria and Kuwait generally maintain middle positions, averaging approximately similar spending overall. Specifically, Syria spends more on CDs and photographic films but less on tennis racquets than Kuwait does. Kuwait's spending on personal stereos is only marginally greater than that of Syria, while spending on toys is equal between the two.

It is clear from the data given that there are some significant differences in spending habits within these four Arab countries.

يوضح الرسم البياني أن المملكة العربية السعودية -من بين الدول العربية الأربع المذكورة في الرسم- أكثر إنفاقاً على عدد من السلع الكمالية التي تتناولها الدراسة. ففي كل سلعة تتفق السعودية أكثر من أي دولة عربية أخرى شملتها الدراسة بنسبة ملحوظة. لكن في حالة واحدة فقط وهي شراء مضارب التنس اقتربت الكويت من السعودية.

وفي المقابل، تعتبر العراق أقل دولة في الإنفاق. وهذا واضح جداً فيما يخص شراء أفلام الكاميرات، حيث تتفق عليها العراق أقل بكثير من المملكة العربية السعودية. كما تتفق العراق في شراء سلعتين وهما مضارب التنس

والعطور أكثر من دولة واحدة وهي سوريا.

بينما تحافظ سوريا والكويت على المواقع المتوسطة بصفة عامة، حيث تتفقان بنسب متقاربة. وبينما تتفق سوريا أكثر من الكويت على الأقراص المدمجة وأفلام الكاميرات وأقل منها على مضارب التنس وتتفق الكويت أكثر من سوريا على أجهزة الاستريو الشخصية بنسبة أكبر قليلاً من سوريا، وتساوت الدولتين في الإنفاق على لعب الأطفال.

وتوضح البيانات المذكورة في الرسم البياني أن هناك فروقا واضحة في عادات الإنفاق في تلك الدول العربية الأربعة.

ملاحظة هامة:

لاحظ أن هذا الرسم البياني لم يحدد عملة يستخدمها للمقارنة بل استخدم أرقاماً مطلقة، ولاحظ أيضاً أن الإجابة السابقة لم تستخدم أي أرقام رغم أنها قدمت تقريراً وافياً عن الرسم البياني، فقد اعتمد الكاتب على القول بأن هذا أكبر من ذاك بكثير وهذا يتصدر قائمة ... وهذا يأتي في آخرها. وأنا أرى أن هذا النوع من الأسئلة يُعلم الدارس حسن التصرف، فليس من المهم أن يحدد لك الرسم البياني كل البيانات حتى تستطيع كتابة تقرير عنه.

WRITING TASK 2 – MODEL ANSWER:

Overall, I disagree with the opinion expressed. I would like to begin by pointing out that 'traditional skills and ways of life' are not automatically generated out of one country, but of a culture or community.

In many ways, the history of civilization is the history of technology: from the discovery of fire to the invention of the wheel to the development of the Internet we have been moving on from previous ways of doing things. Some technologies, such as weapons of mass destruction, are of negative impact. Others, such as medical advances, positively help people to live better or longer, and so very

much help traditional ways of life. Surely, no people would seek to preserve such traditions as living in caves.

Interestingly, technology can positively contribute to the keeping alive of traditional skills and ways of life. For example, the populations of some islands are too small to have normal schools. Rather than breaking up families by sending children to the mainland, education authorities have been able to use the Internet to deliver schooling online. In addition, the Internet, and modern refrigeration techniques, are being used to keep alive the traditional skills of producing salmon; it can now be ordered from, and delivered to, anywhere in the world.

In conclusion, without suggesting that all technology is necessarily good, I think it is by no means 'pointless', in any way, to try to keep traditions alive with technology. We should not ignore technology, because it can be our friend and support our way of life.

أنا أختلف مع هذا الرأي بصفة عامة، وأود أن أبدأ بالإشارة إلى أن المهارات التقليدية طرق المعيشة لا تتوالد آلياً في دولة ما بل توجد الثقافة والمجتمع. ويعتبر تاريخ الحضارة من عدة أوجه - تاريخاً للتكنولوجيا، فما بين اكتشاف النار واختراع العجلة وتطوير الإنترنت تخليناً عما كنا نستخدمه من طرق لتنفيذ ما نريد الوصول إليه. وبعض أنواع التكنولوجيا، مثل أسلحة الدمار الشامل كان لها تأثير سلبي. وبعض أنواع التكنولوجيا الأخرى مثل ذلك التقدم الذي حدث في الطب تساعد على تحسين حياة الناس. وبالطبع لا تحب الشعوب الحفاظ على كل عاداتها القديمة مثل عادة العيش في الكهوف. ومن الممتع أن نعلم أن التكنولوجيا تساهم في الحفاظ على المهارات التقليدية وطرق العيش. وعلى سبيل المثال، سكان بعض الجزر قد يكونون قليلين جداً لدرجة لا تسمح بفتح مدارس تقليدية، فبدلاً من تشتيت أفراد الأسرة وإرسال الأبناء بعيداً عن أرض الوطن، استطاع المسؤولون عن التعليم استخدام

الإنترنت للتعليم عبر الشبكة. بالإضافة إلى أن الإنترنت وطرق التبريد الحديثة تستخدم في الحفاظ على مهارات إنتاج السلمون، حيث يمكن طلب السلمون وتسلمه في أي مكان في العالم. وفي الختام وبدون أن أقول إن كل أنواع التكنولوجيا جيدة فإنه من غير المناسب بأي حال أن نحاول الحفاظ على عاداتنا باستخدام التكنولوجيا. ويجب علينا ألا نتجاهل التكنولوجيا في نفس الوقت حيث يمكن أن تكون صديقة لنا وتساعدنا في حياتنا.

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WRITING TEST 3

WRITING TASK 1 – MODEL ANSWER:

The data shows the differences between developing and industrialized countries' participation in education and science.

In terms of the number of years of schooling received, we see that the length of time people spend at school in industrialized countries was much greater at 8.5 years in 1980, compared to 2.5 years in developing countries. The gap was increased further in 1990 when the figures rose to 10.5 years and 3.5 years respectively.

We can see a similar pattern in the second graph, which shows that the number of people working as scientists and technicians in industrialized countries increased from 55 to 85 per 1,000 people between 1980 and 1990, while the number in developing countries went from 12 to 20.

Finally, the figures for spending on research and development show that industrialized countries more than doubled their spending, from \$200 billions to \$420 billions, whereas developing countries actually decreased theirs, from \$75 billions down to \$25 billions.

Overall we can see that not only are there very large

differences between the two economies but that these gaps are widening.

توضح البيانات تلك الاختلافات بين الدول النامية والدول الصناعية من حيث نصيب كل منها من التعليم والعلوم.

وفيما يخص عدد سنوات التعلم نلاحظ أن الفترة التي يمضيها الفرد في المدرسة في الدول الصناعية كانت تزيد عن 8.5 سنة وذلك في عام 1980م، مقارنة 2.5 سنة فقط في الدول النامية. وقد اتسعت الفجوة في عام 1990م حيث ارتفعت الأرقام لتصل إلى 10.5 سنوات و 3.5 سنة على التوالي.

ويمكننا أن نرى مثلاً مشابهاً في الرسم البياني الثاني، حيث يوضح الرسم أن عدد العلماء والفنيين في الدول الصناعية زاد من 55 إلى 85 في الألف فيما بين عامي 1980-1990م بينما ارتفع هذا العدد في الدول النامية من 12 إلى 20 فرداً.

وأخيراً توضح أرقام الإنفاق على البحث والتطوير أن الدول الصناعية أنفقت أكثر من ضعف النفقات في هذا المجال حيث زاد المبلغ المنفق من 200 بليون دولار إلى 420 بليون دولار. بينما تراجع الإنفاق في هذا المجال في الدول النامية من 75 بليون دولار إلى 25 بليون دولار.

وبصفة عامة يمكننا أن نقر ليس فقط بوجود فروق كبيرة بين تلك النوعيتين من الدول ولكن بتزايد اتساع الهوة بينهما أيضاً.

WRITING TASK 2 – MODEL ANSWER:

The issue of children doing paid work is a complex and sensitive one. It is difficult to say who has the right to judge whether children working is 'wrong' or 'valuable'. Opinions will also differ as to 'learning' benefits: no doubt teachers and factory owners, for example, would have varying

concerns.

An important consideration is the kind of work undertaken. Young children doing arduous and repetitive tasks on a factory production line, for example, are less likely to be 'learning' than older children helping in an old people's home. There are health and safety issues to be considered as well. It is an unfortunate fact that many employers may prefer to use the services of children simply to save money by paying them less than adults and it is this type of exploitation that should be discouraged.

However, in many countries children work because their families need the additional income, no matter how small. This was certainly the case in the past in many industrialized countries, and it is very difficult to judge that it is wrong for children today to contribute to the family income in this way.

In better economic circumstances, few parents would choose to send their children out to full-time paid work. If learning responsibilities and work experience are considered to be important, then children can acquire these by having light, part-time jobs or even doing tasks such as helping their parents around the family home, which are unpaid, but undoubtedly of value in children's development.

إن قضية قيام الأطفال بالعمل مدفوع الأجر معقدة وحساسة. فمن الصعب معرفة صاحب الحق في تقرير ما إذا كان عمل الأطفال أمراً خاطئاً أم ذا قيمة. وتختلف الآراء أيضاً حول فوائد التعلم، حيث يختلف المعلمون وأصحاب المصانع حول هذا الأمر.

وهناك أمر هام يجب وضعه في الاعتبار وهو العمل الذي يقوم به الطفل. فالأطفال الصغار التي تقوم بأعمال شاقة ومتكررة على خط إنتاج في مصنع -مثلاً- يلقون قدرًا أقل من التعليم عن هؤلاء الأكبر منهم الذين يعملون في بيوت المسنين. كما أن هناك قضايا تخص الأمن والصحة يجب وضعها في

الاعتبار أيضاً. وهناك حقيقة لسوء الحظ تقول بأن أصحاب الأعمال يفضلون استخدام الأطفال لمجرد أن أجورهم زهيدة ولأنهم سيدفعون لهم أقل من الكبار، ولا بد من مقاومة هذا النوع من الاستغلال.

وعلى أي حال، في كثير من الدول يعمل الأطفال لأن أسرهم تحتاج إلى دخل إضافي، حتى وإن كان هذا الدخل قليلاً. وكان هذا بالتأكيد هو الحال في الماضي في كثير من الدول الصناعية، ومن الصعب جداً أن نحكم ما إذا كان من الخطأ أن يشارك الأطفال في دخل أسرهم بهذه الطريقة اليوم.

وفي الحالات الاقتصادية الأفضل، يفضل قليل من الآباء إرسال أطفالهم إلى العمل دوام كامل. وإذا تم اعتبار أن كلاً من التعلم والخبرة في مجال العمل مهمان للغاية، يمكن في هذه الحالة للأطفال تحقيق ذلك من خلال العمل لنصف الوقت أو حتى القيام بأعمال مثل مساعدة الوالدين في المنطقة المحيطة بالبيت، وهو عمل غير مدفوع الأجر، لكنه مفيد بلا شك في تطور الأطفال.

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WRITING TEST 4

WRITING TASK 1 – MODEL ANSWER:

The chart shows the number of hours of leisure enjoyed by men and women in a typical week in 2009-2010, according to gender and employment status.

Among those employed full-time, men on average had fifty hours of leisure, whereas women had approximately thirty-seven hours. There were no figures given for male part-time workers, but female part-timers had forty hours of leisure time, only slightly more than women in full-time employment, perhaps reflecting their work in the home.

In the unemployed and retired categories, leisure time showed an increase for both sexes, as might have been

expected. Here too, men enjoyed more leisure time -over eighty hours, compared with seventy hours for women, perhaps once again reflecting the fact that women spend more time working in the home than men.

Lastly, housewives enjoyed approximately fifty-four hours of leisure, on average. There were no figures given for househusbands! Overall, the chart demonstrates that in the categories for which statistics on male leisure time were available, men enjoyed at least ten hours of extra leisure time.

يوضح الرسم البياني عدد ساعات الفراغ التي يستمتع بها الرجال والنساء في الأسبوع العادي في الفترة 2009-2010م وذلك بناء على النوع وموقف الفرد من العمل.

وبخصوص من يعملون دواماً كاملاً، كان متوسط الرجال هو خمسين ساعة فراغ، بينما تتمتع المرأة بسبع وثلاثين ساعة تقريباً. ولا توجد أرقام مسجلة للرجال الذين يعملون لنصف الوقت، لكن النساء العاملات لنصف الوقت يستمتعن بأربعين ساعة فراغ، وهي زيادة طفيفة عن اللاتي يعملن لدوام كامل، وقد يعكس ذلك أنهن يعملن أيضاً في البيت.

إما في فئات غير العاملين والمتقاعدين فإن وقت الفراغ يزيد عند الجنسين كما هو متوقع. كما نجد أيضاً أن الرجال يستمتعون بوقت فراغ أطول يزيد عن ثمانين ساعة بينما نجد أن النساء لا يستمتعن سوى بسبعين ساعة فقط. وقد يعكس ذلك -مرة أخرى- أنهن يقضين وقتاً أطول في أعمال البيت مقارنة بالرجال.

وأخيراً يوضح الرسم البياني أن ربات البيوت يستمتعن بخمس وأربعين ساعة فراغ في الأسبوع في المتوسط. وليس هناك أرقام تخص الأزواج في هذا المجال. وبصفة عامة، فإن الرسم البياني يوضح أن الفئات التي تناولها

البحث الإحصائي أن الذكور يستمتعون بوقت فراغ أطول، وهو يزيد عما تستمتع به النساء من وقت فراغ بعشر ساعات أسبوعياً.

WRITING TASK 2 – MODEL ANSWER:

It goes without saying that prevention is better than cure. That is why, in recent years, there has been a growing body of opinion in favour of putting more resources into health education and preventive measures. The argument is that ignorance of, for example, basic hygiene or the dangers of an unhealthy diet or lifestyle needs to be combatted by special nationwide publicity campaigns, as well as longer-term health education.

Obviously, there is a strong human argument for catching any medical condition as early as possible. There is also an economic argument for doing so. Statistics demonstrate the cost-effectiveness of treating a condition in the early stages, rather than delaying it until more expensive and prolonged treatment is necessary. Then, there are social or economic costs, perhaps in terms of loss of earnings for the family concerned or unemployed benefit paid by the state.

So far so good, but the difficulties start when we try to define what the 'proportion' of the budget should be 'diverted from treatment'. Decisions on exactly how much of the total health budget should be spent in this way are not a matter for the non-specialist, but should be made on the basis of an accepted health service model.

This is the point at which real problems occur - the formulation of the model. How do we accurately measure which health education campaigns are effective in both medical and financial terms? How do we agree about the medical efficacy of various screening programmes, for example, when the medical establishment itself does not

agree? A very rigorous process of evaluation is called for, so that we can make informed decisions.

من المعلوم بداهة أن الوقاية خير من العلاج. وهذا هو السبب في أن هناك تأييدًا واسعًا لدعم التعليم الصحي والإجراءات الوقائية بموارد أكثر. وهناك من يقول إن الجهل بأسس الصحة العامة -على سبيل المثال- أو بمخاطر الغذاء غير الصحي أو طريقة العيش يجب أن تواجه بحملات على مستوى الدولة بالتزامن مع تثقيف طبي على المدى الطويل.

ومن الواضح أن هناك مبدأ طبي بالتعامل مع أي حالة مرضية مبكرًا جدًا قدر الإمكان. كما أن هناك جانبًا اقتصاديًا لهذا الأمر. وتوضح الدراسات الإحصائية فاعلية تكلفة الحالة المرضية في مراحلها الأولى، وهذا لا يتوافر عند تأخيرها إلى أن تصل إلى الاحتياج إلى علاج ضروري أطول وأكثر تكلفة. وهناك تكاليف اجتماعية واقتصادية فيما يخص فقدان أسرة المريض لمواردها أو صرف الدولة إعانة بطالة.

ولكن الأمر معقول حتى الآن، لكن الصعوبات تبدأ عندما نحاول تحديد نسبة الميزانية التي يجب تخصيصها للعلاج. وما يحدد إجمالي مخصصات الصحة في الميزانية ليس أمرًا يحدده غير المختصين، بل يجب تحديده طبقًا لنموذج الخدمات الصحية المقبولة.

ومن هنا تظهر المشكلات الحقيقية -وضع النموذج. فكيف يمكننا أن نحدد بدقة ما هي الحملات الصحية الفعالة من حيث التكلفة والمعلومات الطبية التي نتناولها؟ وكيف يمكننا تحديد كفاءة البرامج الطبية المتعددة المذاعة، إن لم توافق عليها الهيئة الطبية نفسها؟ إذن هناك حاجة لعملية تقييم شاق حتى نتمكن من اتخاذ قرار قائم على معلومات صحيحة.

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(1) على الطالب الاهتمام التام بالالتزام بموضوع المقال الذي يكتبه، فكثير من الطلاب الذين يفقدون درجات في اختبار الكتابة يفقدونها بسبب التسرع وعدم تحري الدقة في الكتابة في نفس الموضوع المطلوب.

(2) كما لاحظنا في الإجابات السابقة على السؤال الأول في اختبار الكتابة، يمكن للطالب عرض المعلومات الواردة في الرسم البياني أو الجدول أو غيره بطريقة مناسبة وشاملة وفي أقل عدد من الكلمات حتى لا يتجاوز عدد الكلمات المطلوب بكثير.

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