

## 4 Grammar, Vocabulary, and Pronunciation **A**

### GRAMMAR

#### 1 Underline the correct verb forms.

Example: The students **will have finished** / **have finished** the test in a couple of minutes.

- This time tomorrow, you're **taking** / **'ll be taking** your driving test.
- Good luck with the interview! I'll **be thinking** / **'ll have thought** of you.
- I'll **have gone** / **'ll be going** into town more next week – that's when my course starts.
- The meeting should be a quick one so we'll **have finished** / **be finishing** by 3.00.
- I'm sure we'll **have solved** / **'ll be solving** all our energy problems by 2050.
- We usually start our lunch at 1.30, but tomorrow we'll **have started** / **'ll be starting** it at 2.15 as there's a lot of work to do in the morning.

 6

#### 2 Complete the sentences with the correct word(s).

Example: If you like romantic films, you'll love this film.

will like   like   liked

- If you're cooking a meal tonight, I \_\_\_\_\_ anything this afternoon.  
'm not eating   won't have eaten   won't eat
- We'll have the party outdoors on Saturday unless it \_\_\_\_\_.  
will rain   's raining   will have rained
- If you eat fresh, healthy food, you \_\_\_\_\_ to take vitamin supplements.  
don't need   aren't needing   will need
- If you're feeling hungry, you probably \_\_\_\_\_ enough to eat.  
won't have had   haven't had   aren't going to have
- Unless you \_\_\_\_\_ like you need a break, we'll carry on walking.  
've felt   're feeling   aren't feeling
- If you make bread, you \_\_\_\_\_ a warm place to put it while it rises.  
need   're needing   've needed

 6

#### 3 Complete the sentences with the correct words(s) from the box.

\_\_\_\_\_ after   as soon as   before   in case  
~~when~~   while   unless   until (x2)

Example: I'll be downstairs in five minutes when I've got dressed.

- I can't start cooking \_\_\_\_\_ Jane brings the food.
- Give me a ring later \_\_\_\_\_ you're having your break.
- There's no way I'm helping him \_\_\_\_\_ he pays me.
- Take my number \_\_\_\_\_ you need to call me.
- I'm not leaving \_\_\_\_\_ you give me my money back.
- Let me know \_\_\_\_\_ you've heard any news.
- You shouldn't eat \_\_\_\_\_ you do exercise.
- The passengers got off the plane \_\_\_\_\_ it had landed.

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Grammar total	<b>20</b>
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### VOCABULARY

#### 4 Underline the odd word out.

Example: hailstorm   flood   drought   mild

- damp   drizzling   bright   pouring
- monsoon   shower   hurricane   blizzard
- hot   scorching   boiling   freezing
- settled   changeable   hail   bright
- flood   breeze   hurricane   tornado

 5

#### 5 Underline the correct word.

Example: We bought some ice creams because it was **boiling** / **pouring**.

- It's going to be damp and **chilly** / **sunny** tomorrow.
- It's difficult to say what the weather will be like later – it's so **settled** / **changeable**.
- There was a really **strong** / **heavy** wind blowing at the coast.
- It's a very **mild** / **cool** day for mid-winter.
- If there's **thick** / **strong** fog the traffic will be very slow.
- You'll need your sunglasses – it's incredibly **clear** / **bright** outside.
- There's not much rain today, but it's still quite **damp** / **drizzling**.

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## 4 Grammar, Vocabulary, and Pronunciation **A**

### 6 Complete the sentences with one word.

Example: The plane took *off* exactly on time.

- 1 Investing money in the stock market is never safe – you're taking a \_\_\_\_\_.
- 2 You don't need to rush – take \_\_\_\_\_ time and enjoy your meal.
- 3 Don't expect so much from Jane – you must take into \_\_\_\_\_ that she's still young.
- 4 You should take more care \_\_\_\_\_ yourself. You don't eat properly.
- 5 I've always wanted to take \_\_\_\_\_ in a charity event.
- 6 The wedding will take \_\_\_\_\_ at the church on 12th July.
- 7 Do you think you take \_\_\_\_\_ your mother or your father in character?
- 8 You should take \_\_\_\_\_ of the low exchange rates and get some dollars now.

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Vocabulary total		20
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### PRONUNCIATION

### 7 Write *S* if the sounds are the same, and *D* if they are different.

Example: drizzle, chilly *S*  
 drizzle, icy *D*

- 1 pouring, drought \_\_\_\_\_
- 2 heavy, settled \_\_\_\_\_
- 3 below zero, cold \_\_\_\_\_
- 4 icy, mild \_\_\_\_\_
- 5 flood, thunder \_\_\_\_\_

	5
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### 8 Underline the stressed syllable.

Example: free|zing

- 1 tor|na|do
- 2 change|a|ble
- 3 ad|van|tage
- 4 bli|zzard
- 5 hu|rri|cane

	5
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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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## 4 Reading and Writing **A**

### READING

Read the article about the effects of climate change in the UK. Five sentences have been removed. Which sentence (A–F) fits each gap (1–5). There is one extra sentence you do not need to use.

## The Effects of Climate Change in the UK

Climate change is a long-term change in weather patterns over periods of time that range from decades to millions of years. It is one of the greatest environmental issues of our time.

The effect of changes in our climate has been a hot topic for many years. And now government ministers in the UK have warned that the internet could be badly affected due to climate change. (— 1 —)

Scientists say that higher temperatures and rainstorms could affect wi-fi communications. In addition, wetter winters and drier summers might lead to subsidence – the sinking of the ground – damaging underground cables. (— 2 —) If climate change affects the quality of the signal, or there is no signal due to extreme changes in temperature, people will clearly be disadvantaged. It would be very serious if communication systems were not working in the height of an emergency. This is why the issue must be dealt with.

The Environment Secretary, Caroline Spelman, recently explained the government's plans to take action. (— 3 —) However, if these facilities cannot deal with the increase in floods and storms likely to accompany rising temperatures, the money will have been wasted, she warned. Speaking at Blackfriars Railway Station in London, which a UK rail company says is being redeveloped with the long-term effects of climate change in mind, Ms Spelman said the UK economy would not be able to grow if infrastructure – transport and communications networks and reliable energy and water supplies – failed.

Ms Spelman explained that our economy is built on this infrastructure. But it could not grow if there are repeated power failures, or if goods cannot be transported because roads are flooded and railways have been damaged, or if heavy rainfall or high temperatures negatively affect wi-fi signals. (— 4 —) According to Ms Spelman, they could come forward and develop new technologies and processes to help our current systems better deal with climate change.

A government report published recently outlines how planning and design of new systems needs to consider the effect of climate change. This is especially important as many projects will still be there in 50 to 100 years from

now. The study gives details of what action needs to be taken by the owners of transport networks, for example. (— 5 —)

Rail Minister Theresa Villiers explained that although the UK government needs to manage money very carefully, it is committed to spending considerable sums on transport through vital projects such as the Thameslink upgrade, Crossrail, the proposed High Speed rail network, and more electrification of the rail network.

The new Blackfriars Railway station in London is being fitted with technology including sun pipes, rainwater harvesting systems, insulation and solar panels to make it less reliant on water and electricity networks. Perhaps this station will lead the way for others all over the country to become more environmentally friendly.

- A It also highlights the role of the government in protecting the UK from the effects of climate change.
- B So, how long has it been damaged for?
- C This involves spending around £200 billion on UK transport and power supplies over the next five years.
- D As well as getting money from the government, she also asked for help from British businesses.
- E So, what does that mean for people who need to use these communications?
- F Roads, railways, and power and water supplies also need to be protected as weather patterns become more serious.

Reading total	10
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### WRITING

You have been asked to write a report on how your town or city is helping the environment for the school's Eco-Club. Write 140–180 words. Include the following information:

- say what your town/city is already doing to help the environment
- make some suggestions for more things your town/city could do
- explain why these things would make a difference

Writing total	10
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Reading and Writing total	20
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## 4 Listening and Speaking **A**

### LISTENING

1 Listen to five people talking about road safety. Choose from the list (A–F) what each speaker says about road safety. Use the letters only once. There is one extra letter you do not need to use.

- A don't speak on the phone while driving
- B make sure you always wear your seatbelt
- C pay attention to the conditions
- D be prepared for your journey
- E check how fast you are driving
- F wear the correct clothes at night

- Speaker 1:
- Speaker 2:
- Speaker 3:
- Speaker 4:
- Speaker 5:

5

2 Listen to a radio interviewer talking to a young person who does voluntary work for an environmental agency.

- 1 Rick spent **6 months / 9 months / 12 months** working as a volunteer.
- 2 Rick's role included **looking at the fish that were caught / finding types of seahorses in the ocean / tidying up beaches**.
- 3 Volunteers usually had **one / two / three** days off each week.
- 4 All volunteers shared a **kitchen / bathroom / bedroom**.
- 5 Some people on the project had the chance to **learn to dive / learn about construction work / learn how to teach**.

5

Listening total  10

### SPEAKING

1 Make questions and ask your partner.

- 1 What / do / prevent climate change in your daily life?
- 2 How / people live / 50 years' time?
- 3 What / least favourite / type of weather? Why?
- 4 What / weather usually like in your country in summer?
- 5 What / the riskiest thing / ever do?

Now answer your partner's questions.

2 Listen to your partner talking about climate change. Do you agree with him / her?

3 Talk about the statement below, saying if you agree or disagree. Give reasons.

'We can't do anything to stop climate change, so we should enjoy life now.'

Speaking total  20

Listening and Speaking total  30

## 4 Grammar, Vocabulary, and Pronunciation **B**

### GRAMMAR

#### 1 Complete the sentences with the correct word(s).

Example: If you like romantic films, you'll love this DVD.

will like like liked

- We'll take a picnic to the park unless it \_\_\_\_\_.  
will rain 's raining will have rained
- If you make pizzas, you \_\_\_\_\_ a very hot oven to cook them in.  
need 're needing 've needed
- Unless you \_\_\_\_\_ too tired, we'll keep walking until we get to the top of that hill.  
've felt 're feeling aren't feeling
- If we're going to that new restaurant tonight, I \_\_\_\_\_ anything this afternoon.  
'm not eating won't have eaten won't eat
- If you aren't full, it's obvious that you \_\_\_\_\_ enough to eat.  
won't have had haven't had aren't going to have
- If people make sure they eat a good diet, they \_\_\_\_\_ lots of vitamin pills.  
don't need aren't needing will need

6

#### 2 Complete the sentences with the correct form of the verb in brackets.

Example: I won't start cooking until you arrive (arrive).

- What's your mobile number in case I \_\_\_\_\_ (need) to contact you?
- Jan and Martin will get in touch as soon as they \_\_\_\_\_ (hear) any news.
- Bring some work you can do offline in case my internet \_\_\_\_\_ (not work) later.
- Give me a ring at 1.00 while you \_\_\_\_\_ (have) your lunch break.
- I've just got up – I'll give you a call when I \_\_\_\_\_ (get) dressed.
- We \_\_\_\_\_ (send) you an email after we've got back from our holiday.
- I won't be satisfied unless you \_\_\_\_\_ (give) me an exchange or a refund.
- I'm not going to do the work unless she \_\_\_\_\_ (pay) me well for it.

8

#### 3 Underline the correct verb forms.

Example: The students will have finished / have finished the test in a couple of minutes.

- Do you think we ll have solved / ll be solving how to make clean energy by 2040?
- The interview won't take long – I'm sure I ll have finished / be finishing by 4.30.
- This time on Tuesday, you 're taking / ll be taking your last exam!
- I ll have / ll be having my English lesson at 7.30. It starts at 7.00
- I hope your driving test goes well! I ll be thinking / ll have thought of you.
- I ll have gone / ll be going out more often when we've found a new babysitter.

6

Grammar total  20

### VOCABULARY

#### 4 Underline the correct word(s).

Example: We bought some ice creams because it was boiling / pouring.

- In very **thick** / **strong** fog the planes can still land automatically.
- This winter the weather has been surprisingly **mild** / **cool**.
- When the night sky is **clear** / **bright** you can see an incredible number of stars here.
- It was so **clear** / **bright** on the ski slope it was difficult to see anything.
- It's difficult to know what the weather will be like – it's so **settled** / **changeable**.
- You need a **strong** / **heavy** wind if you want to go sailing.
- They say it will be wet and **chilly** / **sunny** for the next week.

7

## 4 Grammar, Vocabulary, and Pronunciation **B**

### 5 Complete the sentences with one word.

Example: The plane took *off* exactly on time.

- We're hoping to take \_\_\_\_\_ in the next London Marathon.
- I don't think I take \_\_\_\_\_ my father – I'm nothing like him!
- The garden party takes \_\_\_\_\_ in July every year, in the palace gardens.
- Take \_\_\_\_\_ of the low prices and buy things in the January sales.
- If you invest in gold, you're still taking a \_\_\_\_\_ because the price could go down.
- Do take into \_\_\_\_\_ that Billy is only 15 – you can't treat him like an adult.
- Take \_\_\_\_\_ time eating breakfast, there's no need to hurry.
- I think I take care \_\_\_\_\_ myself – I certainly eat well and exercise a lot.

 8

### 6 Underline the odd word out.

Example: hailstorm flood drought mild

- hot scorching boiling freezing
- settled changeable hail bright
- flood breeze hurricane tornado
- damp drizzling bright pouring
- monsoon shower hurricane blizzard

 5

 Vocabulary total  20

### PRONUNCIATION

### 7 Write *S* if the sounds are the same, and *D* if they are different.

Example: drizzle, chilly *S*  
drizzle, icy *D*

- icy, mild \_\_\_\_\_
- flood, thunder \_\_\_\_\_
- pouring, drought \_\_\_\_\_
- heavy, settled \_\_\_\_\_
- below zero, cold \_\_\_\_\_

 5

### 8 Underline the stressed syllable.

Example: free|zing

- ad|van|tage
- bli|zzard
- par|ti|ci|pate
- tor|na|do
- change|a|ble

 5

 Pronunciation total  10

 Grammar, Vocabulary, and Pronunciation total  50

## 4 Reading and Writing **B**

### READING

Read the article about the effects of climate change in the UK. Five sentences have been removed. Which sentence (A–F) fits each gap (1–5)? There is one extra sentence you do not need to use.

## Unexpected challenges from environmental change

Climate change is a long-term change in weather patterns over periods of time that range from decades to millions of years. It is one of the greatest environmental issues of our time.

The effect of changes in our climate has been a hot topic for many years. (— 1 —) As weather patterns become more serious, railways, roads, and power and water supplies also need to be protected.

Scientists say that higher temperatures and rainstorms could affect wi-fi communications. In addition, wetter winters and drier summers might lead to subsidence – the sinking of the ground – damaging underground cables. So, what does that mean for people who need to use these communications? If climate change affects the quality of the signal, or there is no signal due to extreme changes in temperature, people will clearly be disadvantaged. It would be very serious if communication systems were not working in the height of an emergency. (— 2 —)

The Environment Secretary, Caroline Spelman, recently explained the government's plans to take action. (— 3 —) However, if facilities cannot deal with the increase in floods and storms likely to accompany rising temperatures, the money will have been wasted, she warned. Speaking at Blackfriars Railway Station in London, which a UK rail company says is being redeveloped with the long-term effects of climate change in mind, Ms Spelman said the UK economy would not be able to grow if infrastructure – transport and communications networks and reliable energy and water supplies – failed.

Ms Spelman explained that our economy is built on this infrastructure. But it could not grow if there are repeated power failures, or if goods cannot be transported because roads are flooded and railways have been damaged, or if heavy rainfall or high temperatures negatively affect wi-fi signals. She also asked for help from British businesses. (— 4 —)

A government report published recently outlines how planning and design of new systems needs to take into consideration the effect of climate change, and this is especially important as many projects will still be there in 50 to 100 years from now. (— 5 —) It also highlights the role of the government in protecting the UK from the

effects of climate change. Rail Minister Theresa Villiers explained that although the UK government needs to manage money very carefully, it is committed to spending considerable sums on our transport through vital projects such as the Thameslink upgrade, Crossrail, the proposed High Speed rail network, and more electrification of the rail network.

The new Blackfriars Railway station in London is being fitted with technology including sun pipes, rainwater harvesting systems, insulation and solar panels to make it less reliant on water and electricity networks. Perhaps this station will lead the way for others all over the country to become more environmentally friendly.

- A The study gives details of what action needs to be taken by the owners of transport networks, for example.
- B And now government ministers in the UK have warned that the internet could be badly affected due to climate change.
- C Over the next five years, it intends to spend around £200 billion on UK transport and power supplies.
- D According to Ms Spelman, they could develop new technologies to help our current systems better deal with climate change.
- E She was sure that it was essential for the work to be done immediately.
- F This is why the issue must be dealt with.

Reading total	10
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### WRITING

You have been asked to write a report on how your town or city is helping the environment for the school's Eco-Club. Write 140–180 words. Include the following information:

- say what your town/city is already doing to help the environment
- make some suggestions for more things your town/city could do
- explain why these things would make a difference

Writing total	10
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Reading and Writing total	20
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## 4 Listening and Speaking **B**

### LISTENING

1 Listen to five people talking about road safety. Choose from the list (A–F) what each speaker says about road safety. Use the letters only once. There is one extra letter you do not need to use.

- A make sure you are dressed properly for the time of day
- B get ready in advance for your journey
- C check your engine before a long journey
- D pay attention to how fast you are travelling
- E take note of what's happening outside
- F forget about using your phone while you are driving

- Speaker 1:
- Speaker 2:
- Speaker 3:
- Speaker 4:
- Speaker 5:

5

2 Listen to a radio interviewer talking to a young person who does voluntary work for an environmental agency.

- 1 Rick worked for the environmental agency for a **full year / most of the year / half a year**.
- 2 A small group of people on the project worked with **seahorses / fish / beaches**.
- 3 Rick was free for **one / two / three** days each week.
- 4 Volunteers often spent their evenings **sitting on the beach / chatting in the kitchen / relaxing in the equipment room**.
- 5 All volunteers are taught **how to dive / how to recognize plants / how to build**.

5

Listening total  10

### SPEAKING

1 Answer your partner's questions.

Now make questions and ask your partner.

- 1 How worried / people your country / climate change? Why?
- 2 What / environmental stories / in news recently?
- 3 What / favourite type of weather? Why?
- 4 What / the weather / like / your country / winter?
- 5 you / do any dangerous sports? Why? / Why not?

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'People do extreme sports because modern life is too safe and boring.'

3 Listen to your partner talking about the environment. Do you agree with him / her?

Speaking total  20

Listening and Speaking total  30

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1** 1 'll be taking  
2 'll be thinking  
3 'll be going  
4 'll have finished  
5 'll have solved  
6 'll be starting

- 2** 1 won't eat  
2 's raining  
3 don't need  
4 haven't had  
5 're feeling  
6 need

- 3** 1 until  
2 while  
3 unless  
4 in case  
5 until  
6 as soon as  
7 before  
8 after

**VOCABULARY**

- 4** 1 bright  
2 shower  
3 freezing  
4 hail  
5 breeze

- 5** 1 chilly  
2 changeable  
3 strong  
4 mild  
5 thick  
6 bright  
7 damp

- 6** 1 risk  
2 your  
3 account  
4 of  
5 part  
6 place  
7 after  
8 advantage

**PRONUNCIATION**

- 7** 1 D  
2 S  
3 S  
4 S  
5 S

- 8** 1 tor|na|do  
2 change|a|ble  
3 ad|van|tage  
4 bli|zzard  
5 hu|rri|cane

**Reading and Writing****READING**

- 1** 1 F  
2 E  
3 C  
4 D  
5 A

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer easy to understand. (4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

## Listening and Speaking

### LISTENING

- 1 Speaker 1: E  
Speaker 2: F  
Speaker 3: A  
Speaker 4: C  
Speaker 5: D
- 2 1 6 months  
2 finding types of seahorses in the ocean  
3 two  
4 kitchen  
5 learn about construction work

### SPEAKING

**Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation**

**GRAMMAR**

- 1** 1 's raining  
2 need  
3 're feeling  
4 won't eat  
5 haven't had  
6 don't need
- 2** 1 need  
2 hear / 've heard  
3 isn't working / doesn't work  
4 're having  
5 've got  
6 'll send  
7 give / 've given  
8 pays
- 3** 1 'll have solved  
2 'll have finished  
3 'll be taking  
4 'll be having  
5 'll be thinking  
6 'll be going

**VOCABULARY**

- 4** 1 thick  
2 mild  
3 clear  
4 bright  
5 changeable  
6 strong  
7 chilly
- 5** 1 part  
2 after  
3 place  
4 advantage  
5 risk  
6 account  
7 your  
8 of
- 6** 1 freezing  
2 hail  
3 breeze  
4 bright  
5 shower

**PRONUNCIATION**

- 7** 1 S  
2 S  
3 D  
4 S  
5 S
- 8** 1 ad|van|tage  
2 bli|zzard  
3 par|ti|ci|pate  
4 tor|na|do  
5 change|a|ble

**Reading and Writing**

**READING**

- 1** 1 B  
2 F  
3 C  
4 D  
5 A

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer easy to understand. (4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

## Listening and Speaking

### LISTENING

- 1 Speaker 1: D  
Speaker 2: A  
Speaker 3: F  
Speaker 4: E  
Speaker 5: B

- 2 1 half a year  
2 fish  
3 two  
4 relaxing in the equipment room  
5 how to dive

### SPEAKING

**Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

## FILE 4

### Listening 1

**Speaker 1** We all know the importance of wearing seatbelts of course, but my number one tip would be to keep an eye on your speed when you're behind the wheel of your car. The limits are there for a reason, you know! And it's better to leave 15 minutes early and take your time, than to have an accident and not get there at all.

**Speaker 2** Well, because of the weather we have in this country, one thing that's really important is to check that you have the right clothes on before you go out in the dark. And that applies if you're walking, jogging, or cycling. You should always have something on your upper body that can be easily seen and that reflects the light – it could save your life.

**Speaker 3** Many accidents happen because people are so distracted by chatting on mobiles – even when they're using hands-free kits. I'd say just avoid them completely. It's best to concentrate 100% on the road in front of you. You never know what's coming up ahead.

**Speaker 4** I think there's so much more to being a good driver than knowing the traffic laws and speed limits. You have to drive according to the weather – that's really important! Give yourself more time if it's raining, for example, because that slows traffic right down. And keep your distance from the car in front of you because the road surface will be more dangerous.

**Speaker 5** Apart from all the obvious things like not driving fast and not chatting on the phone, I'd say planning your trip is pretty important. Especially in winter. Make sure you have everything you need in the boot of your car because you never know what might happen. I mean things like a blanket and some food, in case you get stuck, or even medicine.

## FILE 4

### Listening 2

**Interviewer** Hello, I'm Louisa Fielding and this is *Environmental Corner*. With me today is Rick, who volunteers for an environmental agency. Rick, welcome to the programme.

**Rick** Hi ... thanks very much.

**Interviewer** Now you've done some voluntary work for an environmental agency in Asia, haven't you?

**Rick** That's right. It was for a diving and marine conservation group in Thailand.

**Interviewer** So, what exactly is marine conservation?

**Rick** It's basically anything to do with things that live in the sea.

**Interviewer** How long did you spend in Thailand?

**Rick** Oh, it was quite a long time actually. Hmm ... let's see. I'd already decided to take a year off before going to university, but didn't want to spend the full 12 months working on the project ... I wanted to, er, you know do a bit of travelling too, and I had to work to earn some money as well. So, I spent about half my gap year there.

**Interviewer** What type of things did the volunteers on this project do when they were there?

**Rick** Most of us were involved in diving surveys where we helped to identify sea horses – there were so many different types. And that's what I was involved in. A few people worked with local fishermen – they looked at which kinds of fish they catch and taught them about keeping certain fish safe for the future. Others helped with cleaning up the beaches in the area, and they got local kids to help out with that.

**Interviewer** How many days a week did you have to work? It sounds like you were very busy.

**Rick** There was a work schedule each week so we know what was happening and when. The schedule varies, depending on the time of year, the weather, and the number of volunteers on the project. We normally worked five days a week and did some diving each day. We had two days to ourselves to relax, travel back to the mainland or get involved in some of the other activities that there were, like diving or boat trips.

**Interviewer** That sounds like fun! What were the living conditions like?

**Rick** Well, we shared wooden bungalows with other volunteers – 4 people to each one. The accommodation had electricity provided by a generator for a few hours in the evenings, and each bungalow had an attached bathroom with a bucket shower – basically that's just where you use buckets of water to wash yourself. The bungalows are just a few metres from the beach, so the sea views are amazing! Everyone ate together in the area that we all share. It had a kitchen and large dining area and had plenty of space to study or just enjoy the view and relax. The surrounding garden had an equipment room and in the evenings staff and volunteers went there to play cards or watch a DVD.

**Interviewer** Hmm ... not bad. So, do you need experience if you want to work on one of these projects?

**Rick** Obviously it would be a big help if you already knew something about marine biology, but no, volunteers don't need any previous experience. One of the first things everyone is taught, is how to dive to the necessary level. There are lots of qualified instructors there. You'll actually leave Thailand with lots of experience under your belt – a few of the guys even learned how to do building work and you might even have the chance to study some tropical plants in the nearby jungle.

**Interviewer** It certainly sounds like a valuable way to spend your time, if you have that kind of time to spare of course.

**Rick** Oh definitely ... I'd recommend it to anyone with an interest in environmental issues and (... fade ...)