(IELTS) PDF

Lecture, tutorial, seminar, presentation etc.

lecture/report, tutorial seminar presentation
Lecture lecture

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Instruction: Dr. Linda Graycar who is from the City Institute for the Blind is talking about the system of writing for the blind known as Braille. 1. What can the combined dots represent? A both letters and words B only individual words C only letters of the alphabet 2. What is unusual about the way Braille is written? A It can only be written using a machine. B The texts have to be read backwards. C Handwritten Braille is created in reverse.   : Dr. Graycar: Well, its a system of touch reading which uses an arrangement of raised dots called a cell. Braille numbered the dot positions 1-2-3 downward on the left and 4-5-6 downward on the right, The letters of the alphabet are then formed by using different combinations of these dots. Student: So is the writing system based on the alphabet with each word being individually spelt out? Dr. Graycar: Well … its not quite that simple, Im afraid! For instance, the first 10 letters of the alphabet are Formed using dots 1, 2, 4 and 5. But Braille also has its own short forms for common words. For example, b for the word but and h for have there are many other contractions like this. Student: Can it be written by hand or do you need a machine to produce Braille? Dr. Graycar: Well, you can write it by hand on to paper with a device called a slate and stylus but the trick is that you have to write backwards . . . e.g. from right to left so that then when you turn your sheet over, the dots face upwards and can be read like English from left to right.   :

lecture   report

Lecture

: Complete the tables below. Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

: TUTOR: Hello, Sandy. How have you been getting on with your dissertation? SANDY: Fine, and I've been working hard on the various action points we agreed on our last tutorial. TUTOR: Do you want to talk me through what you've done? SANDY: Yeah, sure. Well, we agreed on three main targets for me to aim for. The first one was to find out about suitable data analysis software. TUTOR: Yes. SANDY: And what I decided to do was to look through catalogues specializing in IT. TUTOR: That's a good idea. What did you come up with? SANDY: I found the names of two promising ones. TUTOR: Right. SANDY: But I also thought it'd be worthwhile talking to a lecturer. TUTOR: Oh right. Who did you see? SANDY: Jane Prince. Do you know her? She's in the Computer Centre. TUTOR: Yes, of course, she's the new Head. (……………………………………………………………….) TUTOR: So, let's look at some new targets. We'll start by having a chat about your Chapter One. I very much enjoyed reading it. Your written style is very clear and you've included lots of interesting descriptions of education in your target area. I've just got a couple of suggestions for some additional work. SANDY: Of course. Could I just ask what do you think I should call it? TUTOR: Well, I'd go

for something like Context Review. What do you think? SANDY: Well, short and to the point. TUTOR: Exactly. Now, as regards specific areas to work on, I'd be quite interested to have a few more statistics about the schools in the different zones. SANDY: Oh, that wouldn't be a problem. I can get them from the Internet. TUTOR: Great, and although you did make a reference to quite a few different writers, I think you should aim to cite more works written later than 2000. SANDY: OK. That's more difficult, but I can try. When do you want that done by? TUTOR: Oh, it's not urgent. Um I should aim for the end of term. But in meantime, I think you should also be thinking about Chapter Two.   :   tutorial

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