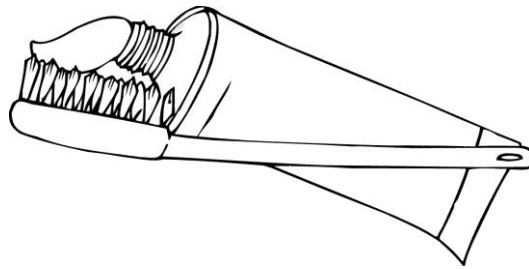

BRUSHING YOUR TEETH

Do our teeth become cleaner and cleaner the longer and harder we brush them?

British researchers say no. They have actually tried out many different alternatives, and ended up with the perfect way to brush your teeth. A two minute brush, without brushing too hard, gives the best result. If you brush hard, you harm your tooth enamel and your gums without loosening food remnants or plaque.

Bente Hansen, an expert on tooth brushing, says that it is a good idea to hold the toothbrush the way you hold a pen. "Start in one corner and brush your way along the whole row," she says. "Don't forget your tongue either! It can actually contain loads of bacteria that may cause bad breath."



EASY UNIT

“Brushing your Teeth” is an article from a Norwegian magazine.

Use “Brushing Your Teeth” above to answer the questions that follow.

BRUSHING YOUR TEETH

R403Q01

What is this article about?

- A The best way to brush your teeth.
- B The best kind of toothbrush to use.
- C The importance of good teeth.
- D The way different people brush their teeth.

BRUSHING YOUR TEETH SCORING 1

Full Credit

Code 1: A The best way to brush your teeth.

BRUSHING YOUR TEETH

R403Q02

What do the British researchers recommend?

- A That you brush your teeth as often as possible.
- B That you do not try to brush your tongue.
- C That you do not brush your teeth too hard.
- D That you brush your tongue more often than your teeth.

BRUSHING YOUR TEETH SCORING 2***Full Credit***

Code 1: C That you do not brush your teeth too hard.

Why should you brush your tongue, according to Bente Hansen?

.....

.....

BRUSHING YOUR TEETH SCORING 3**QUESTION INTENT:**

Access and retrieve: Retrieve information

Locate information in a short descriptive text

Full Credit

Code 1: Refers either to the bacteria OR getting rid of bad breath, OR both.
Response may paraphrase or quote directly from the text.

- To get rid of bacteria.
- Your tongue can contain bacteria.
- Bacteria.
- Because you can avoid bad breath.
- Bad breath.
- To remove bacteria and therefore stop you from having bad breath. *[both]*
- It can actually contain loads of bacteria that may cause bad breath. *[both]*
- Bacteria can cause bad breath.

No Credit

Code 0: Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- You should brush it like you hold a pen.
- Don't brush it too hard.
- So you don't forget.
- To loosen food remnants.
- To remove plaque.

Code 9: Missing.

BRUSHING YOUR TEETH

R403Q04

Why is a pen mentioned in the text?

- A To help you understand how to hold a toothbrush.
- B Because you start in one corner with both a pen and a toothbrush.
- C To show that you can brush your teeth in many different ways.
- D Because you should take tooth brushing as seriously as writing.

BRUSHING YOUR TEETH SCORING 4***Full Credit***

Code 1: A To help you understand how to hold a toothbrush.

MOBILE PHONE SAFETY

Are mobile phones dangerous?

Key Point

Conflicting reports about the health risks of mobile phones appeared in the late 1990s.

Key Point

Millions of pounds have now been invested in scientific research to investigate the effects of mobile phones.

Yes	No
1. Radio waves given off by mobile phones can heat up body tissue, having damaging effects.	Radio waves are not powerful enough to cause heat damage to the body.
2. Magnetic fields created by mobile phones can affect the way that your body cells work.	The magnetic fields are incredibly weak, and so unlikely to affect cells in our body.
3. People who make long mobile phone calls sometimes complain of fatigue, headaches, and loss of concentration.	These effects have never been observed under laboratory conditions and may be due to other factors in modern lifestyles.
4. Mobile phone users are 2.5 times more likely to develop cancer in areas of the brain adjacent to their phone ears.	Researchers admit it's unclear this increase is linked to using mobile phones.
5. The International Agency for Research on Cancer found a link between childhood cancer and power lines. Like mobile phones, power lines also emit radiation.	The radiation produced by power lines is a different kind of radiation, with much more energy than that coming from mobile phones.
6. Radio frequency waves similar to those in mobile phones altered the gene expression in nematode worms.	Worms are not humans, so there is no guarantee that our brain cells will react in the same way.

If you use a mobile phone ...

Key Point

Given the immense numbers of mobile phone users, even small adverse effects on health could have major public health implications.

Key Point

In 2000, the Stewart Report (a British report) found no known health problems caused by mobile phones, but advised caution, especially among the young, until more research was carried out. A further report in 2004 backed this up.

Do

Keep the calls short.

Carry the mobile phone away from your body when it is on standby.

Buy a mobile phone with a long “talk time”. It is more efficient, and has less powerful emissions.

Don't

Don't use your mobile phone when the reception is weak, as the phone needs more power to communicate with the base station, and so the radio-wave emissions are higher.

Don't buy a mobile phone with a high “SAR” value¹. This means that it emits more radiation.

Don't buy protective gadgets unless they have been independently tested.

¹ SAR (specific absorption rate) is a measurement of how much electromagnetic radiation is absorbed by body tissue whilst using a mobile phone.

STANDARD UNIT

“Mobile Phone Safety” on the previous two pages is from a website.

Use “Mobile Phone Safety” to answer the questions that follow.

MOBILE PHONE SAFETY

R414Q02

What is the purpose of the **Key points**?

- A To describe the dangers of using mobile phones.
- B To suggest that debate about mobile phone safety is ongoing.
- C To describe the precautions that people who use mobile phones should take.
- D To suggest that there are no known health problems caused by mobile phones.

MOBILE PHONE SAFETY SCORING 2

Full Credit

Code 1: B To suggest that debate about mobile phone safety is ongoing.

MOBILE PHONE SAFETY

R414Q011

“It is difficult to prove that one thing has definitely caused another.”

What is the relationship of this piece of information to the Point 4 **Yes** and **No** statements in the table **Are mobile phones dangerous?**

- A It supports the Yes argument but does not prove it.
- B It proves the Yes argument.
- C It supports the No argument but does not prove it.
- D It shows that the No argument is wrong.

MOBILE PHONE SAFETY SCORING 11***Full Credit***

Code 1: C It supports the No argument but does not prove it.

Look at Point 3 in the **No** column of the table. In this context, what might one of these “other factors” be? Give a reason for your answer.

.....

MOBILE PHONE SAFETY SCORING 6**QUESTION INTENT:**

Reflect and evaluate: Reflect on and evaluate the content of a text
Use prior knowledge to reflect on information presented in a text

Full Credit

Code 1: Identifies a factor in modern lifestyles that could be related to fatigue, headaches, or loss of concentration. The explanation may be self-evident, or explicitly stated.

- Not getting enough sleep. If you don't, you will be fatigued.
- Being too busy. That makes you tired.
- Too much homework, that makes you tired AND gives you headaches.
- Noise – that gives you a headache.
- Stress.
- Working late.
- Exams.
- The world is just too loud.
- People don't take time to relax anymore.
- People don't prioritise the things that matter, so they get grumpy and sick.
- Computers.
- Pollution.
- Watching too much TV.
- Drugs.
- Microwave ovens.
- Too much emailing.

No Credit

Code 0: Gives an insufficient or vague response.

- Fatigue. [*Repeats information in the text.*]
- Tiredness. [*Repeats information in the text.*]
- Loss of concentration. [*Repeats information in the text.*]
- Headaches. [*Repeats information in the text.*]
- Lifestyle. [*vague*]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Sore ears.
- Egg cups.

Code 9: Missing.

Look at the table with the heading **If you use a mobile phone ...**

Which of these ideas is the table based on?

- A There is no danger involved in using mobile phones.
- B There is a proven risk involved in using mobile phones.
- C There may or may not be danger involved in using mobile phones, but it is worth taking precautions.
- D There may or may not be danger involved in using mobile phones, but they should not be used until we know for sure.
- E The **Do** instructions are for those who take the threat seriously, and the **Don't** instructions are for everyone else.

MOBILE PHONE SAFETY SCORING 9***Full Credit***

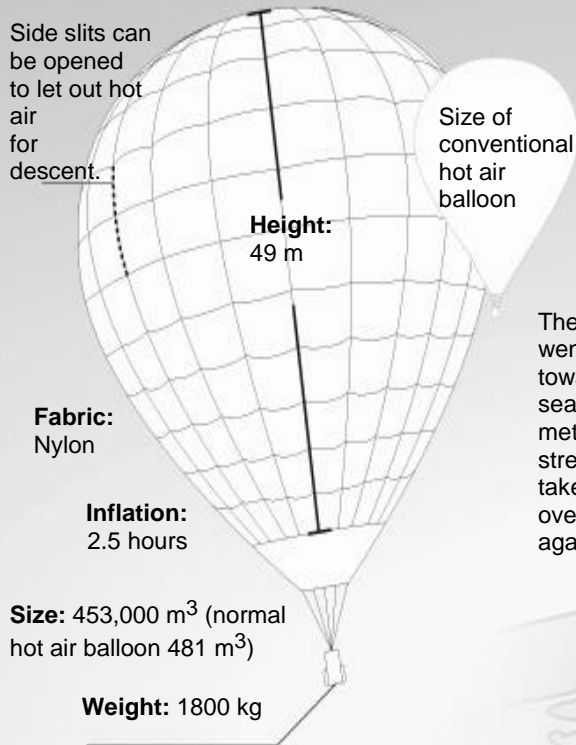
Code 1: C There may or may not be danger involved in using mobile phones, but it is worth taking precautions.

BALLOON

Height record for hot air balloons

The Indian pilot Vijaypat Singhania beat the height record for hot air balloons on November 26, 2005. He was the first person to fly a balloon 21,000 metres above sea level.

Side slits can be opened to let out hot air for descent.



Size of conventional hot air balloon

The balloon went out towards the sea. When it met the jet stream it was taken back over the land again.

Gondola:
Height: 2.7 m Width: 1.3 m

Enclosed pressure cabin with insulated windows
Aluminium construction, like airplanes
Vijaypat Singhania wore a space suit during the trip.

Record height:
21,000 m

Oxygen: only 4% of what is available at ground level

Earlier record:
19,800 m

Temperature:
-95 °C

Jumbo jet:
10,000 m



© MCT/Bulls

EASY UNIT

Use "Balloon" on the previous page to answer the questions that follow.

BALLOON

R417Q08

What is the main idea of this text?

- A Singhania was in danger during his balloon trip.
- B Singhania set a new world record.
- C Singhania travelled over both sea and land.
- D Singhania's balloon was enormous.

BALLOON SCORING 8

Full Credit

Code 1: B Singhania set a new world record.

BALLOON (B21-34, B23-26, B24-9, B26-52)

R417Q03–0 1 2 9

Vijaypat Singhania used technologies found in two other types of transport. Which types of transport?

1.
2.

BALLOON SCORING 3

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate two pieces of information that are explicitly stated in a diagrammatic descriptive text

Full Credit

Code 2: Refers to BOTH airplanes AND spacecraft (in either order). *[can include both answers on one line]*

- 1. Aircraft
2. Spacecraft
- 1. Airplanes
2. space ships
- 1. Air travel
2. space travel
- 1. Planes
2. space rockets
- 1. jets
2. rockets

Partial Credit

Code 1: Refers to EITHER airplanes OR spacecraft.

- spacecraft
- space travel
- space rockets
- rockets
- Aircraft
- Airplanes
- Air travel
- jets

No Credit

Code 0: Gives an insufficient or vague response.

- Things that fly.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Space suits. *[not a type of transport]*
- Jumbos. *[The specificity is not justified by the text – the reference to jumbo jets is not relevant to this question.]*
- Airships.

Code 9: Missing.

What is the purpose of including a drawing of a jumbo jet in this text?

.....

.....

BALLOON SCORING 4

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text
Identify the purpose of an illustration in a diagrammatic descriptive text

Full Credit

- Code 1: Refers explicitly or implicitly to the height of the balloon OR to the record.
May refer to comparison between the jumbo jet and the balloon.
- To show how high the balloon went.
 - To emphasise the fact that the balloon went really, really high.
 - To show how impressive his record really was – he went higher than jumbo jets!
 - As a point of reference regarding height.
 - To show how impressive his record really was. [*minimal*]

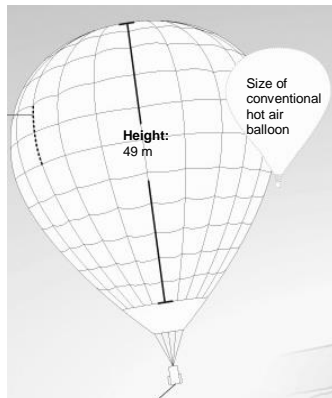
No Credit

- Code 0: Gives an insufficient or vague response.
- As a comparison.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Both balloons and jumbo jets fly.
- To look nice.

- Code 9: Missing.



Why does the drawing show two balloons?

- A To compare the size of Singhanian's balloon before and after it was inflated.
- B To compare the size of Singhanian's balloon with that of other hot air balloons.
- C To show that Singhanian's balloon looks small from the ground.
- D To show that Singhanian's balloon almost collided with another balloon.

BALLOON SCORING 6***Full Credit***

Code 1: B To compare the size of Singhanian's balloon with that of other hot air balloons.

BLOOD DONATION NOTICE



Blood donation is essential.

There is no product that can fully substitute for human blood. Blood donation is thus irreplaceable and essential to save lives.

In France, each year, 500,000 patients benefit from a blood transfusion.

The instruments for taking the blood are sterile and single-use (syringe, tubes, bags).

There is no risk in giving your blood.

Blood donation:

It is the best-known kind of donation, and takes from 45 minutes to 1 hour.

A 450-ml bag is taken as well as some small samples on which tests and checks will be done.

- A man can give his blood five times a year, a woman three times.
- Donors can be from 18 to 65 years old.

An 8-week interval is compulsory between each donation.

EASY UNIT

“Blood Donation Notice” on the previous page is from a French website.

Use “Blood Donation Notice” to answer the questions that follow.

BLOOD DONATION NOTICE (B21-31, B23-23, B24-6, B26-49)

R429Q08 – 0 1 9

An eighteen-year-old woman who has given her blood twice in the last twelve months wants to give blood again. According to “Blood Donation Notice”, on what condition will she be allowed to give blood again?

.....
.....

BLOOD DONATION NOTICE SCORING 8

QUESTION INTENT:

- Integrate and interpret: Develop an interpretation
- Make links across a short text to reach a conclusion

Full Credit

- Code 1: Identifies that enough time must have elapsed since her last donation.
- Depends whether it has been 8 weeks since her last donation or not.
 - She can if it has been long enough, otherwise she can't.

No Credit

- Code 0: Gives an insufficient or vague response.
- time

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- If she is old enough she can.
- As long as she hasn't given blood too many times this year, she can.

- Code 9: Missing.

BLOOD DONATION NOTICE

R429Q09

The text says: "The instruments for taking the blood are sterile and single-use ... "

Why does the text include this information?

- A To reassure you that blood donation is safe.
- B To emphasise that blood donation is essential.
- C To explain the uses of your blood.
- D To give details of the tests and checks.

BLOOD DONATION NOTICE SCORING 9***Full Credit***

Code 1: A To reassure you that blood donation is safe.

THE MISER AND HIS GOLD

A fable by Aesop

A miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall. He went to look at it daily. One of his workmen observed the miser's frequent visits to the spot and decided to watch his movements. The workman soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbour, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

EASY UNIT

Use the fable "The Miser and his Gold" on the previous page to answer the questions that follow.

MISER (B21-26, B23-18, B24-1, B26-44)

R433Q01 – 0 1 9

Read the sentences below and number them according to the sequence of events in the text.

The miser decided to turn all his money into a lump of gold.

A man stole the miser's gold.

The miser dug a hole and hid his treasure in it.

The miser's neighbour told him to replace the gold with a stone.

MISER SCORING 1

QUESTION INTENT:

Integrate and interpret: Develop an interpretation

Sequence the events in a narrative

Full Credit

Code 1: All four correct: 1,3,2,4 in that order.

No Credit

Code 0: Other responses.

Code 9: Missing.

How did the miser get a lump of gold?

.....

MISER SCORING 7

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly stated at the beginning of a short text

Full Credit

Code 1: States that he sold everything he had. May paraphrase or quote directly from the text.

- He sold all he had.
- He sold all his stuff.
- He bought it. [*implicit connection to selling everything he had*]

No credit

Code 0: Gives an insufficient or vague response.

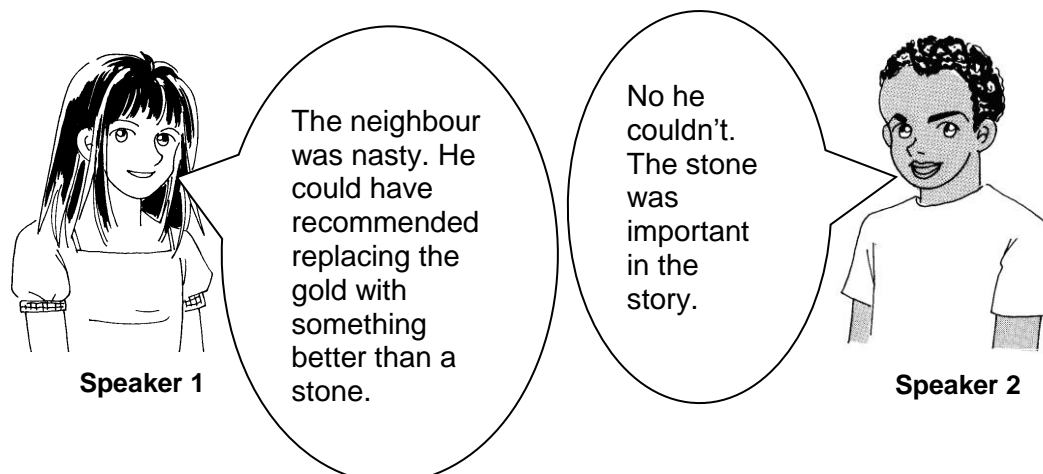
- It was his.
- He earned it.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- He stole it.

Code 9: Missing.

Here is part of a conversation between two people who read “The Miser and his Gold”.



What could Speaker 2 say to support his point of view?

.....

.....

MISER SCORING 5

QUESTION INTENT:

Integrate and interpret: Develop an interpretation

Relate a detail of a fable to its main idea

Full Credit

Code 1: Recognises that the message of the story depends on the gold being replaced by something useless or worthless.

- It needed to be replaced by something worthless to make the point.
- The stone is important in the story, because the whole point is he might as well have buried a stone for all the good the gold did him.
- If you replaced it with something better than a stone, it would miss the point because the thing buried needs to be something really useless.
- A stone is useless, but for the miser, so was the gold!
- Something better would be something he could use – he didn't use the gold, that's what the guy was pointing out.
- Because stones can be found anywhere. The gold and the stone are the same to the miser. [*“can be found anywhere” implies that the stone is of no special value*]

No credit

Code 0: Gives an insufficient or vague response.

- The stone was important in the story. [*Repeats stem.*]
- It needed to be a stone. [*Lacks explanation.*]
- It wouldn't have been the same. [*vague*]
- The stone has a symbolic value in the story. [*Does not explain what the symbolic value is.*]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- It had to be a stone because a stone is heavy.

Code 9: Missing.

THE PLAY'S THE THING

Takes place in a castle by the beach in Italy.

FIRST ACT

Ornate guest room in a very nice beachside castle. Doors on the right and left. Sitting room set in the middle of the stage: couch, table, and two armchairs. Large windows at the back. Starry night. It is dark on the stage. When the curtain goes up we hear men conversing loudly behind the door on the left.

5 *The door opens and three tuxedoed gentlemen enter. One turns the light on immediately. They walk to the centre in silence and stand around the table. They sit down together, Gál in the armchair to the left, Turai in the one on the right, Ádám on the couch in the middle. Very long, almost awkward silence. Comfortable stretches. Silence. Then:*

GÁL

Why are you so deep in thought?

20

TURAI

I'm thinking about how difficult it is to begin a play. To introduce all the principal characters in the beginning, when it all starts.

ÁDÁM

25 I suppose it must be hard.

TURAI

It is – devilishly hard. The play starts. The audience goes quiet. The actors enter the stage and the torment begins. It's an eternity, sometimes as much as a quarter of an hour before the audience finds out who's who and what they are all up to.

30

GÁL

35 Quite a peculiar brain you've got. Can't you forget your profession for a single minute?

TURAI

That cannot be done.

GÁL

40 Not half an hour passes without you discussing theatre, actors, plays. There are other things in this world.

TURAI

There aren't. I am a dramatist. That is my curse.

45

GÁL

You shouldn't become such a slave to your profession.

TURAI

50 If you do not master it, you are its slave. There is no middle ground. Trust me, it's no joke starting a play well. It is one of the toughest problems of stage mechanics. Introducing your characters promptly. Let's look at this scene here, the three of us. Three gentlemen in tuxedos. Say they enter not this room in this lordly castle, but rather a stage, just when a play begins. They would have to chat about a whole lot of uninteresting topics until it came out who we are. Wouldn't it be much easier to start all this by standing up and introducing ourselves? *Stands up.* Good evening. The three of us are guests in this castle. We have just arrived from the dining room where we had an excellent dinner and drank two bottles of champagne. My name is Sándor Turai, I'm a playwright, I've been writing plays for thirty years, that's my profession. Full stop. Your turn.

65

70

GÁL

Stands up. My name is Gál, I'm also a playwright. I write plays as well, all of them in the company of this gentleman here. We are a famous playwright duo. All playbills of good comedies and operettas read: written by Gál and Turai. Naturally, this is my profession as well.

75

GÁL and TURAI

80 *Together.* And this young man ...

ÁDÁM

Stands up. This young man is, if you allow me, Albert Ádám, twenty-five years old, composer. I wrote the music for these kind gentlemen for their latest operetta. This is my first work for the stage. These two elderly angels have discovered me and

85

now, with their help, I'd like to become famous. They got me invited to this castle.
90 They got my dress-coat and tuxedo made. In other words, I am poor and unknown, for now. Other than that I'm an orphan and my grandmother raised me. My grandmother has passed away. I am all alone in this world. I
95 have no name, I have no money.

TURAI

But you are young.

GÁL

And gifted.

100

ÁDÁM

And I am in love with the soloist.

TURAI

You shouldn't have added that. Everyone in the audience would figure that out anyway.

105 *They all sit down.*

TURAI

Now wouldn't this be the easiest way to start a play?

110

GÁL

If we were allowed to do this, it would be easy to write plays.

TURAI

115 Trust me, it's not that hard. Just think of this whole thing as ...

GÁL

All right, all right, all right, just don't start talking about the theatre again. I'm fed up with it. We'll talk tomorrow, if you wish.

STANDARD UNIT

"The Play's the Thing" is the beginning of a play by the Hungarian dramatist Ferenc Molnár.

Use "The Play's the Thing" on the previous two pages to answer the questions that follow. (Note that line numbers are given in the margin of the script to help you find parts that are referred to in the questions.)

THE PLAY'S THE THING (B1-33, B3-25, B4-8, B6-51)

R452Q03– 0 1 9

What were the characters in the play doing **just before** the curtain went up?

.....

THE PLAY'S THE THING SCORING 3

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate a reference to action taking place before the events of a play

Full Credit

Code 1: Refers to dinner or drinking champagne. May paraphrase or quote the text directly.

- They have just had dinner and champagne.
- "We have just arrived from the dining room where we had an excellent dinner." *[direct quotation]*
- "An excellent dinner and drank two bottles of champagne." *[direct quotation]*
- Dinner and drinks.
- Dinner.
- Drank champagne.
- Had dinner and drank.
- They were in the dining room.

No Credit

Code 0: Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- The three of us are guests in this castle.
- They converse loudly behind the door. *[This is part of the first act, not before it.]*
- They got Adam's dress-coat and tuxedo made for him. *[not just before the events of the text]*
- Got ready to come on stage. *[Refers to the actors rather than the characters.]*
- Takes place in a castle by the beach in Italy.
- Talking about the theatre.

Code 9: Missing.

THE PLAY'S THE THING

R452Q04

"It's an eternity, sometimes as much as a quarter of an hour ... " (lines 29-30)

According to Turai, why is a quarter of an hour "an eternity"?

- A It is a long time to expect an audience to sit still in a crowded theatre.
- B It seems to take forever for the situation to be clarified at the beginning of a play.
- C It always seems to take a long time for a dramatist to write the beginning of a play.
- D It seems that time moves slowly when a significant event is happening in a play.

THE PLAY'S THE THING SCORING 4***Full Credit***

Code 1: B It seems to take forever for the situation to be clarified at the beginning of a play.

THE PLAY'S THE THING

R452Q07

Overall, what is the dramatist Molnár doing in this extract?

- A He is showing the way that each character will solve his own problems.
- B He is making his characters demonstrate what an eternity in a play is like.
- C He is giving an example of a typical and traditional opening scene for a play.
- D He is using the characters to act out one of his own creative problems.

THE PLAY'S THE THING SCORING 7***Full Credit***

Code 1: D He is using the characters to act out one of his own creative problems.

TELECOMMUTING

The way of the future

Just imagine how wonderful it would be to “telecommute”¹ to work on the electronic highway, with all your work done on a computer or by phone! No longer would you have to jam your body into crowded buses or trains or waste hours and hours travelling to and from work. You could work wherever you want to – just think of all the job opportunities this would open up!

Molly

Disaster in the making

Cutting down on commuting hours and reducing the energy consumption involved is obviously a good idea. But such a goal should be accomplished by improving public transportation or by ensuring that workplaces are located near where people live. The ambitious idea that telecommuting should be part of everyone’s way of life will only lead people to become more and more self-absorbed. Do we really want our sense of being part of a community to deteriorate even further?

Richard

¹ “Telecommuting” is a term coined by Jack Nilles in the early 1970s to describe a situation in which workers work on a computer away from a central office (for example, at home) and transmit data and documents to the central office via telephone lines.

STANDARD UNIT

Use “Telecommuting” above to answer the questions that follow.

TELECOMMUTING

R458Q01

What is the relationship between “The way of the future” and “Disaster in the making”?

- A They use different arguments to reach the same general conclusion.
- B They are written in the same style but they are about completely different topics.
- C They express the same general point of view, but arrive at different conclusions.
- D They express opposing points of view on the same topic.

TELECOMMUTING SCORING 1

Full Credit

Code 1: D They express opposing points of view on the same topic.

What is one kind of work for which it would be difficult to telecommute? Give a reason for your answer.

.....
.....

TELECOMMUTING SCORING 7**QUESTION INTENT:**

Reflect and evaluate: Reflect on and evaluate the content of a text

Use prior knowledge to generate an example that fits a category described in a text

Full Credit

Code 1: Identifies a kind of work and gives a plausible explanation as to why a person who does that kind of work could not telecommute. Responses MUST indicate (explicitly or implicitly) that it is necessary to be physically present for the specific work.

- Building. It's hard to work with the wood and bricks from just anywhere.
- Sports person. You need to really be there to play the sport.
- Plumber. You can't fix someone else's sink from your home!
- Digging ditches because you need to be there.
- Nursing – it's hard to check if patients are ok over the Internet.

No Credit

Code 0: Identifies a kind of work but includes no explanation OR provides an explanation that does not relate to telecommuting.

- Digging ditches.
- Fire fighter.
- Student.
- Digging ditches because it would be hard work. [*Explanation does not show why this would make it difficult to telecommute.*]

Gives an insufficient or vague response.

- You need to be there.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Manager. No-one takes any notice of you anyway. [*irrelevant explanation*]

Code 9: Missing.