Tapescripts

Academic TEST 1

You will 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. All the recordings will be played only once. The test is in 4 sections. At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to section 1.

SECTION 1

You will hear a telephone conversation between a client who wants to rent short term accommodation and a rental agent. First you have some time to look at questions 1 to 5.

[*20 seconds*]

You will see that there is an example that has been done for you. On this occasion only the conversation relating to this will be played first.

AGENT: Good morning. Ace Accommodation; how can I help you?
SYLVIA: Good morning. I'd like to organize some short stay accommodation on the Gold Coast, please.
AGENT: Certainly. Who am I speaking to?
SYLVIA: Miss Mackinlay. Sylvia Mackinlay.
AGENT: Could you spell your family name for me please?
SYLVIA: It's **M-A-C-K-I-N-L-A-Y**.

*The client's family name is Mackinlay so **Mackinlay** has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 5.*

AGENT: Good morning. Ace Accommodation; how can I help you?
SYLVIA: Good morning. I'd like to organize some short stay accommodation on the Gold Coast, please.
AGENT: Certainly. Who am I speaking to?
SYLVIA: Miss Mackinlay. Sylvia Mackinlay.
AGENT: Could you spell your family name for me please?
SYLVIA: It's **M-A-C-K-I-N-L-A-Y**.
AGENT: Thank you. And your first name is Sylvia?
SYLVIA: Yes.
AGENT: Is that with an 'i' or a 'y'?
SYLVIA: A 'y'—the old fashioned way. That's **S-Y-L-V-I-A**.
AGENT: Thank you, Miss Mackinlay. Now, just for our records, can you tell me what country you live in?
SYLVIA: Of course—it's **England** actually.
AGENT: I thought so. Now, when are you coming?
SYLVIA: Well, at the moment we're planning on arriving on July 26th.
AGENT: Ooh, the 25th, that's the last day of the public holiday and it might be difficult to find something available on that date.
SYLVIA: No, we're coming on the **26th of July**.
AGENT: Oh, well that's fine then. We'll have lots of good places vacant by then although you wouldn't be able to move in until late afternoon because our cleaning crew will need time to get everything ready for you.
SYLVIA: That suits us—our flight won't get in until early evening anyway.
AGENT: How many of you will there be?
SYLVIA: Just **my sister and myself**.
AGENT: And how long do you intend to stay for?
SYLVIA: Oh, only a couple of weeks, we'd like to stay longer but we'll have to get back to work.
AGENT: So, you're not coming on business then?
SYLVIA: No, it's just a **holiday**. Why? What difference does that make?

AGENT: Oh, you'd be surprised. Business people have different needs—you know, wireless internet, even fax machines and photocopiers.

SYLVIA: No, we won't need any of that stuff—we'll be coming to relax, and get away from all that kind of thing.

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

[*20 seconds*]

Now listen and answer questions 6 to 10.

AGENT: Good. Now, what exactly are you looking for? A house, a duplex or an apartment?

SYLVIA: What's a duplex?

AGENT: Oh, that's what you might call a townhouse or a unit—you know, two houses semi-detached on the same property.

SYLVIA: Oh, I see. I think an **apartment** will suit us just fine.

AGENT: And how many bedrooms? Two?

SYLVIA: One or two—it depends on the size. My sister and I don't mind sharing if it's a decent size bedroom with two beds.

AGENT: Well, that makes it easier.

AGENT: And car parking? Will you require a lock-up garage? They're a little harder to find with an apartment.

SYLVIA: We'll have a hire car and as far as I know there are no regulations concerning car parking. I think as long as it's not parked on the street and it's **secure** there shouldn't be any problems.

AGENT: Okay. Now, I'm assuming you want something by the beach?

SYLVIA: Yes, that's the idea. We want to enjoy the surf, sand and sunshine.

AGENT: Okay, but before we settle on an area and discuss your price range, I'll need to know about other necessities.

SYLVIA: What do you mean?

AGENT: Well, for example, do you want to be close to a shopping mall or the casino or the fun parks? Or do you want to be in a complex with or near a swimming pool?

SYLVIA: No, none of that really matters to us but we'd like to have reasonable access to the **motorway** so that we can drive up to Brisbane to visit friends there.

AGENT: Well, there are quite a few lovely small towns to choose from. There's Main Beach which is north of Surfers' Paradise or Mermaid Waters which is a bit further south or Palm Beach which is quite a bit further south?

SYLVIA: Mermaid Waters sounds delightful. Is it close to the motorway?

AGENT: Well, not really, the M 1 is actually closest to **Palm Beach** and prices are likely to be more reasonable there too.

SYLVIA: That's settled then, Palm Beach it is.

AGENT: Now, if you'll just give me your email address, I can send you information about the town and lots of photos.

SYLVIA: Well, my email is S-M-A-C 13 at hotmail dot com.

AGENT: And, one final thing, how much are you looking to spend per week on accommodation? Do you want something at the luxury end of the market—you know, newly redecorated, great views, all the mod cons ...

SYLVIA: Not necessarily. Could we get something clean, comfortable and reasonable for $1200 a week?

AGENT: Could you stretch that to 1500 a week? I've got a property in mind that you'll absolutely love but you'd have to go to **1500**—1200 wouldn't cover it.

SYLVIA: Alright, then. But that's our top limit.

AGENT: Good. I'll get on to this straight away and there should be something in your inbox shortly.

That is the end of section 1. You now have half a minute to check your answers.

[*30 seconds*]

Now turn to section 2.

SECTION 2

You will hear a member of the Active Outdoor Club talking to a group of interested potential members. First you have some time to look at questions 11 to 14.

[*20 seconds*]

Listen carefully and answer questions 11 to 14.

I'd like to welcome you all to our Active Outdoor Club. I'll start by telling you a little bit about the history of the club and all that it can offer and there will be a chance for you to ask questions over tea and coffee **in the lobby** afterwards. You'll also be able to pick up pamphlets from the table at the back of the hall and, if you wish to purchase any of our products, Bill will serve you at the front counter.

As most of you probably know, the club was founded by Nick Noble about 30 years ago. He thought of placing an advertisement in the local newspaper or erecting a billboard somewhere but it was **the radio** that he decided on to reach the most people—you know, other people who might be interested in outdoor pursuits, just basic activities like walking or tramping—anything active that could take place in some of the beautiful outdoor settings that this country has to offer.

Nick was overwhelmed by the response he got and the club soon grew from **a dozen or so** friends and enthusiasts to around 200 members 20 years ago, and steadily since then to reach a membership of over 2,500 now. You don't have to be a hardened athlete or extreme adventurer—on the contrary, it's a group that encourages friendship and fellowship through social and recreational activities. The club tries to cater for **all levels of maturity and both genders**—in fact, anyone who has the physical ability and a moderate level of health and fitness to participate in open-air activity on a regular basis. I think our youngest member is a 5-year-old boy and our oldest member is a 75-year-old man. Of course we have more challenging opportunities for those who are up to it but all excursions are graded according to level of difficulty and there will always be something for those families with small children. More about that later...

I'm sure you realize that it's part of the focus of the club to ensure that our natural environment is kept as pristine as possible. We all have a keen interest in conservation and many of our members contribute their time, or give a monetary donation, to organisations that work to enhance and beautify our natural heritage.

.....

Before you hear the rest of the talk, you have some time to look at questions 15 to 20.

[*20 seconds*]

Now listen and answer questions 15 to 20.

Okay, now going back to the grades of activity...First of all, **tramping**. This is very popular with singles and couples without children but is certainly not restricted to those groups. Tramping is arranged for Tuesdays and Saturdays throughout the year. Most tramps are of a duration of 3 to 5 hours depending on the weather and the terrain, and of course, the time of year. You would need to check the newsletter or the website to find out place and time and, if you wish to participate, phone the coordinator who can give you more information.

I'll move on now to **walking** which is very popular with families but open to everyone and walks are arranged for every Thursday and every Sunday over the course of the entire year. Walks last no more than 3 hours, although the Thursday walks might be shorter; and again, you would have to check the newsletter for details of the time and area to meet and get in touch with the walking **organiser** to confirm your participation.

Now, the Wanderers are what you might call a sub-group of the Active Outdoor Club. This group was set up to cater for the less active, more elderly, or families with very young children who still want to enjoy the great outdoors but without quite so much exertion. Bear in mind that the length of these activities is **variable** but we're always home before dark. Any member of the club is welcome to join in their activities on a Sunday which include visiting some of our more beautiful parks and botanical gardens, beach walks, picnics and even boat trips to visit some of the small islands off the coast. Often guided tours can be arranged if there is enough interest. If you'd like to see what the Wanderers are up to, check the website and then phone the leader for more information.

I'll bet you're all ready for that cup of tea now, but before I finish, I really must mention something that can be a lot of fun, a great opportunity to form new or strengthen existing friendships, and a chance to explore a part of the country that you may never have seen before. These are our "**Mystery** Weekends". The Committee puts a lot of time and effort into the organisation of these weekends away not only for health and safety reasons but also to ensure that everything runs smoothly and everyone has a good time. There will be a charge to cover travel and accommodation costs but, apart

from that, it's an affordable and exciting weekend away from the city. For more information call the **chairman** of the committee—you'll find his phone number in the newsletter.

So, that's all I have to say at this point—please enjoy the refreshments, chat with others, and feel free to ask questions. All the committee members are wearing large red name badges so they're easy to find.

That is the end of section 2. You now have half a minute to check your answers.

[*30 seconds*]

Now turn to section 3.

SECTION 3

You will hear a conversation between an academic advisor and a student asking for information about a particular subject that she wants to study. First you have some time to look at questions 21 to 26.

[*20 seconds*]

Listen carefully and answer questions 21 to 26.

ADVISOR: Come in and take a seat.

STUDENT: Thank you.

ADVISOR: Now, you've made an appointment to see me with regard to one of the papers you want to enrol in next semester.

STUDENT: Yes, that's right. It's the "Globalisation and Educational Change" paper, GEC 692.

ADVISOR: Ah, well, I know the one you mean but all the code numbers are going to change next semester so, although the course name will stay the same, the code will be **ED 995**. Now you have to worry about that.

STUDENT: But the content will be the same, right?

ADVISOR: Oh, yes, to a large extent. The objectives are still to provide you with the skills and knowledge for analysing the challenges that globalisation poses for education.

STUDENT: Yes, that's what I'm really interested in—the future of education—not where we are now, but where we're heading.

ADVISOR: Well, you'll most likely enjoy the course because it'll give you the opportunity not just to explore... but also to **document**...the advancement of new educational developments.

STUDENT: And, there'll be quite a lot of analysis involved?

ADVISOR: Yes, obviously, but once you've examined how education has been affected by cultural values and **socio-economic structures**, you'll go on to debate the pros and cons of the restructuring of public education in view of rapid globalisation.

STUDENT: I see but, when you say 'public education', do you mean worldwide?

ADVISOR: No, no. That would be far too large an undertaking for just one paper. You'd probably choose to work with the education system within your own state or country.

STUDENT: Sounds interesting. But isn't it a bit restrictive?

ADVISOR: Not at all. From there you'd move on to explore the **impact** of internationalisation on curriculum diversity in both developing and developed countries. Have you had a chance to look at the assessment criteria yet?

STUDENT: Actually, I have, and it makes me a bit nervous just thinking about it.

ADVISOR: Why's that?

STUDENT: Well, I see that the first assignment starts with an illustrated power point presentation to the rest of the class. I've never done one before.

ADVISOR: No need to worry. You can get help with that. Anyway, this presentation isn't graded—it's what we call a formative assessment—the feedback you get will help you to finalise the **written review**.

STUDENT: That's a review of those academic articles in the first part of the reading list, right?

ADVISOR: Yes. But you only have to choose five of them. That first assignment is worth 30%.

STUDENT: And the second assignment?

ADVISOR: There are two parts to that also and both are graded. Twenty marks will go towards your participation in a **seminar** and then there's a 5,000-word essay which will be graded out of 50.

STUDENT: Thanks.

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

[*20 seconds*]

Now listen and answer questions 27 to 30.

ADVISOR: Is there anything else I can help you with?

STUDENT: Yes, the reading list is quite long. Where do you think I should start?

ADVISOR: Well, I'd suggest you leave the articles until the semester is under way, but a good preparation would be to look at some of the major texts: these ones here.

STUDENT: In any particular order?

ADVISOR: You could start with this one by **Tower** here at the bottom of the page.

STUDENT: Sorry? Who?

ADVISOR: Tower T-O-W-E-R, 2007: *Comparative Education.* That should give you a good basis. Then move on to Elliot: *Educational Issues of the New Millennium*—but be sure to get the **2008** edition not the original 1998 edition because so much has changed since 1998. The new edition has extensive revisions and a lot of new material.

STUDENT: Okay, so that's Tower first, then Elliot. I think I could handle a couple more over the summer break.

ADVISOR: Well, in that case, look for **Brown**'s *Education and Globalisation* published in 2009—actually there are quite a few books by Brown but I'd start with that one and leave his others till much later...and I'd also really recommend this one here: *Globalisation and Knowledge Policy* by York published quite recently in fact—2010.

That is the end of section 3. You now have half a minute to check your answers.

[*30 seconds*]

Now turn to section 4.

SECTION 4

You will hear a lecture on immunity and immunisation. First you have some time to look at questions 31 to 40.

[*20 seconds*]

Listen carefully and answer questions 31 to 40.

Good afternoon and thank you for your warm welcome. This will be the first talk in a series of five on *Health interventions—protection and prevention.* Could I start by asking for a show of hands—how many of you had a flu vaccination at the beginning of winter? Mmm...I thought so. You young ones always think you're indestructible.

Well, as you are no doubt aware disease-spreading germs or pathogens are everywhere. On a daily basis the human body has to ward off **attacks** by various harmful bacteria and viruses. A healthy body has a good defence system against many of these germs but the defence only operates well against micro-organisms that it has already encountered, in which case it is said to be immune. There are two ways in which humans acquire natural immunity: actively, when a person has first suffered and then recovered from an **illness**, and passively, when ready-made protection is transferred into the body, for example, from the maternal blood via the umbilical cord to an unborn child, or through breast milk.

Now, artificially acquired immunity can help the body to fight disease so we can use **active** immunisation as a preventative measure. This is when a person is vaccinated against an illness by injection or oral ingestion of a tiny amount of weakened or inactive germs—not enough to actually cause him or her to contract the illness but sufficient for the body's **defence system** to recognise and respond to the threat by forming antibodies.

Intervention using passive immunisation, on the other hand, is a method of curing an illness after it is too late for prevention. It is less effective than active immunisation and takes longer to work. It is used when the body has already been invaded by bacteria and the person is ill. In this case there is no time for the body to make antibodies of its own so proteins—usually taken from the **blood** of animals—are injected to equip the patient with the essential antibodies to combat the particular illness.

Let's have a quick look at a bit of history: The discovery of vaccination to boost the body's immune system by making it sensitive to particular disease-causing bacteria was made by an eighteenth-century English doctor called Edward Jenner. He noticed that survivors of smallpox, a common but extremely dangerous disease, never contracted the disease a second time. In other words, they were immune. He studied a similar disease in cows called cowpox and realised that people in contact with the **infected cows** became ill with symptoms resembling smallpox. However, this disease was quite

mild by comparison and those who contracted cowpox were then immune to smallpox. He conducted an **experiment** by injecting a child with a small amount of pus taken from a cowpox pustule. The child subsequently became ill but soon recovered. Later, he injected the child with pus from a smallpox pustule and the child did not get sick. He had developed immunity to the more dangerous disease. The antibodies produced to fight the cowpox bacteria had been able to fight off the smallpox bacteria.

What are antibodies? Well, antibodies are made by white blood cells called **B-lymphocytes**. And this is done in response to the presence of antigens, or other bacterial toxins, which have been released by the micro-organisms (what we commonly refer to as 'germs') that have invaded the body. These Y-shaped **antibodies** (or you can think of them as 'anti-toxins') may stop the toxins or repair the damage they have done by what is known as the antigen-antibody reaction which takes place within the plasma of the blood. A correct antibody (for that disease) clings to a particular **antigen** in order to render it harmless. Large numbers of these pairs clump together to form a bigger unit. This is called agglutination and is able to be seen by the naked eye which is very helpful for doctors and other specialists to determine which illnesses a patient is immune to.

Inoculation, or active vaccination, can protect people from serious diseases. The vaccine may make a person feel unwell for a few days when the immune system starts to produce antibodies to match the introduced antigen. This is called a primary reaction. If that particular antigen should ever enter the body again later, a secondary reaction takes place. The body is then able to produce large numbers of corresponding antibodies within a short time so the invading antigens are quickly wiped out without the person suffering any harm from the disease.

That is the end of section 4. You now have half a minute to check your answers.

[*30 seconds*]

That is the end of the listening test. You now have 10 minutes to transfer your answers to the listening answer sheet.

TEST 2

You will 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. All the recordings will be played once only. The test is in 4 sections. At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to section 1.

SECTION 1

You will hear a telephone conversation between a male insurance agent and a female client who wants to make changes to her policy. First you have some time to look at questions 1 to 5.

[20 seconds]

You will see that there is an example that has been done for you. On this occasion only the conversation relating to this will be played first.

MAN: Good morning. Tauber Insurance Company. How can I help you?
WOMAN: Good morning. I want to alter my insurance policy.
MAN: Is that for your house, contents, or vehicle?
WOMAN: My **vehicle**.

*The woman wants to change the insurance policy on her vehicle so **vehicle** has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 5.*

MAN: Good morning. Tauber Insurance Company. How can I help you?
WOMAN: Good morning. I want to alter my insurance policy.
MAN: Is that for your house, contents, or vehicle?
WOMAN: My **vehicle**.
MAN: Can you give me the number of the policy please?
WOMAN: Certainly, I have it here in front of me. It's **ZQW5009**.
MAN: And what make and model of car is it?
WOMAN: It's a Masda...a Masda Marvel.
MAN: And what's the cc rating?
WOMAN: Sorry? What do you mean?
MAN: How big is the engine? Is it 1500 or 1800 cc, for example?
WOMAN: Oh that...it's actually much bigger than that: it's **2500 cc**.
MAN: Thank you. Now I just have to ask you a few questions to verify your identity. What name is the policy under?
WOMAN: Heathcote.
MAN: Let me just bring that up on the computer. Yes, can I just confirm your first name, please?
WOMAN: Well, my first name is Lisa but I'm known by my middle name—Marie.
MAN: Right. I see both here but Lisa is the one I want for ID purposes. And your date of birth, Lisa?...I mean, Marie.
WOMAN: The **twenty-second of August, 1955.**
MAN: Correct. Just one more question before we get started—can you remember the password on this policy?
WOMAN: Oh, dear. I didn't know I had a password on it.
MAN: Everyone has a password. Would you like to take a guess?
WOMAN: Possibly it's my mother's name...
MAN: And what would that be?
WOMAN: Sophia.
MAN: Sorry, guess again.

WOMAN: Alright...Oh, I remember now, it's my grandfather's name, **Jack**.
MAN: Yes, followed by some numbers...
WOMAN: **1897**—right?
MAN: Correct. Now we can get down to business. What exactly do you want to change?
WOMAN: Well, a couple of things. Firstly, I think it's overvalued at the moment. Can we reduce the value by $5,000.
MAN: You mean, bring it down to **$15,000**?
WOMAN: Yes, I'm sure it's lost quite a bit of value over the past year.
MAN: Done. Now, what's the other thing?

Before you hear the rest of the talk, you have some time to look at questions 6 to 10.

[*20 seconds*]

Now listen and answer questions 6 to 10.

WOMAN: Well, I want to add the name of another driver to my insurance policy.
MAN: Who is it?
WOMAN: His name is Samuel Michaels.
MAN: He doesn't have the same family name as you?
WOMAN: No, he doesn't. Is that a problem?
MAN: No, it shouldn't be, as long as he's over the age of 25, but we find it easier to get approval for family members.
WOMAN: Oh, he is family...he's married to my daughter. He's my **son-in-law**. And he's 28 in fact.
MAN: Good — and what would he be using the car for? Would it be business or social purposes?
WOMAN: Not really...you see, I've injured my right arm and I'm having difficulty driving(it's not an automatic—I have to use the gear stick) and Sam, that is Samuel, offered to drive me to my appointments and so on. He's a good driver and I feel safe with him but I'd like to know that the car is still insured with him behind the wheel.
MAN: So that would be...**family** reasons, then?
WOMAN: Yes, I think so. Will my premium go up?
MAN: No—as long as you can provide us with a **photocopy** of his driver's licence—a true copy—you know what I mean—you'll have to get someone from the Department of Transport to sign it saying that he's seen the original document.
WOMAN: I think we can manage that without any difficulty.
MAN: Oh, and while he's at the Department, he should ask them for a **record** of any driving offences, demerit points, that kind of thing, only for the last five years though. We're not interested in anything beyond that but it's important that he has a clean record for the five previous years.
WOMAN: Oh, I'm sure that won't be a problem. Is there anything else you need?
MAN: Just the date for when you'd like this to take effect.
WOMAN: Today, if that's possible.
MAN: Yes, we can issue **temporary** cover from today's date but full cover won't apply until we've received the paperwork and it's been approved.
WOMAN: What exactly is 'temporary'?
MAN: He'll be covered for two full weeks but it will lapse after that time if there's any problem with his credentials.

That is the end of section 1. You now have half a minute to check your answers.

[*30 seconds*]

Now turn to section 2.

SECTION 2

You will hear a counsellor from Health Services talking about confidence and goal setting. First you have some time to look at questions 11 to 16.

[*20 seconds*]

Listen carefully and answer questions 11 to 16.

Hello. I'm Jo(e) from Health Services and I'm pleased to be here talking to you today. You've come here today to learn more about gaining confidence and setting goals. How many of you are truly positive thinkers? **Positive thinking** is the key to confidence. It doesn't matter whether you are playing a sports match, facing an interview or preparing for an exam, if you apply positive thinking, you will gain confidence. This is the secret—positive thought patterns. Positivity leads to confidence which, in turn, will optimise your **performance**.

What is the one simple mental strategy that all confident people have in common? They concentrate on success. But don't they ever fail? Don't they make mistakes? What happens when things go wrong? The crucial difference is that they don't dwell on failure. Everybody makes mistakes—I mean, how else do we learn? Rather than giving up or becoming depressed, the best strategy is to register the mistake; note what went wrong; and determine what would have been a better way to act or what could have been done differently in order to achieve a more successful outcome. Then move on! Yes, erase the negative emotions; allow those memories of defeat, frustration or dissatisfaction to fade and move forward. Negativity erodes confidence. You need to put aside your disappointments and focus on **successful outcomes**.

Oh, it's not that easy. I can hear you saying. Well, no, it's not easy to forget failure but no-one ever fails completely so congratulate yourself on the areas where you did do well. Mentally replay the best bits—even if they're only a small part!

Now, there are two more things you need to do. Firstly, **rehearsal**—yes, you heard me—rehearsal. Surely only actors in a play need to rehearse their parts? No, the truth is, we all need to rehearse. This is a surefire way to build confidence. Before the match, the presentation, the exam or whatever, imagine yourself performing successfully in that particular situation. And here's the second tip—look confident. That will always give you an extra physiological advantage. So you can see that mind and body work together on this. You have to think and act positively.

Let's talk a bit more about how to look confident. If you have to overcome a challenge, get rid of that anxious expression and rigid posture, those downcast eyes and nervous gestures. Even if you don't feel very self-assured, you can still give the appearance of confidence. Stand tall, hold your head up, make full eye contact and keep an open expression—replace the frown with a smile if you can manage it. And those hunched shoulders? Relax those shoulder muscles. If you need to, take a deep breath and stretch to release pent up anxiety and tension. What if you have to make a difficult phone call, for example? Nobody can actually see you—so does it matter what you look like? Yes, it does. Practising positive **body language** will help you cross the threshold into a confident mood.

Before we move on to talk about goal setting, it may surprise you to know that, once you have set a goal in life, the brain responds with a burst of activity, which we experience as...?—that's right, happiness! And what happens when the goal is achieved? Yes, there is another burst of activity...and another feeling of **happiness**.

.....

Before you hear the rest of the talk, you have some time to look at questions 17 to 20.

[*20 seconds*]

Now listen and answer questions 17 to 20.

As you can see, the recipe for a happy life is to maintain a positive attitude and keep setting and achieving your goals. So, whatever your goal, whatever it is that you're aiming for—a new job, losing weight, giving up smoking, graduation—you need an **appropriate** (and by 'appropriate' I mean '**achievable**' **goal**). That's the first step.

The next thing to consider is motivation. How do you get going? Well, it's more likely to motivate you if you think of the rewards of success rather than focus on failure, or what you might lose. So you need to establish your incentives. After that you'll have to **work out** the various stages and phases that you'll need to go through along the way and prepare for each one of them. If you're not naturally motivated, keep the targets small and achievable. But it really is important to ensure you collect the **resources** to accomplish the various steps. If you have performed that particular task before, you may already have the resources or at least know where to get them from. If not, ask someone who has already succeeded.

When you have got this far, the next stage is obvious—yes, you have to take the first step. That's not quite all there is to it though. The final thing to remember is to keep track of what you've accomplished; in other words, be sure to maintain a **progress log**. That way you can look back at your previous small successes and watch your progress along the way to achieving your goal.

That is the end of section 2. You now have half a minute to check your answers.

[*30 seconds*]

Now turn to section 3.

SECTION 3

You will hear two students discussing a science project. First you have some time to look at questions 21 to 25.

[20 seconds]

Listen carefully and answer questions 21 to 25.

BOB: Hi Julia.

JULIA: Hi Bob. Thought about the science project yet?

BOB: Which one? The presentations are scheduled for next month!

JULIA: The experiment that you and I are working on—to demonstrate density, buoyancy and the compression of gases.

BOB: That'll be complicated.

JULIA: Well, it's not supposed to be. It'll be part of the 'Making Science Simple' series that's being showcased next year. And we have to be ready to demonstrate by the end of **next week**.

BOB: Oh, well, ...simple...you say.

JULIA: Yes, not just the concept but the materials too. We have to use **cheap**, readily available, common items—expensive lab equipment is out of the question!

BOB: I remember something about using recycled or throw-away items if possible...Anything portable that we can bring into the lab.

JULIA: That's right.

BOB: Well, any ideas for the project?

JULIA: What about the classic Cartesian diver?

BOB: Is that the same as a Cartesian devil? The invention named after the famous French physicist—René Descartes?

JULIA: Yes, a long time ago **superstitious** people labelled it that because they couldn't comprehend the scientific principles it demonstrated; they thought it was black magic.

BOB: How shall we do it?

JULIA: By keeping it as simple, transparent and economical as possible.

BOB: So, to start with...?

JULIA: Open your pencil case and let's have a look. Mmm, you haven't got any...

BOB: Any what?

JULIA: Paper clips.

BOB: Oh, there are lots of them in the bottom of my bag. They slip off my papers and collect in the bottom. Look, here's half a dozen.

JULIA: But they're all big metal ones—I want little ones—small, vinyl-covered multi-coloured ones.

BOB: Oh, I've got one or two of them too.

JULIA: Great. And...if we look around, especially **on the floor**, we're bound to find a few more. See? Here.

BOB: What else do we need?

JULIA: A small rubber band.

BOB: Well, I've got one of those in my pocket.

JULIA: No, not that kind. Let's go and ask Tara.

BOB: Why?

JULIA: Those really small coloured bands for making pony tails are ideal.

BOB: Hey, Tara?

TARA: Yes?

JULIA: Have you got any spare rubber bands like the ones you fasten your hair with?

TARA: Oh, heaps, a whole **packet** full—help yourselves.

BOB: Terrific. ...So far it hasn't cost us anything. What now?

JULIA: Let's go and rummage through the recycling bins beside Joe's Mini-market.

BOB: What for?

JULIA: We want a 2-litre plastic soft drink bottle with lid.

BOB: Hey, I draw the line at sorting through other people's rubbish and we're also not likely to find one with a lid.

JULIA: Well, go into **the store** and buy 2 litres of soft drink.

BOB: What flavour?

JULIA: It doesn't matter what kind of drink you get, just make sure it comes in a clear P. E. T. bottle.

BOB: Where are you going?

JULIA: To the cafeteria behind the Resource Centre.

BOB: What for?

JULIA: I'm after some straws.

BOB: I can get them from the shop when I buy the drink.

JULIA: No, I've seen theirs. They're the waxed paper ones. We need clear plastic and I know they've got them in the cafeteria. I'll also see if I can get a tall plastic cup from there.

BOB: Good luck. Meet you back here in 5 minutes.

JULIA: Maybe longer because I want to go over to **my locker** and get a wire coat hanger.

Before you hear the rest of the conversation, you have some time to look at questions 26 to 30.

[*20 seconds*]

Now listen and answer questions 26 to 30.

BOB: Right. Have we got everything now?

JULIA: I think so. I've got extras of most things so don't worry if this doesn't work first time.

BOB: Okay. Assembly. Step 1.

JULIA: Take **a straw and fold it in two**. No, not like that—these plastic ones are quite hard to fold—try pinching it in the middle—that should make it easier to bend. You may even have to bite it but not too hard—you want a sharp crease but you don't want to break it.

BOB: How's this?

JULIA: Good; now, second step. Wrap a **rubber band** several times around the ends to hold them together.

BOB: Then?

JULIA: Add weight to the diver.

BOB: So, this straw is the diver?

JULIA: Yes. See how I'm pulling the outside end of a paper clip out a bit? Now, hook the part I bent out into the rubber band that's holding the straw together. No, not that way—it'll fall off. That's right, turn it over. Now, hook two or three more **paper clips** on. It's hard to say how many we'll need. The idea is to get the diver to be almost all the way submerged, but not quite. We can put it in this tall cup of water to test it.

BOB: Mmm...What do you think? Too buoyant? Add another paper clip?

JULIA: I think so. Okay, onto the next step. Have you got the empty bottle?

BOB: Not quite.

JULIA: What do you mean?

BOB: Well, it's not quite empty.

JULIA: Pour some into this cup for later. Good. Now fill the bottle with water all the way to the top and we'll gently lower the diver in. Great—now put the **cap** back on.

BOB: And then?

JULIA: The final step is the demonstration of our experiment—you will see that when I squeeze the bottle, the diver...sinks and when I let it go, the diver...rises.

BOB: When you squeeze, the air bubble trapped in the straw compresses and the water rushes in making it **heavier** so it sinks. And the reverse happens when you release the bottle. What's the coat hanger for?

JULIA: Oh, that? If our experiment didn't work the first time and our diver stayed on the bottom, we'd have had to fish it out with a piece of wire or a hook of some kind. It's best to be prepared.

That is the end of section 3. You now have half a minute to check your answers.

[*30 seconds*]

Now turn to section 4.

SECTION 4

You will hear a lecture on volcanic activity and its effect on the atmosphere. First you have some time to look at questions 31 to 40.

[20 seconds]

Listen carefully and answer questions 31 to 40.

Good morning, everyone. In these environmental science lectures I guess you're all used to hearing about global warming—well, I'm here today to talk to you about one particular volcano and its effect of global cooling. I'll begin by going back a little bit in time.

Towards the middle of 1991, the second largest volcanic eruption of last century occurred in the Philippines, not far from the capital city, Manila, on the island of Luzon.

Mount Pinatubo belongs to a chain of volcanoes in the area and this was by no means its first eruption. There is evidence of eruptions from approximately 500, 3,000 and **5,500 years ago**.

The events of the 1991 Mount Pinatubo eruption began in **July 1990**, when a magnitude 7.8 earthquake occurred 100 kilometers northeast of the Pinatubo region. The sleeping giant was re-awakened but few people had any idea of what was in store for them. In **mid-March 1991**, many earthquakes were experienced around Mount Pinatubo and this is when volcano scientists (or vulcanologists as they are called) started their investigation of the mountain. Before the disaster, thousands of people lived in very close proximity to the mountain and, on April 2nd, small explosions from vents near the crater dusted their villages with **ash**. This resulted in the order for evacuations of 5,000 people later that month.

Earthquakes and explosions continued to harass the residents and, on June 5th, a Level 3 alert was issued for two weeks because of the possibility of a major eruption. However, the appearance of a large amount of lava protruding from the mountain on June 7th led to the announcement of a Level 5 alert on June 9th, indicating an **eruption in progress**. An evacuation area within 20 kilometers of the volcano was established and this time 25,000 people were evacuated.

On the following day, Clark Air Base was evacuated and the danger radius was extended to 30 kilometers from the volcano resulting in the total evacuation of 58,000 people.

On June 15th, just after midday, the eruption of Mount Pinatubo commenced and lasted for nine hours causing numerous major earthquakes due to the **collapse** of the land at the top of the mountain and the creation of a huge caldera. 'What's a caldera?' I hear you say. Well, it's obvious really—with a huge eruption such as this where enormous amounts of material have exploded into the air, the summit falls into what is now an empty chamber and thus forms a large crater.

As luck would have it, as the eruption was taking place, a **tropical storm** was passing just to the northeast of Mount Pinatubo, bringing a lot of rainfall to the area. The dust and cinders that had been thrown up into the atmosphere combined with the water vapor from the storm to cause a rainfall of tephra that fell across the whole island of Luzon. Most of the people who perished during the eruption did so because of the weight of the ash collapsing **roofs** and killing the occupants of the houses. If it hadn't been for that passing storm, the death toll would certainly have been much lower.

But that's not all, besides the ash, Mount Pinatubo expelled between 15 and 30 million tons of sulphur dioxide gas. Can you guess what happened next? Yes, the sulphur dioxide mixed with **water and oxygen** in the atmosphere to become sulphuric acid, which is a major contributor to ozone reduction.

The eruption plume from Mount Pinatubo reached high into the atmosphere, attaining an altitude of 34 kilometres and the resulting aerosol cloud spread around the earth in two weeks and had covered the planet within a year. During the years 1992 and 1993, the ozone hole situated over Antarctica reached an unprecedented size.

The cooling effects of this cloud over the earth were remarkable. It reduced **global temperatures** considerably. In the United States, for example, we experienced our third coldest and third wettest summer in 77 years during 1992.

That is the end of section 4. You now have half a minute to check your answers.

[30 seconds]

That is the end of the listening test. You now have 10 minutes to transfer your answers to the listening answer sheet.