

Section 1

You will hear two dialogues. The first between two friends at University, the second between one of these people and the university clerk. First you have some time to look at questions 1 to 4.

Pause the recording for 30 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.

Person 1: Hi, Julie. You look flustered. What's wrong?

Julie: I left my car parked in the underground parking. And now it's gone. Gone!

Person 1: What do you mean? You think it's been stolen?

Julie: I think so. I'm just so flustered. It's such a big place and I'm not sure. I just can't remember where I left it, or if someone took it.

Person 1: Was it locked?

Julie: Well, I think I locked it. You know, I was thinking of my class at the time because I was running late. So I'm not 100% sure.

The correct answer is A. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording the second time. Listen carefully and answer questions 1 to 4.

Person 1: Hi, Julie. You look flustered. What's wrong?

Julie: I left my car parked in the underground parking. And now it's gone. Gone!

Person 1: What do you mean? You think it's been stolen?

Julie: I think so. I'm just so flustered. It's such a big place and I'm not sure. I just can't remember where I left it, or if someone took it.

Person 1: Was it locked?

Julie: Well, I think I locked it. You know, I was thinking of my class at the time because I was running late. So I'm not 100% sure.

Person 1: Where did you leave it on the ground?

Julie: It was level one.

Person 1: Don't you know that area's for postgraduate students? Not for undergraduate students. Did you get a parking permit for student services?

Julie: No, I did it. So what does that mean?

Person 1: It means that it's probably been towed away.

Julie: Oh, no, it's the first time I've brought my car. I usually catch the train in.

Person 1: How long has it been parked for?

Julie: Probably around four hours. Is there anything I can do?

Person 1: Yes, go to the clerk at student services and ask what you have to do to get your car back. You'll probably have to get your car out of the compound and also pay a fine.

Julie: I don't believe it.

Person 1: I know it's ridiculous. But it's the only way the university can control how many people park on the grounds. There's just not enough parking to accommodate all the students.

Julie: They could at least have clamped the wheel. Oh, well, how do I get to Student Services?

Person 1: You go towards the science department, which is opposite the football field and next to the cafeteria. It's in the building in between.

Julie: Okay, so it's in the building in between the science department and cafeteria, which is opposite the football field.

Person 1: That's right. Good luck.

Before you hear the rest of the conversation you have some time to look at questions 5 to 10. Pause the recording for 30 seconds. Now listen and answer questions 5 to 10.

Clerk: Good morning. Can I help you?

Julie: Yes, I was told to come here because I seem to have lost my car.

Clerk: What do you mean?

Julie: Well, it's the first time I've got my car and I didn't realize their restrictions and I think it might have been towed.

Clerk: I see. Are you a postgraduate student?

Julie: No undergraduate.

Clerk: Did you get a parking permit?

Julie: No, I didn't know about the permit.

Clerk: Okay, we'll have to fill out a release form for the compound company, where your car has been taken. I'll just need to get some details. Your name?

Julie: Julie Karas. That's spelled K-A-R-A-S.

Clerk: Julie K-A-R-A-S. And your address?

Julie: 15 Fremont Avenue.

Clerk: How do you spell Fremont?

Julie: F-R-E-M-O-N-T and the district is Hawkesley.

Clerk: How do you spell that?

Julie: H-A-W-K-E-S-L-E-Y

Clerk: Faculty?

Julie: I'm in political science.

Clerk: So that's the science faculty.

Julie: Yes.

Clerk: What's the car registration number?

Julie: It's KIE6 - no I always get that wrong. It's IKE614T.

Clerk: IKE614T. What make is the car?

Julie: It's a Fiat Panda.

Clerk: Do you know the model?

Julie: The model?

Clerk: Yes. What year was it made?

Julie: Oh. 1998 I think. It's white. Well, actually, it's cream.

Clerk: Cream 1988 Fiat Panda.

Julie: No, 1998.

Clerk: 1998. What I'll do is give the car compound a call and see if they have it in their possession.

Julie: Okay. So what should I do?

Clerk: Take a seat in the Green Room. I won't be long.

Questions 1-4

Choose the correct letter **A, B, C or D**

Example:

Where did Julie leave her car?

- A. in the underground parking lot
- B. in the outdoor parking lot
- C. opposite the university building
- D. near the Student Services office

1. What are the regulations for the underground parking area, level 1?

- A. Undergraduate parking is allowed.
- B. Postgraduate parking only is allowed.
- C. Staff parking only is allowed.

2. If you don't have a parking permit, what action will be taken?

- A. Your car will have a wheel clamped.
- B. You will pay a fine only.
- C. Your car will be towed away and you will pay a fine.

3. How does Julie usually travel to university?

- A. by car

B. by rail

C. by bus

4. Where is Student Services located?

A. in the Science Department

B. next to the football field

C. between the cafeteria and the Science Department

Questions 5-10

Complete the release form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Application for the release of a vehicle in the compound.

Name: **5**.....

Address: **6**.....

District: **7**.....

Faculty: **8**.....

Registration number: **9**.....

Make of car: **10**.....

Section 2

You will hear a ranger from the Nitmiluk national park speaking on a radio program about hiking in Australia. First you have some time to look at questions 11 to 14.

Pause the recording for 30 seconds.

Now listen and answer questions 11 to 14.

The Chaplet trail located within Nitmiluk National Park is a 4 to 5 day trek in Australia's Northern Territory. It follows an ancient Aboriginal song line and the boulders along the way are scattered with rock paintings. There are five campsites along the trail. First Biddlecombe Cascades then Crystal Falls, 17 Mile Falls, Edith River Crossing and finally Sandy Camp pool.

Only 10 people at a time are allowed in each camp site. So you must book in advance. Although usually you will not see another person on the trail. Every campsite has a sort of permanent water. But otherwise facilities at each campsite vary. Your first stop, Biddlecombe Cascades has toilets and an emergency call device. The next two stops Crystal Falls and 17-Mile Falls are the most developed campsites. Both offer toilets, an emergency call device and a checkpoint where you must sign in to help Rangers locate you in case of an emergency.

Edith River Crossing also has a checkpoint and emergency call device, but no organized toilets are provided. Sandy Camp pool is the most primitive site of all. There is nothing there other than a beautiful sandy beach where you can pitch your tent.

Before you hear the rest of the talk, you have some time to look at questions 15 to 20. Pause the recording for 30 seconds. Now listen and answer questions 15 to 20.

The trail begins at Nitmiluk Center where you must register and pay a deposit of \$50. After registering, you may begin your trek. You'll follow the trail overlooking 17 Mile Creek on your left for eight kilometers until you reach the first campsite Biddlecombe Cascades where you'll stop for the night. On the second day the track leads North from camp. After you've walked for about five hours and ten and a half kilometers, you'll reach Crystal Falls campsite located at a sharp bend in the trail. There's a marked trail from the campsite to the Crystal Falls viewpoint. Crystal Falls is 30 metres high and is breathtaking, so be sure to have a look.

The next day you'll change direction and head West across the valley, and then Northwest again for about nine and a half kilometers. The track is quite even and flat for the first part of the day, which is a welcome break from the rocky ground of previous days. Before you reach the next campsite you will pass the Amphitheatre: a butterfly and frog-filled canyon that's important to the Aboriginal people who have left intricate rock paintings on the rock walls. A few kilometers further you'll come to 17 Mile Falls campsite besides a series of rock pools and small cascades above 17 Mile Falls Creek. There is a lookout over the falls that shouldn't be missed and is particularly beautiful at sunset. On day four you'll take your longest hike. 15 and a half kilometers going to the west.

You'll cross a boggy area as you approach the Edith River. If you're tired you may camp here where you first cross Edith River or instead follow the river south, crossing it several more times before you reach the campsite at Sandy camp pool, where you can spend the last night of your adventure camping on the Sandy Beach beside a tranquil water hole. Leaving Sandy Camp pool,

the track continues through woodland until you pass a checkpoint at Edith river south. From here the trail is lined with the river on the left hand side and high rocks on the right. One last stop is a must at Sweetwater pool. This is a large water hole surrounded by Rocky Ledges that is perfect for a picnic before you return to civilization. Day-trippers can access this point from Edith Falls. So it may be your first encounter with another person since leaving Nitmiluk. After a swim make your way to Edith Falls where your adventure ends. Make sure you deregister at the Edith kiosk and then take a hot shower.

Questions 11-14

Write the correct letter A, B or C next to questions 11-14.

What facilities are available at each campsite?

- 11. Biddlecombe Cascades
- 12. Crystal Falls
- 13. 17 Mile Falls
- 14. Edith River Crossing

- A. a checkpoint but no toilets
- B. toilets but no checkpoint
- C. a checkpoint and toilets

Questions 15-20

Label the map below.

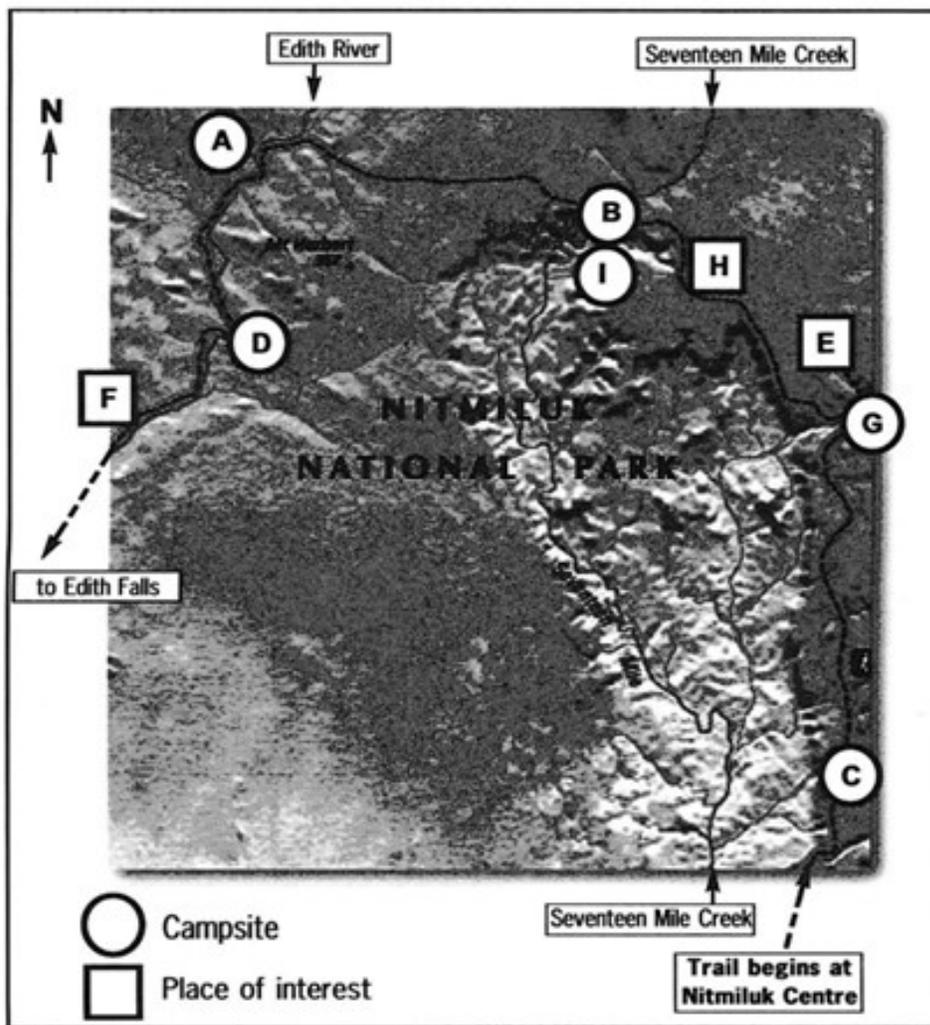
Write the correct letter A-H, next to the questions 15 – 20.

- 15. Biddlecombe Cascades
- 16. Crystal Fall viewpoint
- 17. The Amphitheatre

18. 17 Mile Falls Creek

19. Sandy Camp Pool

20. Sweetwater Pool



Section 3

You will hear Laura, a laboratory technician, talking to Jamie and Denise to students about the procedure to get their final year chemistry projects approved. First you have some time to look at questions 21 to 25.

Pause the recording for 30 seconds.

Now listen and answer questions 21 to 25.

Laura: Hi there. I'm Laura and a laboratory technician for these chemistry labs and Professor Mills has asked me to explain the procedure that you'll all have to go through to get your final year projects approved. Most of the procedure involves safety concerns, which we take very seriously. We don't want any uncontrolled explosions, no fires and definitely no incidents with toxic gases.

Speaker 1(Denise): You mean like what happened in 2008 when the whole science block had to be evacuated?

Laura: Yes. Exactly. So you've heard about that already Denise.

Denise: Professor Mills told us about it on the first day of class. It was hilarious.

Speaker 2: Yeah, but I reckon some people must have gotten into a lot of trouble.

Laura: To be honest. It was mortifyingly embarrassing for the chemistry department, because not only could no one identify what the toxic substance was, but also at the time of the incident no one was actually authorized to be carrying out experiments with any toxic substances whatsoever. Turned out, a student had got a bit bored and decided to do some spontaneous experimentation by mixing up some random powders that were lying around.

It was actually incredibly foolish because there are some extremely dangerous substances in the laboratory stores and everyone was utterly shocked that someone of college age would do something so childish and irresponsible. And in effect, this incident was the reason we developed the safety procedure that each of you must now go through before we let you loose in the laboratory to do your final year project. The procedure will force you to be really aware of safety issues. So just in case at the moment any of you think it would be a laugh to mix up some colorful substances or light things on fire for no reason by the time you've worked your way through the procedure, you would pause for a moment. At least, we would hope so.

Speaker 2(Jamie): So can I ask something?

Laura: Yes, Jamie.

Jamie: So we're basically being punished because some other student was irresponsible.

Laura: Actually the approval process isn't as bad as that. We can't really call it a punishment. It seems really very long and cumbersome at first because you have to get a lot of different tasks stamped for approval by a lot of different staff members and I'm sure most of them would have various concerns and suggestions.

But my aim today is to break down the process and explain all the different steps to you. So that doesn't seem quite so bad.

Before you hear the rest of the talk, you have some time to look at questions 26 to 30. Pause the recording for 30 seconds. Now listen and answer questions 26 to 30.

Laura: All right, let's get started. As I said before a number of different staff members will be giving you suggestions and they may not always agree. So just to keep things clear. You should remember that the laboratory supervisor has the final say about whether or not an experiment may be done here in our laboratory. Your professor has the final say whether you can do a particular experiment for your project, provided it's approved by the laboratory and I've got the final say on how it may be done. So the first step is that you will fill out this safety assessment form.

You would have to have a fairly clear idea of your experiment because you need to list all the chemicals you'll be using, the quantities you'll be using for each one and the nature of the reactions that you'll carry out. You'll also be required to provide a week by week schedule so that we can be sure that whatever substances you're working with won't prove to be incendiary if they get mixed up with whatever the person next to you on the bench is getting up to. Really for most of you this assessment form will be quite straightforward because you're simply not going to be working with anything very dangerous.

But for some of you particularly if you are working with any volatile substances, it could be a bit more complicated. You might have to justify the use of certain substances or only be allowed to use them on particular days. Now then, after you've filled out a safety assessment form and given a copy to your professor, you'll submit it to the laboratory supervisor and he'll review it. This could take a couple of weeks. So do it early, don't leave it to the last minute. He's a busy man.

The laboratory supervisor will eventually make a recommendation to your professor about whether the experiment can go ahead, requires modifications or may not be done. Next your professor will either approve the project or not. If your professor does not approve the project due to safety concerns, then you, the student will be notified and you'll begin the process over again by submitting a new safety assessment form that takes into account those troublesome safety issues. Is everyone with me so far.

Jamie: I have a question.

Laura: Yes, Jamie.

Jamie: So if we have to wait weeks for the laboratory supervisor to give his approval and then we have to redo the form, we're going to be quite behind our classmates who've got approval on the first go. That's a bit unfair, isn't it? I mean some people are going to have an advantage of several weeks over other people.

Laura: Well, you needn't really worried about getting behind at this stage. After all, you have six months to work on your final project. You only get a two-week block of laboratory time anyway, so there's time to wait for the laboratory supervisor provided you get started promptly and don't leave it all to the last two months.

Also, don't forget that this is only one step. There are plenty of other steps for other students to get hung up on further down the line. It will all balance out

Speaker 3: But Laura what if our projects aren't approved?

Laura: Then you'll come up with another one. Don't get too attached to your project in the beginning. Projects get turned down. Let's see. Last year, I think only 15 projects got approval on their first go

Jamie: Out of how many?

Laura: Out of about 45 I think. There are less of you this year, but still be prepared to come up with an alternative project.

There are plenty of people to help you if you need ideas. Your professor, his RAs even your fellow students. And don't forget that in the first months of your project, the library will be your second home and the Librarians will be your greatest friends.

Speaker 3: Laura. What's an RA?

Laura: RA stands for research assistant, like Jess over there in the lab coat. Hi, Jess. Now, once your professor has approved your project, you will need to write up a set of experiment safety procedure guidelines. This will include all the Practical steps you will take to keep safe, and exactly what you'll do if you have a spill or some such thing.

Speaker 3: How will we know all this? We've got no experience in the laboratory.

Laura: Well after your professor approves your project he'll assign an RA to help you write the experimental safety procedure guidelines. You won't be on your own. Finally, once that's written you'll give it to the laboratory technician - that's me - for approval. If I approve it. Then you can begin your experiment. If there are problems, we'll sit down together and talk about it. Then you and your assigned RA will come up with a way of making your experiment completely safe to conduct. You'll redo the guidelines and give it to me again until it's approved. But the RAs know what they're doing. So I don't expect there will be too many problems. Okay any questions?

Question 21-25

Which person has the following opinion about the incident in 2008?

Write the correct letter, A, B, or C

21. It was very funny.
22. Some people must have faced serious consequences.
23. It caused embarrassment.
24. It was a very immature thing to do.
25. We are being punished for it.

A. Laura

B. Jamie

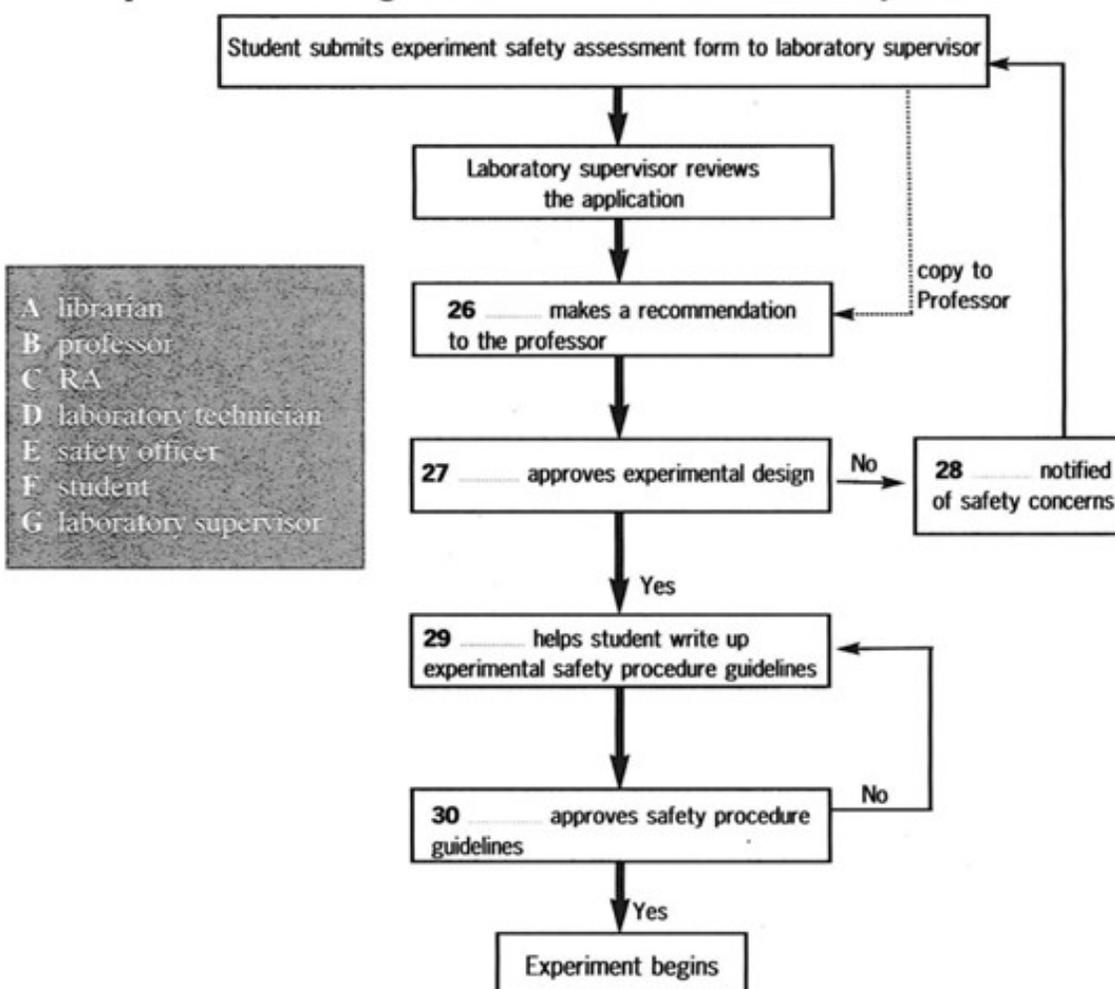
C. Denise

Questions 26-30

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter **A-G** next to questions **26-30**

Experimental Design Procedure For Final Year Projects in Chemistry



Section 4

You will hear part of a lecture about the different biomes that are present in Brazil given as an introduction to a course about sustainable development in South America. First you have some time to look at questions 31 to 40.

Pause the recording for one minute. Now listen and answer questions 31 to 40.

To begin our topic on sustainable development in South America, I would like to briefly acquaint you with the six biomes present in the country. Each of these biomes has its own geographic and environmental features, has unique resources that people may exploit and indeed each is facing different threats from human development. Biomes, if you recall, are regions that are climatically and geographically defined and contain distinct communities of plants and animals. They are sometimes named for the plant communities that occur such as forest, savannah and grassland,

whether these plants are evergreen or deciduous, and climatic factors as well. For example, tropical temperate Etc.

Alright, let's take a look at this map of Brazil. The largest biome in Brazil is the Amazonian rainforest biome, which you can see located in the north of the country. It's one of two rain forest biomes in Brazil, the second being the Atlantic rainforest biome, which is located in a relatively narrow strip running up the Eastern Atlantic Coast. In the very southernmost part of Brazil bordered by the Atlantic rainforest lies the very small and relatively understudied Pampas biome, which is grassland. Finally stretching like a belt across the middle of the country between the two rain forest biomes lie the Pantanal, the Cerrado and the Certinga. Starting at the left of the map, you can see the smallest of the three, which is the Pantanal biome, a unique seasonally flooded Wetland area.

In the center of the country is the Cerrado, the second largest biome in Brazil. Cerrado is tropical savanna, a scattering of grassland and deciduous forest that experiences a short dry season. Finally, the last biome called Certinga is located between the Cerrado and the Atlantic forest in the northeast of the country. The Certinga has a very long dry season lasting eight to nine months and is covered in deciduous scrub.

So let's begin with the Amazonian rainforest biome. As I mentioned previously, it's rainforest and it's incredibly diverse. It contains the largest single Reserve biological organisms in the world. No one really knows how many species occur in the Amazon forest, but scientists estimate that there could be as many as 5 million. Recently, this biome has been under a great deal of pressure from agriculture with large Swathes being cleared and burned to create pasture for the 19 million cattle that the area supports.

However, the soils are acidic with very low levels of certain important minerals and are quickly degraded when heavily grazed which necessitates more clearing and burning a forest. The rain forest is further disturbed by selective logging and valuable tree species.

The second largest biome in Brazil is the Cerrado which is a tropical savanna environment made up of sparse trees and drought-resistant grasses. The Cerrado also contains a huge biodiversity. It's estimated that one-third of Brazil's plant and animal species are located in this region, but since 1995, the cultivated pasture area in the Cerrado has increased by almost 70%. It is a common practice to use newly cleared land for the cultivation of crops for a few years. Then when it starts to degrade, to use it for pasture for cattle. The Cerrado now supports 72.3 million cattle which amounts to 41% of the Cattle in Brazil.

Next, we have the biome called the Certinga, which is a tropical dry land with a dry season that lasts eight or nine months of the year. Vegetation is deciduous, sparse and thorny and contains a high number of species endemic to Brazil. Agriculture is limited by the lack of water, but this biome supports 8.8 million goats and 8.1 million sheep besides 23.9 million cattle. The Pantanal biome, a wetland formed by the flooding of the rivers of the Paraguay Basin is the world's

biggest flooded plain. Vegetation is patchy and variable. It consists of tall grasses, bushes and widely dispersed trees similar to those of the Cerrado, except that in the Pantanal they are partially submerged for a portion of the year. Three million cattle are raised in this biome. However, the available grazing area is limited by flooding so large areas can sustain only low numbers of animals.

UNESCO recognizes it as a world biosphere reserve and also as a world natural heritage site. Ecotourism is becoming important in this region, which diversifies the economic activity. The Atlantic rainforest is the most endangered biome in Brazil and also its most affluent region. It's the most important agricultural and industrial area of the country. It supports 36 million cattle and most of the country's dairy production takes place there. More than 70% of the Brazilian population, the largest Brazilian cities and the production of about 80% of Brazil's gross domestic product are all located in what used to be the Atlantic rainforest.

Today as a result, less than 10% of the Atlantic Forest is left by and is also beginning to be recognized and ecologically very important. In the state of Bahaya, for example, international researchers have identified a world record 458 tree species in a single hectare of Atlantic Forest. That is even more diverse than the Amazon rainforest. At the moment less than 2% of the remaining Atlantic Forest is under protected status and the scientific community is scrambling to secure what little undisturbed Forest Still Remains.

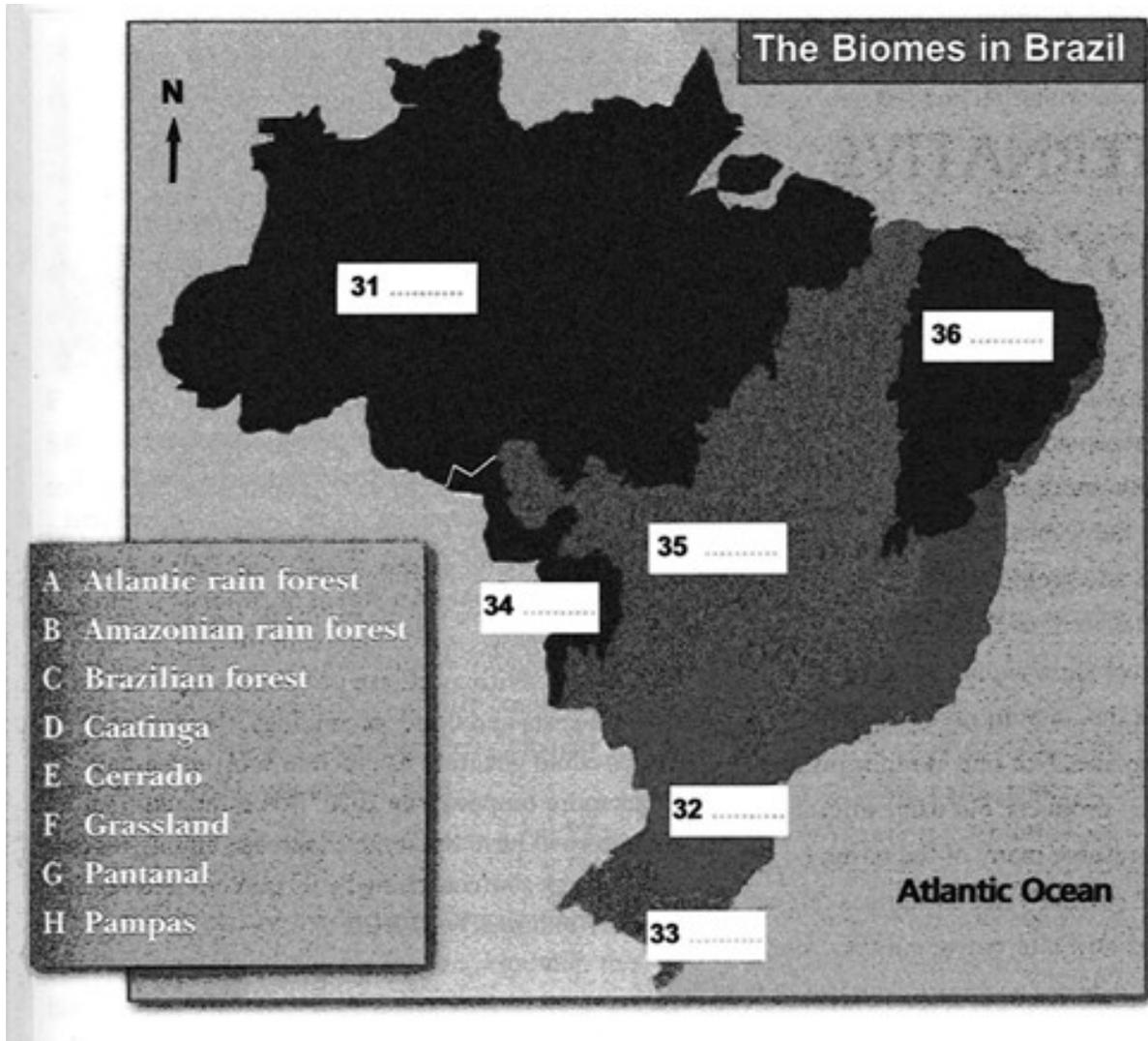
Finally the Brazilian Pampas biome has a temperate climate. It's the only biome in Brazil that is not tropical. Grasses, scattered with shrubs and trees are the dominant vegetation. The shallow soil, originating from sedimentary rocks, often has an extremely sandy texture, that makes it fragile and highly prone to water and wind erosion. The Pampas supports 26 million cattle and six million sheep in mostly natural unmodified pastures. However, this biome is being threatened with rapid conversion to the agriculture of cash crops.

All right, so next week we'll go into more detail about the economic policies of the Brazilian government in relation to the development of each of these biomes.

Questions 31-36

Label the map below.

Write the correct letter, A-H, next to questions 31-36



Questions 37-40

Complete the table below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

ANIMAL PRODUCTION (in millions) in the Biomes of Brazil			
AREA	Cattle	Goats	Sheep
Cerrado	37.....	none	none

Caatinga	23.9	8.8	38
Pantanal	39	none	none
Pampas	26	40	6