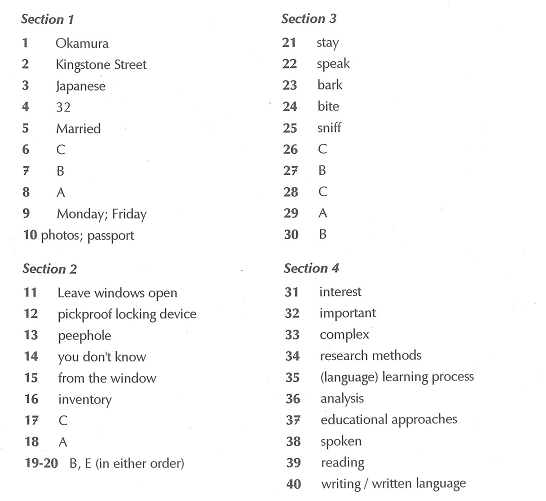
**EXERCISE 07**

**TASK I**



**TASK II: GAP-FILLING**

**SECTION 1**

*In this section you will hear a conversation between a visa officer and an applicant.*

V = Visa officer; A = Applicant

V: Good morning, visa office. How can I help you?

A: Good morning. I'd like to apply for a visa to **Australia**, please.

V: Certainly, sir. I'll just get a form and then I'll need to take some details down. OK. Here we go. Right, can I have your name, please?

A: Yes, it’s **Okamura**. Kelly Okamiưa.

V: And how do you spell that, please?

A: K, E, double L.„

V: No, your family name, please.

A: Oh, sorry. It’s O-K-A-M-U-R-A.

V: O-K-A-M-U-R-A. And your address?

A: **Apartment 106**. Kingstone Street. Hawaii.

V: Kingstone Street. Hawaii?

A: Yes, that's correct.

V: So you’re an **American**?

A: Actually, 1 was born in Japan, but moved to Hawaii **6 years** ago.

V: And can I have your age please, Mr. Okamura?

A I’m 32.

V: And are you married?

A: Yes. I am. My wife's **Chinese**.

V: And will your wife accompany you to Australia?

A: Yes, she will. In fact that's the reason we want, to go. Her sister lives in **Sydney**.

V: Do you have any relatives living in Australia?

A: I used to have an uncle, but he died several years ago. Now there's only my **sister-in-law** and my wife’s cousin.

V: So the purpose of your trip is to visit your wife's **relatives**. Am I correct?

A: Well, not exactly. Mainly because I have mv own trading company and I will be looking for business **opportunities**. Although I do want to do some **travelling** as well. You know, see some of the sights, that sort of thing. Although 1 don't intend to work in Australia.

V: And your wife? What will she be doing?

A: She’ll be studying English. She wants a **student visa**.

V: And how long do you plan to stay?

A: About one year, I guess.

V: Well, I’m afraid a standard **tourist** visa is only valid for **30 days**, although in vour case we can issue you with a business visa. Business visas last for **six months**. But you will be able to renew it. We can give your wife a twelve-month visa though.

A: Six months is OK. So what do I need to do now?

V: Come along to the office any time during **weekdays**. But it must be office hours. We close at 5:30. And bring along two passport size photos and your **passport** of course. Your wife will also need two photos. So that's four passport size photos in total.

A: OK. Thank you for your help. Bye.

V: Bye.

**SECTION 2**

*You will hear an informative talk given by Micỉưiel on how to keep out burglars and keep your home safe.*

Michael: Keep them out! There's no **fail-proof** way to keep out a burglar, but every little bit of **deterrence** helps. Even if you can't afford a security system, you can take a few minutes to make your home a little safer. Some relatively simple steps will greatly **deciease** the odds of a break-in, which means you can enjoy more peace of mind. And isn’t' that what 'home' is all about?

Think like a **burglar**: If you were one, how would you get into your home? **Evaluate** your home from the inside and out, day and night. You might even try a ’mock’ break-in, trying window **jambs** and locks on the house’s **perimeter**. To keep out a burglar, the first thing to do is to secure the windows. Though windows are **relatively** easy to break, the loud noise of **shattering** glass will deter a thief if you’re near other houses.

Don't leave vour windows open (luring the night whether you're at home or away. That's a **commonsense** precaution, but a surprising number of people forget to do just that.

Use a **pickproof** locking device for vour windows. Make sure the frames are solid.

Tf you're **beyond** the earshot of your neighbours, they won't hear the glass breaking. Consider installing a **plexiglass** sheet for the more accessible windows.

This will make entry through them more difficult.

Your doors should also be **secured**. If you don't have a peephole, install one in the front door. If you have one, make sure that you and your family are in the habit of using it. Don't open the door to anyone you don't know, **especially** at night. If the **peephole** is out of the reach of your children, keep a **stepladder** or stepping box by the door for them to use.

If there's any glass within two feet of your front door lock, consider a locking device that would be out of reach if that glass is broken.

Now, a few tips on how to protect your **valuables**. Don't leave vour valuables (stereo, computer, jewellery, etc.) where they can be seen from the window. If you don't want to hide everything from sight, consider **blinds**.

Make a valuables **inventory**. Keep a record of your expensive and personally **significant** items-not. just a listing, but a photographic or **videotape** record if possible. Store this inventory at another location. This is helpful for both the police and the insurance agency to **identify** the stolen goods.

Use an **engraving** pen to mark these items with some kind of personal identifying information, such as your **initials**, in an inconspicuous place. This also helps record your **possessions** in case of any other mishap, such as fire or flood.

Don't stop your security **awareness** at the outside walls of your house. Your yard areas (if any) also **deserve** your attention. In general, don't leave anything around the yard that might help a **burglar** get into your house: ladders, **stackable** boxes or any garden tools should be put away, preferably in a locked cabinet.

Install a light in your yard that is **sensitive** to movement. Place it high and out of reach.

Trim hedges or bushes that are near doors or windows. These can be good hiding places.

Don't place outdoor **furniture** tables nearby the house. These could become an easy stepladder to the roof.

When you are on **vacation**, create the occupancy **illusion**. Maybe you laughed at your mother for leaving the lights on and the radio playing while she left for vacation, but she had the right idea. Those steps aren't quite enough, so try these **strategies**:

Buy electronic timers that turn lights on and off at different times. Hook up a timer to your TV for a few hours each evening. Turn up the volumes, too- not enough to annoy the **neighbours**, just enough that a lurker at the windowsill couldn't miss hearing it.

Have your newspaper and mail delivery **suspended**. If you don't have time to do this, ask a neighbour to pick them up for you.

Ask a neighbour to park in vour driveway or parking place.

Think about having someone house-sit vour home. If he's a relative or friend, he may cost you no more than the contents of your **refrigerator**. You can also find professional house-sitters, or house-sitting services that find someone to stay while you’re away.

Leave your shades as they are normally, or at least don't close up every one. One sign of a **vacant** house is closed **shades** during the day. Lock your **garage** door with a padlock.

**SECTION 3**

In this section, you are going to hear a **conversation** between Anne and Merton. In the first part of the conversation, they are talking about the commands of training dogs.

A = Anne; M = Merton

A: So, that research paper we have to do next is the one about different styles of **training dogs**. How do you think you'll approach writing it?

M: You know. I’ve been thinking about it, and I feel that the best way to write it is to **divide** the paper into two main parts. In the first part, we'd be **analysing** some examples of each style of training dogs...

A: Right, first, what the styles are. After that we can talk about how each style can be used so that the dogs learn something different from each one.

M: Indeed. Maybe we could draw a chart and **compare** examples of each style of training, one at a time. So, the different kinds of training would be... simple **obedience** training...

A: There you would have things like teaching them to sit or stay in one place, and so on...

M: Right, so **included** here would be simple audio commands, like 'speak'.

A: Yes, basic commands are just spoken words, aren't they? And then there would be the more **guard-oriented** training...where the dogs are trained to know a **specific** place well. **Patrolling** and barking ai’e probably the best examples because most people have seen them in many places... especially in homes.

M: And this would lead us to the **attack-dog** training, which is physical as well as spoken... training the dog to knock someone down, and even bite if they have to.

A: Right, so there's another category as well.... 'sniffing' dogs, which make up the searching **category**. I've read that in the UK, every major airport or **government** building has these dogs to search for all kinds of

M: I can believe that. Well, we have a good list to build on. We're finally getting started now. so let's try to figure out when each type of dog training should be used. I guess we can start by trying to **figure** out the best situation for each type of dog training.

A: Hmm, what do you mean?

M: What I mean is whether each type of training should be used with different kinds of dogs. We could use basic **obedience** training, for example, and ask whether it's more useful for a small dog, a medium¬sized dog, and so on. In this case, I'd say obedience training is best with small dogs, because they tend to get **excited** easily and this wall help keep them out of trouble.

A: Okay, that makes sense.

M: Then, let's look at physical training. Even though some people think it's ideal for every breed of dog. I think it's better suited to the larger kinds. Small dogs usually just aren't smart enough to understand the physical commands, and they can even get hurt from them: The **specialised** 'sniffing' training is the same... I think it's better with the more **intelligent** breeds of dogs and it's hardly ever useful with really small dogs. Attack training, however, can be useful for every kind of large dog as long as the dog is **treated** well and given a lot of attention and care.

A: All right, and what about guard training? Barking is an ideal way for small dogs to guard a home. I know they aren't big enough to stop a person, but making some noise is often all a dog needs to do. Other kinds of **guard** training like biting, though, are different... I'd always plan to teach that to a smart dog, giving them a chance to use their **brains** and defend their homes.

M: I'd have to agree...trainers often just teach large dogs to bark at a person when they think something isn't right, but if the dogs know' how to use **physical** skills in a bad **situation** they could save their owner's life someday.

A: Yes, I suppose that different people would have different needs for their pets.

M: Right, and different trainers would recommend different **methods** for different breeds.

**SECTION 4**

*In this section, you will hear a lecture given by Dr Jesperson, about children's language* *acquisition.*

Today, in our series of lectures on human language, we are going to be looking at the way in which children **acquire** language. The study of how people learn to speak has **proved** to be one of the most **fascinating**, important and complex **branches** of language study. So let's look at these three features in turn.

Firstly, why is it fascinating? This stems from the natural interest people take in the developing **abilities** of young children. People are **fascinated** by the way in which children learn, particularly their own children!

Secondly, it is important to study how we acquire our first language, because the study of child language can lead us to a greater understanding of language as a whole. The third point is that it’s a complex study and this is because of the **enormous** difficulties that are **encountered** by researchers as soon as they **attempt** to explain language development, especially in the very young child.

In today's lecture we will cover a number of topics. We will start by talking about research methods. There are a number of ways that researchers have **investigated** children's language and these include the use of **diaries**, recordings and tests, and we'll be looking at. how researchers make use of these various methods. We will then go on to **examine** the language learning process, starting with the **development** of speech in young **infants** during the first year of life. This is the time **associated** with the emergence of the skills of speech **perception**, in other words, an **emergence** of the child's awareness of his or her own ability to speak. We will continue with our examination of the language learning process, this time by looking at language leai\*ning in the older child, that is in children under five. As they mature, it is possible to begin **analysis** in conventional **linguistic** terms, and so in our analysis we will look at **phonological**, grammatical and semantic development in pre¬school children.

In the second part of the talk I would like to review some educational **approaches** to the question of how linguistic skills can be **developed**. In other words, how can we assist the young child to learn language skills at school? Initially we will look at **issues** that arise in relation to spoken language: we will then look at reading and review a number of approaches that, have been **proposed** in relation to the teaching of reading. Finally we will conclude today’s talk with an account of current thinking about the most **neglected** area of all, the child's **developing** **awareness** of written language.

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