

## UNIT 1: NUMBERS

### Exercise 1

Circle the numbers you hear:

- |    |        |        |
|----|--------|--------|
| a. | 13     | 30     |
| b. | 213    | 230    |
| c. | 15     | 50     |
| d. | 19,000 | 90,000 |
| e. | 280    | 218    |
| f. | 6,316  | 6,360  |
| g. | 323    | 333    |
| h. | 814    | 840    |
| i. | 1,170  | 1,117  |
| j. | 18.8   | 80.8   |

### Exercise 2

Listen to the information and complete the following chart about acid rain in Europe:

|          |                |
|----------|----------------|
| Poland   | .....          |
| Belgium  | .....          |
| Finland  | .....          |
| Britain  | .....2.61..... |
| Austria  | .....1.93..... |
| Spain    | .....1.17..... |
| Portugal | .....          |
| Germany  | .....          |
| Holland  | .....          |

## Exercise 3

Listen to the tape and complete the following sentences:

1. In ..... the area yielded an average ..... tons per acre resulting in an increase of almost ..... over the figures for..... .
2. In ....., ..... Australian children were living in households whose income was less than ..... per annum.
3. A study of ..... countries around the world in ..... showed that women working in the manufacturing industry earned an average of only ..... for every dollar earned by a man.
4. In Bangladesh in ..... , ..... of the population were living in the cities. By ..... , this figure had risen to ....., an average annual increase of ..... .
5. In a recent survey held in Adelaide among a group of ..... schoolchildren, the following figures were noted: ..... of the children owned bicycles; the families of ..... of the children had boats; more than ..... had a TV set in their own room, while ..... of them had access to a computer. The average pocket money received by each child was a staggering ..... per week.

## Exercise 4

Listen to the tape and then complete the table below:

|   | Australia | PNG   |
|---|-----------|-------|
| Population (m)                              | .....     | ..... |
| GNP per capita (\$US)                       | .....     | ..... |
| Life expectancy                             | .....     | ..... |
| Literacy rate: m.                           | .....     | ..... |
| f.  | .....     | ..... |
| Kilojoules per day<br>(% of total required) | .....     | ..... |

## UNIT 2: NOTE TAKING SKILLS

### Part 1 (Note-taking conventions)

People take / make notes for a variety of reasons:

1. **Time:** they don't have enough time to write everything in full.  
e.g. in a lecture; from a phone message.
2. **Space:** they don't have enough space to write down everything in full.  
e.g. when you're running out of paper.
3. **Planning:** they write notes to help them plan a formal piece of writing.  
e.g. planning an essay; organising ideas.
4. **Memory:** they write notes to help them remember certain things.  
e.g. in a lecture; from textbooks; key words for a presentation.

Although people usually make notes at speed, it is important to write as clearly as possible so that you can read the notes at some time in the future, when you need them again.

### What can you do to save time

1. You can use **abbreviations**. e.g. WW2 = World War 2
2. You can use **signs / symbols**.
3. You can leave out the grammar words and focus just on the content words.

Here are some of the types of grammar words you can leave out.  
Can you complete the table?

| Categories       | Examples      |
|------------------|---------------|
| 1. Articles      | A/an/the..... |
| 2. Certain verbs | is/are.....   |
| 3. ....          | .....         |
| .....            | .....         |
| .....            | .....         |

## Exercise 1 Abbreviations

Find out the meaning of these common abbreviations from Latin:

- |                        |                           |
|------------------------|---------------------------|
| 1. <b>e.g.</b> .....   | 6. <b>Cf</b> .....        |
| 2. <b>et al.</b> ..... | 7. <b>Etc.</b> .....      |
| 3. <b>ca.</b> .....    | 8. <b>1066 A.D.</b> ..... |
| 4. <b>i.e.</b> .....   | 9. <b>33 B.C.</b> .....   |
| 5. <b>N.B.</b> .....   | 10. <b>p.a.</b> .....     |

Here are some more common abbreviations. What do they mean?

- |                               |                       |
|-------------------------------|-----------------------|
| 1. <b>b. 1898</b> .....       | 9. <b>bldg.</b> ..... |
| 2. <b>incl.</b> .....         | 10. <b>WHO.</b> ..... |
| 3. <b>km.p.h.</b> .....       | 11. <b>Cm</b> .....   |
| 4. <b>Mt. (Everest)</b> ..... | 12. <b>kW</b> .....   |
| 5. <b>no.</b> .....           | 13. <b>mm</b> .....   |
| 6. <b>d. 1976</b> .....       | 14. <b>kg</b> .....   |
| 7. <b>ed.</b> .....           | 15. <b>cc</b> .....   |
| 8. <b>dept.</b> .....         |                       |

## Exercise 2 Signs / symbols

Complete the table of commonly used signs and symbols:

| No. | Symbol | Meaning                      |
|-----|--------|------------------------------|
| 1   |        | is the same as, is equal to  |
| 2   | ≠      |                              |
| 3   | -----> |                              |
| 4   |        | therefore                    |
| 5   | ≤      |                              |
| 6   |        | is greater than, or equal to |
| 7   |        | because                      |
| 8   |        | increases, increasing        |
| 9   |        | decreases, decreasing        |
| 10  | <----- |                              |

**Exercise 3**

Write the following sentences in note form, using abbreviations, signs, symbols or anything else which will help you. Focus only on the **content words**.

1. Increased levels of alcohol consumption lead to dependence or even addiction.
2. Einstein was a famous German scientist who was born in 1879.
3. Chemistry may be defined as the branch of science which studies the composition and reaction of different elements and substances.
4. It has been forecast that we can look forward to fewer working hours in the future.
5. The slavery issue was one of the reasons why the northern and southern states fought against each other in the American Civil War.

**Exercise 4**

Read through the following passage and make notes.

**Remember, though, that you must be able to understand the notes later.**

*Skin cancer is caused by constant exposure to the sun. In Australia doctors discover 140,000 new cases of skin cancer every year, approximately one thousand of which result in death. There are three sorts of skin cancer. The most dangerous skin cancer is melanoma. The other two types are not as serious but must be treated early to be sure of a complete cure. According to medical research ultra-violet radiation is responsible for causing skin cancer. There are three types of ultra-violet rays: UVA, UVB and UVC. Of these three, UVB is the most dangerous and causes the most damage to the skin. UVA has a slower effect on skin cells and is responsible for the aging process which makes skin wrinkled and leathery. UVC rays never reach earth and are, therefore, not an issue. The greater the exposure to the sun, the greater the risk of getting skin cancer. The most dangerous time to sunbathe is between 11 in the morning and 3 in the afternoon. People with fair skin are the most susceptible to the effects of sunburn but everyone, with the exception of Australian Aborigines, are prone to skin cancer. There are a number of things we can do to help prevent skin cancer: wearing a T-shirt, putting on a hat and using sun-cream are just three ways to protect ourselves from the harmful effects of sun.*

## Part 2 (Note-taking practice)

### The Population of Australia

A. You are going to listen to a short talk about the population of Australia.  
As you listen, try to find the answers to the following questions:

1. What is the current population of Australia?

Answer.....

2. How many different nationalities live in Australia?

Answer.....

3. Do the majority of migrants today speak English as their native language?

Answer.....

4. What are the four most common languages spoken in Australia?

Answer.....

5. What is the dominant second language in the Northern Territory?

Answer.....

B. Listen to the talk again and take notes using the conventions available to you.

C. Write a short summary of the talk, using your own words as far as possible.  
The summary should be between 80 - 100 words.

|       |
|-------|
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |

## UNIT 3

### Planning for a lecture

If your listening skills are not as well-developed as you might wish and you have difficulty understanding lectures and taking notes, there are one or two things you can do to prepare for a listening activity.

1. Assuming you know the title or topic of the lecture, you can predict the sort of vocabulary which you might expect to hear in the lecture.

For example, imagine you are going to hear a talk entitled:

#### 'The Risks of Alcohol Abuse'

- the first thing you can do is **brainstorm** the topic. Write down how much you already know about the topic.
2. Take a piece of paper and write down the **content words** from the title:

**risks - alcohol - abuse**

Now, write a list of words or phrases which you associate with these words.

You could write synonyms

e.g. **risks** = dangers, hazards....

You could write words which naturally concern the topic:

e.g. **alcohol**: drink, consume, consumption, intake.....

**abuse**: misuse, excess, drunkenness,.....

3. Look at the whole title and try to predict the kind of information associated with the topic:

#### The Risks of Alcohol Abuse

**Risks:** diseases such as .....  
 emotional problems such as.....  
 financial problems.....  
 accidents.....  
 and so on.....

4. When you've done this there are other things you can do if you wish:
  - \* discuss the topic with friends to broaden your scope of thinking.
  - \* use library resources to broaden your knowledge of the topic area.
  - \* you can also take a cassette recorder into the lecture (provided the lecturer doesn't mind being recorded).

5. Now, listen to the lecture **The Risks of Alcohol Abuse**. Write a summary of the lecture in approximately 150 words

|       |
|-------|
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |



## UNIT 4

### Exercise 1 (Identifying markers)

#### 1. Giving examples

*Listen to the short talks and note down ways in which the speakers give examples.*

Text 1: .....

Text 2: .....

Text 3: .....

#### 2. Giving contrasting information

*Listen to the short talks and note down ways in which the speakers give contrasting information:*

Text 1: .....

Text 2: .....

#### 3. Giving additional information

*Listen to the short talks and note ways in which the speakers give additional information:*

Text 1: .....

#### 4. Sequencing

*Listen to the short talks and note ways in which the speakers show correct sequence:*

Text 1: .....

Text 2: .....

## Exercise 2 (Predicting endings)

*Listen to the sentences.*

*They are not complete (how do you know this, just by listening?).*

*Complete the sentences with suitable endings, depending on the speech markers contained in each sentence.*

e.g. The Silver Spur is heavier than the Silver Ghost. The former weighs two and a half tonnes whereas the latter weighs only two tonnes. (or any weight less than two and a half tonnes.)

1. Although significant numbers still come from English-speaking countries,  
.....
2. The term 'drinking' refers to the consumption of alcoholic drinks such as  
.....
3. Excessive alcohol consumption can lead not only to physiological problems  
.....
4. There are both financial and environmental costs associated with landfill sites; not only are they  
a waste of potentially valuable land,.....  
.....
5. In spite of these negative effects on the human body,  
.....
6. The two most important factors in developing a good study ethos are, first of all, a positive  
attitude,.....
7. As attitudes in society change, one would expect language to develop at the same rate;  
however, .....
8. He socially constructed gender division of labour restricts the employment possibilities for both  
men and women; an illustration of this.....  
.....

## Exercise 3 (Note-taking practice)

1. You are going to hear a talk entitled: **'The Meaning of Development'**.  
Make predictions about what you think you might hear. Write down any words which you associate with this topic. Make sure you understand the concept: 'development'.
2. Brainstorm some of these ideas with a small group of people in your class.
3. Now you are ready to listen to the talk. As you listen to the talk, make notes using any conventions which will help you.
4. Listen to the recording twice only.
5. After listening to the recording twice, compare your notes with those of the person sitting next to you. Are your notes similar? Did either of you miss out chunks from the recording? If so, help each other to complete the notes.
6. Now, write a short summary of the talk in about 50 - 80 words.

|       |
|-------|
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |

**UNIT 5 : Note Taking Practice****Note-taking practice**

1. You are going to listen to a talk entitled:  
**'Problems of Solid Waste Disposal'**

Follow the procedure set out in previous units to brainstorm ideas about this topic and to predict any vocabulary you think may appear in the talk.

2. As you listen to the talk for the first time, find answers to the following questions:
  - 2.1 Give 2 examples of how we produce solid waste **directly**.  
Give an example of how we produce solid waste **indirectly**.
  - 2.2 How much does it cost each household a year to dispose of solid waste?
  - 2.3 What volume of solid waste is buried every year in Perth?
  - 2.4 Give three examples of environmental problems which are strikingly obvious at a landfill site.
  - 2.5 In the talk, the speaker mentions 4 ways in which the problems of solid waste disposal can be tackled. What are they?
3. Check your answers to the above questions with the person sitting next to you.  
When you have found these answers, it's time to listen to the talk again.
4. Listen to the talk again. This time, take notes using the conventions mentioned in Unit 1.
5. At the end of the talk, compare your notes with the person sitting behind you.  
Which set of notes is better?  
How is it better?(more comprehensive, more concise, easier to follow???)  
Fill any gaps you have in your notes with the help of other people in the room.

6. Write a summary of the talk in about 100 - 150 words.

|       |
|-------|
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |

## UNIT 6

### Landscaping for climatic conditions

#### Exercise 1 (Predicting)

*Listen to the following sentences. They are not complete sentences. (How can you tell?) Try to predict what the endings might be.*

1. Windbreaks fulfill a useful function not only in the summer months, when the winds can be very hot,.....  
.....
2. Although this holistic approach to designing a house and block is usually most effective in new home construction.....  
.....
3. When the land-use map has been drawn, the next step is to show the directions of the prevailing winds for both summer.....  
.....
4. It is the east and west sides of a house which need shading the most, especially when the angle of the sun is low in the early morning.....  
.....

#### Exercise 2

*As you listen to the recording for the first time, find the following information:*

- 2.1 Why do many homes in Perth face west?
- 2.2 Why must people living in the hills be careful when planning landscaping for their blocks?
- 2.3 What range of summer temperature reductions is possible by using effective landscaping?

## Exercise 3

*As you listen to the recording a second time, take notes.*

Put your notes away for a while; then write a summary of the lecture in about 150 words.

|       |
|-------|
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |

## UNIT 7 Chronological sequence

1. You are going to hear two short talks about two famous Australians: Fred Hollows and John Curtin.
2. What do you know about these two men, if anything?  
Brainstorm around the group to find out as much as you can about them before you listen to the recordings.
3. As you listen, focus primarily on the important events which happened during their lives. (the chronological sequence)
4. Compare your notes with other people in the group.  
Complete any gaps in your own notes.
5. Write a short summary of the main events and achievements of each of the two men (roughly 120 - 150 words each). Use the discourse markers which you learnt earlier in this course to give coherence to your summary.

|       |
|-------|
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |
| ..... |



**UNIT 8 : News Report****Exercise 1 (Pre-listening activity)**

You are going to hear a news report. The report consists of four items of news:

- \* an earthquake
- \* a serious fire
- \* a serial killer
- \* a cricket report

*Before you listen, predict some of the vocabulary which you think you might hear in the report.*

**Exercise 2**

*As you listen, find answers to these questions:*

- i. How intense was the earthquake?
- ii. What time did the earthquake strike?
- iii. Which phone number would you call if you had relatives in the town where the earthquake struck?
- iv. How many people died in the Sydney fire?
- v. How much damage was caused?
- vi. How old was the woman who was attacked in Melbourne?
- vii. How tall is her attacker thought to be?
- viii. What's the matter with Jim Austin?
- ix. According to the weather forecast, is it likely to rain the following day?

## Exercise 3

As you listen to the report again, identify sentences using the **Passive + Infinitive** construction. (There are about 10 in the report).

e.g. None of the buildings in the small town **is believed to have survived**.....

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

## Exercise 4

As you listen again, make notes and write a short report about one of the news items.

.....

.....

.....

.....

.....

.....

.....

.....

.....

## UNIT 9 : Sexist Language

### Exercise 1

In the lecture you will hear the words in List A.

**Before you listen to the lecture, match the words in List A with their meanings in List B.**

Then do Exercise 2.

#### List A

attitudes  
discrepancy  
status  
emancipation  
eradicating  
belittle  
reviewed  
to skid  
assumption  
anecdote  
to denote  
insults  
connotations  
counterparts  
the former  
the latter  
newly-coined  
omission  
prolonged  
intention

#### List B

- a. position, standing
- b. reconsidered, changed
- c. short story, often humorous
- d. make someone look small and unimportant
- e. ways in which people think; beliefs
- f. leaving out; not included
- g. the thing mentioned first
- h. the thing mentioned last
- i. to show
- j. equivalents
- k. aim, purpose to do something
- l. difference
- m. getting rid of
- n. to slide out of control, usually in a vehicle
- o. freedom from restrictive bonds
- p. recently invented (words, phrases)
- q. extended, over a longer period
- r. additional meanings
- s. language used to hurt someone's feelings
- t. something which is accepted as true without proof

**Exercise 2**

Complete the following sentences using some of the words from List A. You may need to change the form of some of the words.

1. In language, slang has a lower ..... than academic language.
2. The speaker began his speech with a short .....
3. The man was a real bully and was always trying to ..... his wife's achievements.
4. I hate both jogging and sprinting; the ..... is too slow, and the ..... is too fast.
5. There are a number of ..... words and phrases in the English language; many of them have their origins in other languages.
6. John couldn't balance the books; there was a ..... in the figures.
7. Sally was very disappointed she wasn't selected to play for her netball team; her ..... from the team was a great shock for the rest of the players.
8. Initially I was given a six-month visa to remain in Australia but the visa was ..... by three months so that I could spend some time up north.
9. The World Health Organization has been trying to ..... malaria for a long time.
10. Wayne's motorcycle ..... on the muddy road and he ended up in a ditch.

## Exercise 3

As you listen to the lecture about **Sexist Language** complete the information table below:

| Problem   | Examples   | Remedy                       |
|---|--|------------------------------|
| 1. It assumes that a particular role or job is exclusively male or female.    | postman, fireman<br>to mother, to father<br>fatherly / motherly advice   | postperson....<br>none given |
| 2. Phrases which are male by nature but which include both males and females. | a.....<br>b.....   | a.....<br>b.....             |
| 3. ....   | authoress, usherette,<br>waitress<br>lady-doctor,<br>female librarian... | ->.....<br>->.....           |
| 4. ....   | a. man and wife<br>b. John Smith & his wife                              | a. none given<br>b. ....     |
| 5. ....   | bitch, vixen   | none given                   |

**Exercise 4**

*Listen to the lecture again. Choose the correct answer from the choices given for each question.*

1. Although it has been said that language reflects the society that creates it ,
  - a. it betrays the attitudes of those who use the language.
  - b. language develops at the same rate as attitudes.
  - c. changes in language tend to develop more slowly than attitudes.
  - d. language changes more quickly than attitudes.
  
2. The aim of the short story is
  - a. to show that not all surgeons are men.
  - b. to show that all surgeons are women.
  - c. to show that society makes assumptions based on role stereotypes.
  - d. to show that open-minded people are not puzzled by the story.
  
3. Which of the following is **NOT** an example of sexist language?
  - a. human
  - b. mankind
  - c. male-nurse
  - d. policewoman
  
4. The speaker believes
  - a. nothing can be done to eradicate sexist language.
  - b. it would not be possible to get rid of all examples of sexist language.
  - c. sexist language will soon be a thing of the past.
  - d. nothing has been done to change sexist language.
  
5. The speaker does **NOT** believe that the prolonged use of sexist language
  - a. is largely the result of laziness.
  - b. is largely the result of ignorance.
  - c. will have a harmful effect on the status of women.
  - d. requires a certain degree of conscious effort.

## Exercise 5

Below are some examples of sexist language.

*Find ways of changing the words and phrases to make them less sexist.*

- a. spinster = .....
- to man a ship = .....
- to man the reception desk = .....
- a one-man operation = .....
- mankind = .....

**b. Consider alternative titles for the following books:**

- 'Man and his World' = .....
- 'Man Management' = .....
- 'Man's Condition' = .....

**c. Rewrite the following sentences to get rid of any sexist language:**

1. The lecturer can effectively assess his students' learning.  
.....
2. Many students have wives and children to support.  
.....
3. The tenant is responsible for the security of his own apartment.  
.....
4. The man-in-the-street prefers to wear clothes made from man-made fibres nowadays.  
.....

## UNIT 10 : Women and the Changing Global Economy

*As you listen to the recording, answer the following questions using note-form answers where appropriate:*

1. Give 3 terms often used to refer to 'Third World' nations.

i.....

ii.....

iii.....

2. Give a brief description of the old international division of labour.

.....

.....

.....

3. Describe the trade imbalance which resulted from a devaluation of raw materials and resources.

.....

.....

4. What was the major change of focus represented by the new international division of labour?

.....

.....

5. What were the main reasons for this change of focus?

.....

.....

6. Which types of industries were typically relocated?

.....

.....

7. Give examples of incentives offered by 'Third World' governments to encourage foreign investment.

.....

.....

8. Explain briefly the 'gender division of labour'.

.....

.....



9. What are the three clear roles covered by the gender division of labour? Give examples of duties included in each area.

i.....

e.g.....

.....

ii.....

e.g.....

.....

iii.....

e.g.....

.....

10. In which of the above areas were women involved? .....

And men?.....

11. What was the basic difference between the jobs performed by men and women in those areas in which both men and women were involved?

.....

.....

12. What reasons are sometimes given for the predominance of women in the garment and electronics industries?

.....

.....

.....

13. Explain the term '**informal sector**'.

.....

.....

.....

14. Explain the term '**lipstick money**'.

.....

.....

.....

15. Why might a 'Third World' family choose to send its daughters out to work in the export-orientated industries instead of its sons?

.....

.....

.....

16. Briefly explain '**the final irony...**' referred to towards the end of the talk.

.....

.....

.....

.....

.....

.....

.....

## ANSWER KEY

### UNIT 1

#### Exercise 1

- |           |          |
|-----------|----------|
| a. 13     | f. 6,360 |
| b. 230    | g. 323   |
| c. 50     | h. 840   |
| d. 19,000 | i. 1,117 |
| e. 218    | j. 80.8  |

#### Exercise 2

|          |      |
|----------|------|
| Poland   | 4.01 |
| Belgium  | 3.31 |
| Finland  | 0.6  |
| Britain  | 2.61 |
| Austria  | 1.93 |
| Spain    | 1.17 |
| Portugal | 0.73 |
| Germany  | 7.32 |
| Holland  | 2.98 |

#### Exercise 3

- |          |           |               |      |                     |
|----------|-----------|---------------|------|---------------------|
| 1. 1989; | 1.2 tons; | 12%;          | 1988 |                     |
| 2. 1986; | 552,000;  | \$12,500 p.a. |      |                     |
| 3. 24;   | 1982;     | 73 cents      |      |                     |
| 4. 1960; | 5%;       | 1986;         | 16%; | 7.8%                |
| 5. 28;   | 90%;      | 12;           | 50%; | three-quarters;\$80 |

#### Exercise 4

|            |    | Aust.      | PNG      |
|------------|----|------------|----------|
| Pop.       |    | 16.5 m.    | 3.7 m.   |
| GNP        |    | US\$11,910 | US\$ 690 |
| Life exp.  |    | 76 years   | 54 years |
| Literacy   | m. | 100%       | 55%      |
|            | f. | 100%       | 35%      |
| Kilojoules |    | 114%       | 79%      |

## UNIT 2 Note-taking

### Exercise 1

#### Abbreviations from Latin

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1. for example              | 6. compare                         |
| 2. and others               | 7. and so on / etcetera            |
| 3. circa / approximately    | 8. 1066 anno domini                |
| 4. that is; that means;     | 9. 33 before (the birth of) Christ |
| 5. note well (what follows) | 10. per annum / each year          |

#### More common abbreviations

- |                        |                               |                       |
|------------------------|-------------------------------|-----------------------|
| 1. born in             | 6. died in                    | 11. centimetres       |
| 2. including           | 7. editor / edited            | 12. kilowatts         |
| 3. kilometres per hour | 8. department                 | 13. millimetres       |
| 4. Mount               | 9. building                   | 14. kilograms         |
| 5. number              | 10. World Health Organisation | 15. cubic centilitres |

### Exercise 2

1. =
2. is not the same as; is not equal to..
3. leads to, results in
4. ∴
5. is less than or equal to...
6. ≥
7. ∴
8. ↗
9. ↘
10. results from, is caused by...

### Exercise 3

1. ↗ alc. consumpt. → dependce. / addict.
2. Einst. - fam. Germ. sc. b. 1879
3. Chem = sc. studies compositr. + reactn. of diff. elem. + subst.
4. Future: work hours ↘
5. Slavery (inter al.) → Am civ. war

## Exercise 4

Skin canc. ← const. exposure to sun.

Oz: 140,000 new cases p.a.: 1000 deaths

3 sorts: melanoma = v. dang.

other 2 not serious but early treatmt. nec.

Sk. canc. ← UV rays: UVA - resp. for ageing proc., slow effect

UVB - most dang. → canc.

UVC - not a prob. (never reaches Earth)

↗ exp. = ↗ risk of canc

Most dang. : 11 am - 3 pm + fair skin

Only Oz Aborigs no risk

N.B. use T-shirt, hat + sunscreen

## Listening skills

### A.

1. 18 million
2. over 100
3. No
4. English, Italian, Greek + Chinese
5. Aboriginal

### D. Summary (possible answer)

The population of Australia is now eighteen million, consisting of over one hundred different nationalities. In the past most migrants came from English speaking countries but nowadays most migrants do not have English as their first language. This change of focus has resulted in other changes in food, traditions and attitudes to learning foreign languages. In the past Australians chose not to learn a foreign language but nowadays many people are learning foreign languages. The most common languages in Australia are English, Italian, Greek and Chinese. Each state has a different second language focus.

## UNIT 3

### Summary of lecture (possible answer)

A lot of research has been conducted into alcoholism but not much into social drinking since social drinking is harder to define. There are many physiological, psychological and sociological problems associated with alcohol abuse. Alcohol affects all parts of the body and its damaging effects are only partially reversible. A person who drinks large amounts of alcohol in a short time is at greater risk than someone who drinks the same amount over a longer period of time. There are many serious diseases which affect the alcoholic. Pregnant women who consume alcohol also put the unborn baby at risk. Although alcohol can create a sense of happiness, it also causes depression and a loss of self-esteem. It can lead to family breakdowns and unemployment. It is also a major cause of industrial and road accidents. Because of all these problems, we should all be concerned. Perhaps greater control is needed with regard to the availability of alcohol.

**UNIT 4****Exercise 1****1. Giving examples**

Text 1: ..like atropine...

An example is...

Text 2: ..such as...

...like...

Text 3: These include...

including...

An illustration of this is...

**2. Giving contrasting information**

Text 1: Although.... a few similarities , however.... greater differences.

...while...

...less economical...

...whereas...

by contrast...

Text 2: ..although...

..whereas...

Ironically...

**3. Giving additional information**

Text 1: ...in addition...

...further problems...

Furthermore,...

**4. Sequencing**

Text 1: First of all...

Second,...

Then..., the third problem...

Text 2: To begin with...

Then,...and then...

Next,...

...after which...

...before being placed...

After this,...

Finally,...

**Exercise 2****Predicting endings (possible answers)**

The sentences are not complete because of the rising intonation, which usually indicates that some more information follows.

1. Although significant numbers still come from **English-speaking** countries, an even larger number come from **non-English-speaking** countries.
2. The term 'drinking' refers to the consumption of alcoholic drinks such as beer, wine and spirits.
3. Excessive alcohol consumption can lead not only to **physiological** problems, but also to **psychological** problems.
4. There are both financial and environmental costs associated with landfill sites; not only are they a waste of potentially valuable land, but they also present pollution problems.
5. In spite of these **negative** effects on the human body, there are, however, some beneficial aspects.
6. The two most important factors in developing a good study ethos are, first of all, a positive attitude, and, second, a healthy life-style.
7. As attitudes in society change, one would expect language to develop at the same rate; however, it doesn't.
8. The socially constructed gender division of labour restricts the employment possibilities for both men and women; an **illustration of this** is the small number of women in executive management positions.

**Summary (possible answer)**

The word 'develop' can mean 'unwrap' or 'uncover'. It also means to allow a picture to show from a negative image. In the context of growing vegetables, it means providing an environment which allows growth to occur. True development means allowing people to develop in their own way by removing obstacles which prevent growth. This means integrating people into their own development to make it meaningful.



## UNIT 5

## Question 2

- 2.1 Directly: Food leftovers in the bin; lawn clippings in the rubbish bin.  
Indirectly: When we buy processed food and finished goods.
- 2.2 \$90
- 2.3 800,000 cubic metres
- 2.4 Litter; smell; vermin.
- 2.5 Recycling; shoppers refusing plastic bags; breaking down garden waste; re-education program

## Question 6 Summary

**Problems of solid waste disposal (possible answer)**

We all produce solid waste of some sort. Getting rid of this waste costs Perth thirty-five million dollars each year. Landfill sites are also a waste of space, almost 800,000 cubic metres every year. Environmental costs are also high. Immediate problems include rubbish, air pollution and bad smell, and pests. Related problems include groundwater pollution and greenhouse gas emission. One solution to these problems is recycling materials such as glass, aluminium and paper. In addition, people can use fewer plastic bags for shopping. Garden waste can also be used for mulch and compost. Education is the key to solving these problems and securing a healthy future.

## UNIT 6

## Exercise 1

## Predicting

1. Windbreaks fulfill a useful function **not only** in the **summer** months, when the winds can be very **hot, but also** in the **winter** months, when the winds can be very **cold**.
2. Although this holistic approach to designing a house and block is usually most effective in **new** home construction, it is also effective in planning **established** homes.
3. When the land-use map has been drawn, the next step is to show the directions of the prevailing winds for **both summer, and winter**.
4. It is the east and west sides of a house which need shading the most, especially when the angle of the sun is low in the **early morning** and in the **late afternoon**.

## Exercise 2

- 2.1 To take full advantage of views.
- 2.2 To avoid the risk of fire.
- 2.3 Between 10 and 15 degrees Celsius.

## Exercise 3

## Landscaping for climatic conditions (possible answer)

Planting bushes and trees around homes can prevent houses from over-heating. It can also provide cooler, cleaner air around the home. Hot summer winds are cooled as they pass over the plants in a process called evapotranspiration. In addition, trees deflect hot winds in summer and cold winds in winter. Trees and bushes also provide shade in summer.

Effective landscaping is effective when designing new homes but also has application for existing homes. Careful planning is necessary to avoid overshadowing. Trees and shrubs should be chosen according to their intended use. Factors such as growth rate, size and shape, and amount of foliage need to be considered. In the hills, care is needed to prevent the risk of fire in the summer months. Appropriate landscaping is the cheapest, most effective way of controlling climatic conditions around the home. It is also environmentally friendly.

## UNIT 7

### Summary (possible answers)

#### Fred Hollows

Born in New Zealand in 1929 to a religious family, Fred Hollows wanted to become a missionary but changed his mind and became an eye-specialist. In 1960 he got a job in Australia. In 1965 he became the head of the eye-department in a Sydney hospital. Fred was shocked by the number of Aborigines with eye problems and in 1970 helped launch a national program to improve this situation. His team treated over 30,000 people in three years. By 1980 Fred was helping people with eye problems abroad. He helped set up a lens factory in Eritrea. In 1989 Fred found out he was dying of cancer but continued his work. In 1993 he died surrounded by friends and family.

#### John Curtin

John Curtin was born in 1885 in Victoria. His father was sick so John left school when he was 13 to support his family. When the First World War started in 1914 he protested against conscription and was sent to gaol briefly. At 32 he became editor of the Labor Party newspaper. In 1928 he won the seat of Fremantle but lost this three years later. At the age of forty-five he gave up alcohol and built up his political career again. He became leader of the Labor Party in 1935 and took power as Prime Minister in 1941, two months before the Japanese attacked Pearl Harbour. On February 19th 1942 the Japanese attacked Darwin. Curtin asked the United States for help and withdrew soldiers from the Middle East. Ironically, he introduced conscription during the Second World War. On July 5th 1945 he died of a heart attack.

**UNIT 8****Exercise 2**

- i. 7.4 on the Richter scale
- ii. 5.30 a.m.
- iii. 06 3481 2944
- iv. None
- v. Estimated at over \$100,000
- vi. 23 years old
- vii. 1 metre 80 tall
- viii. He's broken a bone in his finger.
- ix. No, but there's the possibility of a shower later in the day.

**Exercise 3**

- 1. More than a dozen people are known to have been killed.
- 2. ..the final figure is expected to rise considerably.
- 3. At least one hundred and thirty people are said to be seriously injured.
- 4. ...a breakdown in telecommunications systems..., thought to have been caused by vandals...
- 5. Damage is expected to amount to millions of dollars...
- 6. The fire is believed to have started in the kitchen...
- 7. The parents of the two children are said to have been visiting relatives...
- 8. The property is not believed to have been insured.
- 9. He's expected to be fit for the Third Test starting two weeks on Thursday.
- 10. The fine weather is expected to continue for the next few days...

## UNIT 9

### Exercise 1

|              |   |   |
|--------------|---|---|
| attitudes    | = | ways in which people think; beliefs               |
| discrepancy  | = | difference  |
| status       | = | position; standing                                |
| emancipation | = | freedom from restrictive bonds                    |
| eradicating  | = | getting rid of                                    |
| belittle     | = | make someone look small and unimportant           |
| reviewed     | = | reconsidered; changed                             |
| to skid      | = | to slide out of control, usually in a vehicle     |
| assumption   | = | something which is accepted as true without proof |
| anecdote     | = | short story, often humorous                       |
| to denote    | = | to show   |
| insults      | = | language used to hurt someone's feelings          |
| connotations | = | additional meanings                               |
| counterparts | = | equivalents                                       |
| the former   | = | the thing mentioned first                         |
| the latter   | = | the thing mentioned last                          |
| newly-coined | = | recently invented (words, phrases)                |
| omission     | = | leaving out; not included                         |
| prolonged    | = | extended, over a longer period                    |
| intention    | = | aim, purpose to do something                      |

### Exercise 2

- 1 status
- 2 anecdote
- 3 belittle
- 4 former...latter
- 5 newly-coined
- 6 discrepancy
- 7 omission
- 8 prolonged
- 9 eradicate
- 10 skidded

## Exercise 3

| Problem   | Examples   | Remedy   |
|---|--|--|
| 1. It assumes that a particular role or job is exclusively male or female.    | a. postman, fireman, chairman<br>b. to mother, to father<br>fatherly / motherly advice | a. postperson, fireperson, chairperson<br><br>none given |
| 2. Phrases which are male by nature but which include both males and females. | a. 'Man'<br>b. Everyone should be aware of his rights.                                 | a. Humans<br>b. People should be aware of their rights.  |
| 3. Female forms to denote sexual difference,                                  | authoress, usherette, waitress<br>lady-doctor; female-librarian                        | - author, usher, waiter<br>- doctor, librarian           |
| 4. Females are referred to in terms relating to males                         | a. man and wife<br>b. John Smith and his wife  | a. none given<br>b. Mr and Mrs Smith                     |
| 5. Female forms for insults and abuse   | bitch, vixen   | none given   |

## Exercise 4

- 1 c. changes in language tend to develop more slowly than attitudes.
- 2 c. to show that society makes assumptions based on role stereotypes.
- 3 a. human.
- 4 b. it would not be possible to get rid of all examples of sexist language.
- 5 d. requires a certain degree of conscious effort.

## Exercise 5.

- a.
 

|                           |   |                                   |
|---------------------------|---|-----------------------------------|
| spinster                  | = | woman / person who is not married |
| to man a ship             | = | to crew a ship                    |
| to man the reception desk | = | to staff the reception desk       |
| a one-man operation       | = | a one-person operation            |
| mankind                   | = | human beings / humans             |
- b.
 

|                     |   |                             |
|---------------------|---|-----------------------------|
| 'Man and his World' | = | 'The Human World'           |
| 'Man Management'    | = | 'Human Resource Management' |
| 'Man's Condition'   | = | 'The Human Condition'       |
- c.
 

Lecturers can effectively assess their students' learning.

Many students have families to support.

The tenant is responsible for the security of the apartment.

## UNIT 10

1.
  - i. Developing nations
  - ii. Less developed nations
  - iii. Under-developed nations
2. Third World supplied raw materials and resources to First World, who processed the raw materials for export.
3. Third World ended up paying more for the imports from First World than the money they received for their own raw materials exports.
4. The relocation of factories from First World to Third World.
5. Costs of processing and manufacturing in developed countries increased. Third World is labour intensive and labour costs are lower.
6. Light industries, e.g. garments and electronics.
7. Large tax-free thresholds and heavily subsidised accommodation.
8. A socially constructed definition of the different roles and responsibilities ascribed to men + women.
9.
  - i. Reproductive e.g. childbirth, subsistence crops, taking care of family
  - ii. Productive e.g. growing cash crops
  - iii. Community management e.g. politics, leadership, religion, upholding tradition (men)  
e.g. health care, education, clean water (women)
10. Women: reproductive + community management  
Men: productive + community management
11. A different perception of the value of the respective work carried out by men and women: men's activities seen as more important. Men's work paid; women's work generally unpaid.
12. Women are pre-skilled in this type of work. They have nimble fingers for delicate work. Such work can be done in the informal sector.
13. Informal sector = tendering out work to be done at home, not requiring expensive machinery or formal workplace conditions.
14. Women were regarded as 'secondary' income earners i.e. their income supplemented the income earned by the men. So women's wages could be used for luxuries in life e.g. lipstick, rather than the basic necessities.
15. Daughters are not seen as good investments for the future well-being of the parents since they get married and leave home. Sons take care of the parents even after marriage so they need better education than daughters to improve their wage-earning capabilities.
16. The people most affected by relocation of factories from First to Third World are First World women who lose their jobs because of the relocation. These unemployed women then become the target of consumer marketing for products manufactured in the Third World.

## Listening Scripts

### UNIT 1: Listening skills

#### Exercise 1

- a. thirteen
- b. two hundred and thirty
- c. fifty
- d. nineteen thousand
- e. two hundred and eighteen
- f. six thousand, three hundred and sixty
- g. three hundred and twenty-three
- h. eight hundred and forty
- i. one thousand, one hundred and seventeen
- j. eighty point eight

#### Exercise 2

- : The table shows concentrations of acid rain in some European countries. Figures represent grams of sulphur per square metre, given as an annual average.
- By far the worst scenario is Germany, which has a figure of 7.32 grams of sulphur per square metre. This is largely due to the concentration of heavy industry in both West and East Germany, but particularly exacerbated by antiquated machinery.
- For the same reasons, Poland also has a high percentage: just over four grams - 4.01 to be precise.
- Other industrialised countries also suffer similar fates: namely Britain with 2.61 grams, Belgium with 3.31 and The Netherlands, just below that of Belgium, with 2.98 grams per square metre. In the case of Belgium and Holland, however, it's not just a case of their own heavy industries which create the pollution, but also the fact that they are surrounded by nations with extensive industrial activity.
- Of the nations in the table, by far the best off are those nations on the periphery of industrial activity such as Finland and Portugal. The former has a reading of only 0.6 grams per square metre, while the latter records a total of just 0.73.

#### Exercise 3

1. In .....(1989) the area yielded an average ..... (1.2) tons per acre resulting in an increase of almost .....(12%) over the figures for ..... (1988).
2. In .....(1986), ..... (552,000) Australian children were living in households whose income was less than .....(\$12,500) per annum.
3. A study of .....(24) countries around the world in .....(1982) showed that women working in the manufacturing industry earned an average of only .....(73) cents for every dollar earned by a man.
4. In Bangladesh in .....(1960), .....(5%) of the population were living in the cities. By .....(1986), this figure had risen to .....(16%), an average annual increase of .....(7.8%).
5. In a recent survey held in Adelaide among a group of .....(28) schoolchildren, the following figures were noted: .....(90%) of the children owned bicycles; the families of .....(12) of the children had boats; more than .....(50%) had a TV set in their own room, while .....(three quarters) of them had access to a computer. The average pocket money received by each child was a staggering .....(\$80) per week.



### Exercise 4

The figures for 1988 showed that Australia's population had grown to sixteen and a half million. This was more than four times that of Papua New Guinea, which recorded a population of 3.7 million.

The sixteen and a half million Australians could expect to live on average to the ripe old age of 76, 22 years more than their peers in PNG.

Dietary factors could well impact on average life expectancy and this is backed up by the respective figures. The diet of Australians in 1988 was far more adequate than that of the population of PNG with figures of 114 and 79 respectively. This means that, in general, the majority (if not all) Australians had their daily food requirements fulfilled, whereas the daily diet of PNG inhabitants fell somewhat short of adequate.

To avoid boredom in their old age, the entire adult population of Australia could catch up on some reading, with literacy rates of 100% for both men and women. Papua New Guinea, on the other hand, recorded significantly lower levels of adult literacy: just over half of all male adults, 55%, had adequate literacy skills while the rates for women were considerably lower, at 35%, or just over a third of all adult women.

There was a similar discrepancy with regard to the Gross National Product of each country. While the GNP for PNG amounted to only US\$690 per capita, the figure for Australia was a huge US\$11,910.

## Unit 2

### The population of Australia

The population of Australia is now reported to have reached the eighteen million mark. Studies carried out by the Research Bureau in Canberra have shown that the population of Australia consists of over one hundred different nationalities, making it the most culturally diverse country in the world. The report stated that in the past, most migrants to Australia came from countries of English-speaking backgrounds such as Britain, Ireland, Scotland and South Africa. Nowadays, however, the pattern of immigration has changed. Although significant numbers of people still come from English-speaking countries, they are outnumbered now by people from other countries whose mother tongue is not English. For example, Eastern Europe, South America and South-east Asia are all now well represented by substantial numbers in all states in Australia.

The change of focus of immigration to Australia has resulted in a changing life-style within Australia. Aspects such as food, traditions and, of course, language are being transformed by the new immigration policy. Perhaps most important is the attitude towards learning a second language. Traditionally, Australians have always found learning a second language difficult, with the result that most high school students, particularly those from English-speaking backgrounds, choose not to learn a second language. However, the changing pattern of immigration has led to greater numbers of people wanting to learn a second, or even third, language.

After English, the most commonly spoken languages in Australia are Italian, Greek and Chinese. But each state has its own ethnic make-up with a different focus on second language learning. In New South Wales, for example, the main second languages are Chinese and Arabic; in Queensland and Western Australia, the major second language is Italian. In South Australia, there is a substantial German-speaking group, and in Victoria, Greek and Italian are very common. In the Northern Territory, the dominant second language is Aboriginal.

## Unit 3

### Alcohol abuse

Adapted from: 'The Hazards of Social Drinking', an RMIT listening activity.

Today I'd like to look briefly at patterns of drinking in Australian society. And by 'drinking', I mean, of course, the consumption of alcoholic beverages such as beer, wine, whisky and other spirits. I'll also examine the effects of alcohol consumption on society as well as on the individual drinkers themselves.

A great deal of research has been conducted on the consumption of alcohol. Much of this research has focused on the alcoholic. Now, alcoholism has been defined by Paton and Saunders, 1981 as 'repeated consumption of alcohol leading to dependence or physical disease'. I'll repeat that slowly to give you time to note it down: that's 'repeated consumption of alcohol leading to dependence or physical disease'.

Less work has been done on what we could term 'the social drinker'. It is, in fact, harder to define exactly what a social drinker is but some researchers suggest that the difference lies in psychological factors. A social drinker does not seem to exhibit the physical dependence and the degree of physiological damage which an alcoholic does.

A further differentiating factor between the alcoholic and the social drinker may also be linked to factors such as constitution, - and, by that, I mean the ability of the body to absorb physically the alcohol consumed - social background of the drinker, occupation, drinking patterns and dietary habits - these are other factors to be considered. For the purposes of this brief talk, I'm going to focus on the alcoholic since there is less ambiguity concerning terminology.

There are a number of problems associated with excessive alcohol consumption. These problems can be listed in three broad categories: physiological, psychological and sociological problems. Alcohol appears to be ubiquitous in its effects on the body. Its effect is felt throughout the body. No physiological nor hormonal system remains unaffected after alcohol consumption.

Now, before going on to list the physiological problems caused by alcohol, let's briefly consider intensity and patterns of alcohol intake. It's important to note that a person who consumes 140 grams of alcohol a week but who consumes that total on one or two nights, is at a far greater risk than a person who consumes 20 grams per night throughout the week. Obviously, the intensity of consumption is a deciding factor in the degree of problems facing the alcoholic.

The person who has a regularly high intake of alcohol is prone to the following conditions and diseases. I'll say them slowly so you can note them down. Diseases of the liver are prevalent with alcohol abuse: cirrhosis and cancer being the most common. Heart disease and hypertension are also associated with alcoholism, as indeed are disorders of the central nervous system, cancer of the upper alimentary tract and brain damage. There is also a danger to the unborn foetus in pregnant women. The foetus is affected even by small doses of alcohol and pregnant women are advised against drinking to excess. In conjunction with these serious health disorders, there are other factors such as obesity, impotence, memory loss and hangover.

In spite of these negative impacts on the body, there is some evidence to show that moderate consumption of alcohol can actually prove beneficial to the body. Red wine may decrease the incidence of heart disease and cancer; beer may reduce the incidence of stress, a factor which in itself is a health

hazard. However, the emphasis here is on moderate consumption, approximately two or three standard drinks per day.

Let's consider now some of the psychological problems associated with alcohol. Now, alcohol has certain mood-changing properties. It does two things: it gives a sense of euphoria, a high, and it also disinhibits people - it makes people less shy,

more extrovert. I'm sure you've heard the expression 'Dutch courage' in its context of alcohol consumption. It is for these very properties that most people consume alcohol. It makes them feel good; it helps them to escape from their problems momentarily.

Unfortunately, when the effects wear off, so too do the feelings of euphoria and well-being. The resulting state is something similar to depression, which, coupled with the physiological side-effects of alcohol withdrawal, compound this depression.

Continued alcohol abuse leads to a loss of self-esteem, a chronic state of depression and even aggression.

These psychological effects can also have a negative spin-off for those people who come into direct contact with an alcoholic: the alcoholic's family, workmates and so on. Researchers have attributed a large percentage of family breakdowns to alcohol abuse. In addition, the incidence of crime tends to increase, particularly among young people. Young people have to finance their alcohol dependence and often turn to crime as a last resort.

A further impact on society is the incidence of road accidents. Recent Australian studies point to alcohol as a major cause for concern in road accidents. In a large number of fatal road accidents, at least one of the drivers involved was shown to have a blood alcohol content above the legal limit.

Not only road accidents but also industrial accidents occur as a direct result of alcohol consumption. It has been suggested that up to 40% of all industrial accidents may be alcohol-related.

To sum up, there is clearly a problem with excessive alcohol consumption. Not only does it have negative physiological and psychological effects on the individuals who consume the alcohol, but it also impacts badly on the rest of society. Even the social drinker, someone who drinks moderately on a regular basis, needs to be aware of the dangers of excessive alcohol consumption. The effects of alcohol are ubiquitous, and even though recent research has shown that the effects are partially reversible once consumption ceases, the emphasis there is on 'partially'. The social and financial costs associated with long-term alcohol abuse should be a concern for us all, and perhaps greater control needs to be exercised in the availability of alcohol, particularly to young people.

Well, that's all I'd like to say today. Thank you for listening.

## UNIT 4

### Interview script

- Interviewer:** Good morning. I'd like to welcome this morning's guest, Barbara Jones, political expert for the Globe newspaper.
- Barbara:** Good morning, Stan. It's good to be here.
- Interviewer:** I'd like to talk this morning about the Federal Budget which is due to be handed down by the Treasurer tomorrow. What kind of surprises do you think are in store?
- Barbara:** Well, I think there'll be quite a few changes in this year's budget. I think it's highly likely that there'll be a complete reform of the taxation system. It's high time the system was reviewed to reflect the needs of the current economy.
- Interviewer:** What exactly do you mean by a tax reform?
- Barbara:** Basically, I think there should be broader taxation based on the 'user pays' concept. I think there's a strong possibility that the Treasurer will introduce some form of GST - that's 'Goods and Services Tax'. Most other countries in the world have such a tax, and it increases the Treasurer's coffers, takes the pressure off public spending, so he's got a bit more room to manoeuvre.
- Interviewer:** You mentioned public spending. Do you think the Treasurer will increase public spending?
- Barbara:** Increased public spending would certainly help reduce unemployment but I think it's unlikely that there'll be a real increase in public spending this year. I think the Treasurer would rather use the extra taxation to reduce our dreadful balance of payments deficit. It's far too high at the moment and I'm sure the Treasurer will try to reduce this.
- Interviewer:** Unemployment is another key issue at the moment, with almost a third of all young people out of a job. Do you think we'll see any improvement in the employment figures in the near future?
- Barbara:** Unfortunately, I can't see any real improvement over the next couple of years. I'm sure the government would love to see a reduction in the jobless total, but I really don't think there's much chance of any reduction this year.
- Interviewer:** What other changes do you predict for the coming year?
- Barbara:** Well, it's also possible that we'll see a slight rise in income tax, although this is always a very emotive issue. Everyone complains about having to pay so much income tax, but, really, the rates in Australia are quite modest when you compare them with some other welfare states. It's also probable that taxation on cigarettes will rise. The main reason for that is that Australia has nominated to host the world conference on 'Smoking' due to be held next year, so the government is keen to show it's making an effort to reduce levels of smoking.
- Interviewer:** What about an increase on other goods such as alcohol and petrol?
- Barbara:** Highly unlikely, I would have thought. The government doesn't want to upset the popular vote, so I think the rise on tobacco excise is the only likely rise on those sorts of consumer goods.
- Interviewer:** Will the increased levels of taxation enable the Treasurer to increase public servants' salary levels?
- Barbara:** This is open to speculation and no-one really knows what will happen here, but I believe the government would like to give a pay rise to the police to try to improve morale within the force. For the same reasons I expect there will be a salary increase for teachers, too.
- Interviewer:** What about nurses?
- Barbara:** I doubt that very much. Nurses always seem to be ignored when it comes to improved terms and conditions.
- Interviewer:** Finally, then, Barbara, what other effects do you foresee on the economy over the next year?
- Barbara:** Well, I'm sure the government will try to control inflation. It seems unlikely that there'll be any significant rise there. As a result, there's a strong possibility that interest rates will be cut again and that should help kick-start the economy. The share market is likely to respond positively to that and should reach record highs. In that case, the government should have no problem getting re-elected at the next election.

## Listening skills Identifying markers

### 1. Giving examples

**Text 1:** Their herbal medicines, plant extract, seeds and fruit are the source for many western medicines. Some rainforest plants contain chemicals known as alkaloids. From these we obtain useful drugs like atropine, morphine and quinine. Over 2000 rainforest plants contain anti-cancer properties. An example is the Rosi Periwinkle, a small pink flowering plant from Madagascar, which provides a drug to treat leukaemia and Hodgkin's Disease. The Australian black bean is currently being investigated as a potential AIDS drug. Many more potential rainforest cures remain untested in the forest.

**Text 2:** There are familiar favourites such as bananas, oranges and pineapples; exotic delicacies such as mangoes, jackfruit, durians and rambutans; ever-popular peanuts, cashews, brazil nuts and macadamias, and, of course, staples like tea, coffee, rice, corn and cocoa. All this rich variety of food originates from tropical forests.

**Text 3:** These include essential and edible oils, gums, latex, resins, steroids, waxes, bamboo, spices and dyes. They are used in a multitude of products, including lubricants, glue, golfballs, toothpaste and even lipstick. An illustration of this is the Philippines's petroleum nut tree, which can produce vast quantities of oil for cooking and lighting, and could dramatically reduce the need to cut down wood for fuel.

### 2. Giving contrasting information

**Text 1:** The diagrams show two cars: the Silver Ghost, which was first made in 1907, and the Silver Spur, manufactured in 1989. Although there are a few similarities between the two cars, there are, however, greater differences. Speed is a major factor. The Silver Ghost has a top speed of 120 kilometres per hour while the Silver Spur can travel at 200 kilometres an hour. A further consideration is fuel economy: the Silver Ghost is slightly less economical than the Silver Spur: the former travels 24 kilometres per gallon whereas the latter travels slightly further, 26 kilometres per gallon. This may have something to do with engine size. The cubic capacity of the Silver Ghost engine is just over 7000 cc; by contrast, the Silver Spur's is just 6,750 cc.

**Text 2:** The men's role fell exclusively within the realm of productive work, income earning activities, and a stereotyped image of the male as the 'breadwinner' became a dominant social feature. And, although both men and women may be involved in similar work i.e. growing crops, the fact that the crops grown by the men were cash crops, whereas the crops grown by the women were for subsistence purposes, there was a different perception of the value of the respective work carried out by men and women. Ironically, this perception of the male as breadwinner persists even in societies where there is high male unemployment and where women are actually the primary income earners.

### 3. Giving additional information

**Text 1:** There are, in addition, further problems, perhaps not quite so obvious in nature as the previous three problems, but equally, if not more serious, which impact badly on landfill sites in general. There is the danger of pollutants contaminating the groundwater as heavy rains cause toxic solutions to sink into the soil. This problem can be accentuated when harmful, hazardous substances are discarded together with the waste. This has occurred on numerous occasions in Perth, resulting in massive, expensive clean-up operations. Furthermore, greenhouse gases are also produced as parts of the solid waste decompose, emitting greenhouse gases into the atmosphere, thereby depleting the ozone layer with all its associated problems.

### 4. Sequencing

**Text 1:** But the cost of solid waste disposal can be counted not only in financial terms, but also environmentally. There are a number of environmental problems associated with solid waste disposal and I'll mention just a few in this short introduction. First of all there tends to be a lot of wind blown litter escaping from rubbish tips. Although the rubbish is eventually buried in holes in the ground, a lot of the rubbish is blown about while people are dumping it. Second is the problem of odour, of bad smell, which also accompanies waste disposal. I'm sure you're all aware of the unpleasant smells which emanate from rubbish tips, especially when the wind is in the right direction (or perhaps I should say, 'wrong' direction). Then there is the problem, the third problem, of vermin, rats, mice and other pests, which live around the landfill sites, feeding off the rubbish. And all these problems, of course, can lead to a reduction of land values within an area, in the vicinity of the landfill site.

**Text 2:** Bread consists of four main ingredients: flour, yeast, salt and water. To begin with these ingredients are weighed. Then they are mixed together in a mixer to produce dough. The dough is cut into large pieces and these are rolled in a rolling machine. Next, the rolled dough is cut and weighed into one pound pieces. These pieces of dough are then rolled in another roller, after which the rolled pieces are shaped before being placed in baking tins. After this, the filled tins are put into a large, hot oven where the loaves are baked for between twenty and thirty minutes. When the hot loaves come out of the oven, they are cooled and then they are sliced (if necessary), after which the sliced loaves are wrapped. Finally the wrapped loaves are packed and then they are distributed to shops to be sold.



**Note-taking practice****The Meaning of Development**

First of all, it is important to consider the etymology of the word 'development', and the way in which the use of the word has changed over the years. What does it really mean?

It is actually quite difficult to define without context, so here are some contexts:

1. Let's look first of all at the form of the word itself **de + velop**. The prefix **de-** means 'away' or 'down' but can also convey a negativisation, or an opposite meaning. The core word **-velop-** means 'wrap' or 'cover'. So the combination of **de- + velop** suggests the idea of 'unwrapping' or 'uncovering' something which is already there, which already exists. Alternatively, it is about clearing away obstacles which prevent something from happening.

2. Let's now consider the context of photography. We talk about having a film 'developed' when a negative is immersed in a fluid called 'developer'. The 'developer' does not create the image; the image is already on the paper. What the 'developer' does is to 'facilitate' the appearance of the picture; it provides an environment which is suitable for the emergence of the image.

3. Another context is an analogy: that of growing vegetables. When people say they are growing vegetables, they are not describing reality; you can't grow vegetables any more than you can grow children. You can put the seeds in the ground and provide the environment necessary for growth to occur i.e. watering, feeding etc. In reality it is the vegetables which actively do the growing.

Development occurs in the same way.

People develop themselves: you cannot actively develop someone else. You can facilitate development by providing a suitable environment for people to develop. This might involve taking away any problems which prevent those people from being able to develop.

Furthermore, people cannot develop if they are not inherently integrated into the development process. If people who are the beneficiaries of the development process are not involved in their own development, then, although the results of the process may be very good, it cannot be referred to as 'development'.

## UNIT 5

### Problems of solid waste disposal

Good morning everyone. I'd like to talk briefly today about the problems associated with solid waste in Australia, but more particularly in Perth. I'd also like to consider some solutions to these problems and how we can involve all the residents living here to take a pro-active role in tackling these problems.

Every one of us produces solid waste of one sort or another. Some of this waste we produce directly, for example when we put food leftovers in the rubbish bin, or when we empty the lawn clippings into the rubbish bin (even though we're actually not supposed to!), though much of it is produced indirectly such as when we buy and use processed food and finished goods, where most of the waste is usually generated elsewhere during their production.

Getting rid of solid waste is big business. In Perth alone, the disposal of domestic waste costs over \$35 million each year; that's the equivalent of \$90 per household per year. Included in this figure are collection costs, transportation costs and burial in landfill sites. It does not take into consideration the loss of potential productivity of the land used for landfill purposes. Every year we need to find about 800,000 cubic metres just to bury the domestic waste: this is the equivalent of filling one football stadium to 20 metres high, or, in more concrete terms, as high as a 7 storey building. The situation is becoming so critical that some local councils have run out of suitable landfill sites within their boundaries: Perth, South Perth, Fremantle, East Fremantle, Mosman Park, Cottesloe, Claremont, Subiaco and Nedlands have all exhausted potential burial sites within their boundaries and have to pay other councils to accept their waste, or transport the rubbish way beyond the city boundaries.

But the cost of solid waste disposal can be counted not only in financial terms, but also environmentally. There are a number of environmental problems associated with solid waste disposal and I'll mention just a few in this short introduction. First of all there tends to be a lot of wind blown litter escaping from rubbish tips. Although the rubbish is eventually buried in holes in the ground, a lot of the rubbish is blown about while people are dumping it. Second is the problem of odour, of bad smell, which also accompanies waste disposal. I'm sure you're all aware of the unpleasant smells which emanate from rubbish tips, especially when the wind is in the right direction (or perhaps I should say, 'wrong' direction). Then there is the problem, the third problem, of vermin, rats, mice and other pests, which live around the landfill sites, feeding off the rubbish. And all these problems, of course, can lead to a reduction of land values within an area, in the vicinity of the landfill site.

There are, in addition, further problems, perhaps not quite so obvious in nature as the previous three problems, but equally, if not more serious, which impact badly on landfill sites in general. There is the danger of pollutants contaminating the groundwater as heavy rains cause toxic solutions to sink into the soil. This problem can be accentuated when harmful, hazardous substances are discarded together with the waste. This has occurred on numerous occasions in Perth, resulting in massive, expensive clean-up operations. Furthermore, greenhouse gases are also produced as parts of the solid waste decompose, emitting greenhouse gases into the atmosphere, thereby depleting the ozone layer with all its associated problems.

What can we do about these problems? Well, one very obvious solution is to produce less solid waste, for everyone to clean up their act. Recycling is an obvious part of the solution: materials such as glass, paper, aluminium tins and so on can be recycled, thus reducing the amount of solid waste.

Shoppers can get into the habit of refusing plastic bags from the shops and supermarkets. Plastic bags



are among the most harmful of all the solid waste since the plastic does not break down easily and can produce hazardous by-products when burnt. People should use baskets or cloth bags when they go shopping.

Garden waste can be broken down, shredded and used as mulch for the garden beds. This not only has the effect of minimising solid waste, but the mulch also helps save water, an important consideration in Western Australia, where the summers are particularly long and dry.

Finally, the government and local councils can try to educate people better, to make them more aware of the dangers of solid waste disposal; a re-education program to encourage people to get more involved in recycling. And it is perhaps this last point - education and awareness - which is the key factor in ensuring a healthy environment for the future. Well, that's all I want to say in this brief introduction. Thank you for your attention, ladies and gentlemen.

## UNIT 6

**Landscaping for climatic conditions**

The subject of my brief talk today focuses on Perth's climatic conditions, particularly the extreme heat of the summer, and how land-scaping around the home can result in more moderate temperatures throughout the year.

Historical examples as well as current research indicate that correctly land-scaped gardens around the home can help reduce the problem of houses becoming hot-boxes in summer, while at the same time providing fresher, cleaner air for the occupants of the house and shelter for wildlife around the house.

Landscaping around homes creates a cooler environment in three ways. First, it enables summer winds to be cooled as they pass over plants and evaporate the moisture transpired by these plants. This cooling process is the same as that used in air-conditioning units and is known here as 'evapotranspiration'.

Second, the use of well-placed windbreaks can help in two distinct ways: some can be planted to deflect away hot summer breezes, while other windbreaks, located strategically, can actually induce cool summer breezes in and through houses or outdoor living areas.

Windbreaks fulfil a useful function not only in the summer months, when the winds can be very hot, but also in the winter months, when the winds can be very cold, by reducing draughts around the home as well as cutting out convective heat losses.

Third, trees and shrubs can be used to shade specific parts of the home from the direct summer sun, a major cause of overheating in the summer months.

'Integrated landscape design' is the term often used to describe these natural processes of strategic positioning of trees and shrubs. It suggests how a landscape can be designed to take into consideration the positioning of the buildings, the climatic influence of the angle of the sun, the prevailing winds, and, of course, the lifestyle of the occupants of the house.

Although this holistic approach to designing the house and block is usually most effective in new home construction, it can also be applied to existing homes. Existing homes can be landscaped to increase the comfort level of the occupants in the same way.

Whether for new constructions or for existing homes, the process is similar and involves drawing up a 'land-use map' for the block and the buildings in order to identify possible locations for shade trees and other features.

Care must be taken not to overshadow the house, thus blocking out the winter sun, but also not to block out the cooling summer breezes which play an important role in keeping Perth's summer temperatures at a tolerable level. If either of these situations already exists on an established block, then the remedy is quite simple: cut down the offending trees.

When the land-use map has been drawn, the next step is to show the directions of the prevailing winds for both summer and winter. For Perth, these are as follows: cold winter winds from the north-west; hot summer winds from the east and north-east; cool summer breezes from the south-west, commonly referred to as the 'Fremantle Doctor'.

To deflect these cold or hot winds away from the house, windbreaks should be strategically placed.

Dense, quick growing evergreen trees and shrubs, planted in rows are best suited to this task. Solid walls are less effective because of the currents created on the downwind side of the wall, although slatted fences are more effective as they allow some of the wind to pass through.

The next task requires more precision and involves the planting of shade trees and shrubs. It is the east and west sides of a house which need shading the most, especially when the angle of the sun is low in the early morning or late afternoon. This problem can be overcome by planting trees and tall shrubs near the house in order to shade the walls and the roof.

The choice of suitable plants depends on a number of factors including their rate of growth, their ultimate size and form, the periods during which they drop their leaves, as well as the foliage density.

In combination with these tall shrubs, the planting of low bushes along west facing walls will stop the late afternoon sun coming in at a low angle. It is this late afternoon sun which causes the greatest amount of overheating in the home. Studies have shown that reducing the effects of the late afternoon sun will help prevent 'peak-loading' on air-conditioning units and also on the power stations themselves.

Unfortunately, many homes in Perth face west in order to take full advantage of ocean views. In summer, however, the blinding effects of the late afternoon sun force occupants in these houses to draw the blinds or curtains, thereby depriving themselves of the beautiful views. Correct use of shading plants on the west side of the home can block out the glaring afternoon sun while still permitting ocean views to be admired through the foliage.

In the hills around Perth, where westerly aspects are also common, the use of plants must be carefully planned so as not to increase the risk of fire.

In conclusion, the use of landscaping can have a major effect on climatic conditions around the home. Studies already completed have shown that effective landscaping can achieve summer reductions of between 10 and 15 degrees Celsius, a figure which is not achievable by the use of technological shading devices such as awnings or window tinting. Since alternative methods for cooling the home, such as fans and air-conditioning units, rely on costly energy consumption to function effectively, the wisest choice would seem to be low-maintenance native plants, which, incidentally, require very little water in the summer months, as well as offering added beauty and perfume to the area around the home.

That's all I'd like to say in this brief introduction to the subject. Thank you for listening.

## UNIT 7

**Two famous Australians****Part 1: Fred Hollows**

Fred Hollows was an eye doctor. In his lifetime Fred gave thousands of people all over the world their eyesight back.

Fred Hollows was born in New Zealand in 1929. His family was religious and Fred thought he'd like to be a missionary, but he changed his mind after doing some work at a mental hospital. He decided to become a doctor and eventually specialise in eye surgery.

In 1960 Fred got a job in Australia. Five years later he was the head of the eye department at a Sydney hospital.

Fred always believed strongly in equality for people. He was told about the need for Aboriginal health services in Sydney. He took up the cause and helped set up the first Aboriginal Medical Service. There are now more than 60 across Australia.

One thing really shocked Fred. He discovered that almost all Aboriginal people in outback Australia had eye diseases. Diseases caused by dirty conditions and poor health. Problems that could easily be avoided.

In the 1970s he helped launch a national program to attack eye disease in Aboriginal Australians. Fred was great at inspiring people. He got doctors to give their time to the program. In addition, many other people volunteered.

In three years the team travelled all over outback Australia. It treated 30,000 people, performing a thousand operations and prescribing more than 10,000 pairs of glasses.

But Fred didn't believe that enough was being done for Aboriginal health. He was very outspoken on this issue. This, together with his hot temper, created a few enemies for Fred. But people who knew him well loved him dearly.

By 1980, Fred was travelling all over the world to set up eye health programs in developing countries. He heard about a war in Eritrea in Africa and how doctors there were trying to get training in eye surgery. This became Fred's passion. He wanted to help the Eritreans build their own lens factory. He asked Australians to support his dream. They donated more than 6 million dollars.

But by 1989, Fred realised that he wouldn't be able to fulfil all his dreams. He found out he was dying of cancer. Nevertheless, he continued to work as hard as ever, knowing that his time was running out.

In 1993, Fred died at home surrounded by his friends and family. His wife, Gabi, is continuing Fred's work. Eye lens factories have been set up in Eritrea and other developing countries, giving sight back to thousands of people.

## Part 2: John Curtin

John Curtin was the Prime Minister who led Australia through the dark days of World War Two. Many people believe he was Australia's saviour, and our greatest leader.

Curtin was born in 1885 in a gold mining town in Victoria. Life was hard. His father had to give up work as a police officer because of serious illness, and eventually found less strenuous work in the hotel industry.

With money in short supply, John left school at the age of 13 and found a job. He moved to Melbourne, where he worked as a newspaper copy boy.

In spite of his limited education, John managed to catch up on everything he'd missed at school by reading as many books as he could get hold of. He was particularly interested in books about politics.

One of his great pastimes was to spend time on the banks of the River Yarra in Melbourne, discussing politics with anyone who had the time and inclination to join him. He later called the river banks his university.

John Curtin was a man of strong principles. When World War One broke out in 1914, he spent a few days in gaol for protesting against the introduction of conscription. He did not see why Australians should have to fight in what he regarded as someone else's war.

Curtin was living in Perth when, at the age of 32, he became editor of the Westralian Worker, the official journal of the Labor Party.

His political break came in 1928 when he won the seat of Fremantle and moved to Canberra. But he lost the seat three years later and returned to Perth to work as a journalist. It was during this time that Curtin made a decision that was to change his life forever.

At the age of forty-five he stopped drinking alcohol, a habit that had disrupted both his public and private life for many years. His abstinence from alcohol helped him build up his political career once again and he soon became leader of the Labor Party. That was in 1935. In the years before the Second World War, the United Australia Party, which was later to become the Liberal Party, held power under Robert Menzies. But as World War Two loomed, the Menzies' government began to crumble under the pressure.

In 1941, two years after the declaration of war, John Curtin took power as Prime Minister. Ironical that a man of peace such as he was, would be the person to lead Australia through the crisis years of World War Two.

Two months after Curtin took power, the Japanese invaded Pearl Harbour.

The great fear that Australia would also come under attack became reality on February 19th 1942, when Japanese planes attacked Darwin. In response to this, Curtin asked the United States for help. He also ordered home two divisions of Australian soldiers from the war in the Middle East, in spite of Britain's Prime Minister, Winston Churchill, wanting the soldiers sent to fight in Burma.

Curtin stood up to Churchill and prevailed: the troops returned to Australia.

In spite of his opposition to conscription during the First World War, Curtin introduced conscription in the Second World War. It was perhaps his hardest decision ever.

By 1945, the war was swinging in the Allies' favour. But Curtin was too ill to celebrate. On July 5th, 1945, just six weeks before the Allies defeated Japan, he suffered a fatal heart attack. He was sixty.

## UNIT 8

## News report

Good evening, here is the seven o'clock news.

The news headlines tonight include: a major earthquake in New Zealand, a serious fire in Sydney, the hunt for Melbourne's serial killer intensifies and in sport, a black day for the Australian cricket team.

But first of all that earthquake in New Zealand. A massive earthquake measuring 7.4 on the Richter scale struck New Zealand earlier today. The epicentre was a small town in the middle of the South Island, but the tremor was felt as far away as Wellington. None of the buildings in the small town is believed to have survived the quake. A number of residents were buried by falling masonry as buildings collapsed like a pack of cards. More than a dozen people are known to have been killed but the final figure is expected to rise considerably. At least one hundred and thirty people are said to be seriously injured and the town's hospital is on full alert.

Unfortunately, the earthquake struck at five thirty this morning, when most of the residents were still fast asleep in their beds. Attempts by the department of meteorology to warn the residents were unsuccessful due to a breakdown in telecommunications systems in the town, thought to have been caused by vandals damaging underground cables the night before.

Damage is expected to amount to millions of dollars and an emergency relief fund has been set up by the Prime Minister. The area has been declared a disaster area and people are advised not to approach the area to enable emergency crews to continue their work.

An emergency contact number has been set up for relatives anxious about their families in the area: the number is 06 3481 2944.

Once again, that number is 06 3481 2944.

A serious fire gutted a house in the western suburbs of Sydney last night. Fortunately no-one in the house was killed but two children, aged 6 and 2, are being treated for smoke inhalation at a local hospital.

The fire is believed to have started in the kitchen when one of the children was attempting to cook a meal over an open gas appliance. The parents of the two children are said to have been visiting relatives and police are making enquiries into this.

Damage is estimated at over \$100,000. The property is not believed to have been insured. The fire prompted fresh calls from fire-chiefs for compulsory smoke detectors in all houses.

The hunt for Melbourne's serial killer intensified last night when a young woman was assaulted on the streets of Melbourne as she made her way home from a discotheque. The 23-year-old woman, who does not wish to be identified, was walking home alone at 2 a.m. after spending the night with friends at a local disco club. She told police that she was attacked as she approached her home. She screamed for help, forcing the attacker to free her.

Her attacker is described as male, Caucasian, about 1 metre 80 tall, with long, greasy blond hair. He was wearing denim jeans, a striped cloth jacket and sports shoes. This matches the description given by witnesses following the fatal attack on a young Melbourne woman earlier this month. Police are anxious to receive information from anyone who think they might know this man.

Police spokesperson, Chief Inspector Charlie Robson, appealed to people to help with the investigation.

He asked the public to call the Crime Stoppers number if they have any information about this attack, or any of the other attacks on young women. The Crime Stoppers number is 133 000 545.

Chief Inspector Robson also appealed to young women not to walk alone at night. He advised people, especially young women, to take a taxi or else to walk with friends.

And now to sport. There's been a collapse in the Australian batting order overnight in England. The Australian batsmen managed to reach a total of only 199 before being bowled out. In reply, England is 173 for the loss of 2 wickets. And there's bad news for Jim Austin, the Australian fast bowler. He's broken a bone in his finger and will miss the next two matches. He's expected to be fit for the Third Test starting two weeks on Thursday.

Finally, the weather. The fine weather is expected to continue for the next few days at least, though there is a chance that the cloud will increase late tomorrow morning with the possibility of a shower later in the day. The temperature will reach a high of 24 degrees Celsius, following an overnight low of just 4 degrees.

That's all from me. Have a very pleasant evening and I look forward to your company again tomorrow.



## UNIT 9

## Sexist Language

It has been said that language reflects the society that creates it. The way in which words are used betrays the attitudes of those who use the language. As attitudes in society change, one would expect language to develop at the same rate. But because accepted changes in language tend to develop more slowly, there is sometimes a discrepancy between what we say and the meaning it carries. Take, for example, the changing attitudes to the role of women in society. The last two decades have seen important developments in the status of women; many of these developments have occurred through the actions of women struggling for the emancipation of women, the liberation of women from the restricting stereotyped roles which have been placed on them by a male-dominated society. The awareness created by people such as Betty Frieden, Germaine Greer and more recently Dale Spender, has gone a long way to eradicating stereotyped images, and improving the status of women. However, the mirror of language fails to reflect these changing attitudes. Words and phrases which belittle the status of women are still commonly used, by men and women alike, consciously or otherwise. If the use of such language persists, there is the danger that it will continue to work against the position of women in society. Therefore, it is necessary to make people aware that such language is sexist and must be reviewed.

Listen to the following short story which is often told as a brain teaser, or puzzle.

*A man and his son had been to a party. They left the party at midnight and drove home. While they were driving, it started to rain and visibility was down to 20 metres. Suddenly, a kangaroo jumped onto the road and caused their car to skid. It hit a tree. The man was killed immediately; the son was critically injured. A passing motorist saw what had happened and called an ambulance. The ambulance took the boy to hospital. He needed surgery. The surgeon on duty got ready for the operation. When everything was prepared, the boy was wheeled into the operating theatre, the nurse pulled back the covers to reveal his face. 'This is my son!' cried the surgeon. But how could this be? The boy's father was dead.*

The fact that this story is presented as a puzzle illustrates the assumption held by most members of society that all surgeons are male. People who are more open-minded about role stereotyping are not usually puzzled by the anecdote. Language is sexist when it assumes that the person carrying out a particular role is exclusively male or female. Examples of this are words ending in '...man' such as 'postman', 'fireman', 'chairman' and so on.

Sexist language includes all phrases which are specifically male by nature but which include both males and females: an example of this is the use of the word 'Man' to mean all humans. Another example is the use of male pronouns such as 'he' or 'his' to include all humans as in the sentence: 'Everyone should be aware of his rights.' Many words have female forms which add nothing to the meaning of the word except to denote sexual difference. Words such as 'authoress', 'usherette' and 'waitress' are felt to be sexist and unnecessary.

Females are often referred to in terms relating to males: an illustration of this is the commonly used phrase 'man and wife' which is still used in the marriage ceremony.

One area where the great majority of words refers to female forms is that of verbal abuse and insults. Animal names for females, for example, are usually far more insulting, and often have sexual connotations, whereas their male counterparts do not. The female word for 'dog', 'bitch', is far more insulting than the male form can ever be, and calling someone a 'vixen' has unpleasant connotations which the term 'fox' does not.

Sexist language tends to limit people's views by closing doors to them on the basis of sex. Take, for example, the use of the words 'to father' and 'to mother'. The former refers to the biological production of the child, the latter to the care of the



child once it has been born. Obviously, though, the mother's role in producing the child is just as important as the father's, and the responsibility for taking care of the child after its birth rests as much on the father's shoulders as on the mother's. Taken one step further, the term 'fatherly advice' also has far different connotations from the term 'motherly advice'. The former relates mainly to advice about worldly matters such as politics and religion; the latter relates more to advice specifically dealing with personal relationships.

What, then, can be done to avoid the use of sexist language?

Although it would be impossible to eradicate all words or phrases which have sexist connotations, a number of changes have already taken place, and words such as 'chairperson' to replace 'chairman' have been in everyday use for a number of years. Although the newly-coined phrases often sound strange at the beginning, their continued use means they will sound less and less unnatural to new generations of speakers.

The use of the male pronoun can be avoided by making the subject plural. So, for example, 'Everyone should be aware of his rights,' becomes 'People should be aware of their rights.'

Other changes which can be effected quickly and easily include the use of 'human' or the plural form 'humans' to replace the use of 'man', and the omission of words such as 'male', 'female', 'man' or 'woman' in phrases such as 'lady-doctor', 'male-nurse', and 'female librarian'.

In other cases, women can stand alone in their own right, without being mentioned only in reference to their male partners. So, 'John Smith and his wife' would become 'Mr and Mrs Smith'.

The prolonged use of sexist language is largely the result of laziness or ignorance rather than pure intention. Most people use sexist language without meaning to be sexist at all. Even strong supporters of the feminist movement cannot always avoid using such language. Change must begin with education and awareness. Although it does require a certain degree of conscious effort initially, the end result - a language which discriminates less against half of society - is well worth the effort.

## UNIT 10

### Women and the Changing Global Economy

This morning I'd like to look at the concept of the division of labour. There are two aspects to this concept: first of all the international division of labour, which defines the roles of the First World and the Third World in the global political economy; second, it can also be viewed as the gender division of labour, the social construction of roles and responsibilities which are assigned to men and women.

From a historical perspective, the international division of labour represented the roles taken on by both the First World, or what we can also refer to as the developed countries, and the Third World, commonly referred to as the developing nations. These nations are sometimes referred to as 'less-developed' or even 'under-developed' but for the purposes of this talk, I'll use the term 'developing'.

Historically, the international division of labour meant that the Third World nations supplied raw materials, and that includes agricultural products and other resources to the First World, who then processed the raw materials in their industrial areas, and manufactured goods for sale in their own markets, or for export. Ironically, some of these manufactured goods ended up back in the countries where the raw materials had come from.

Originally, when the price obtained for raw materials was more or less the same as the price demanded for manufactured goods, this exchange of resources for products gave both sides an equal, fair exchange. However, as the price of raw materials and resources became less stable, with a subsequent fall in the value of these resources, this trading system represented an unfair partnership: the developing nations actually ended up paying more for the products they were importing from the developed countries, resulting in a massive trade imbalance. Consequently, the Third World nations found they had to borrow money so that they could buy the imported goods from the First World nations.

The New International Division of Labour represents a change of focus. The costs of processing and manufacturing in developed countries have increased over the years. This is a result of inflated wages and other associated costs. As a result, manufacturers in the First World now choose to relocate factories from their First World base to locations in Third World countries. In the developing countries, which tend to be labour intensive, labour costs are much lower and there is a great deal of cheap labour available.

The types of industries which are generally relocated tend to be those light industries which do not require heavy machinery and massive infra-structure costs. Industries such as garments industries, producing sports wear, shoes, electronics and so on can easily be relocated in developing countries without too many associated costs. Heavy industries such as the steel industry remain typically in the developed countries.

As an incentive to First World manufacturers, some Third World governments offer financial incentives in order to attract foreign investment in their country. These incentives may take the form of a large tax-free threshold or heavily-subsidised accommodation for setting up factories locally. The benefit to the developing nations, of course, is the influx of foreign capital in the form of investment and the number of jobs which are created for local workers. One disadvantage, however, is that much of the income generated by this type of investment leaves the country and has no long term impact on local infra-structure.

It should be mentioned at this point that the relocation of industries from First World to Third World is not a conscious effort on the part of First World manufacturers to redress the trade imbalance between developed and developing nations, but merely to increase the profitability of their enterprises.

Now I'd like to move on to the concept of the gender division of labour, a concept which is socially constructed and defines the roles and responsibilities which men and women have been ascribed. Incidentally, this division has also changed to a large extent over the years, particularly in response to the Third World's integration into the global trading system.

The gender division can be divided into 3 clear roles and I'll refer to these as, first, reproductive, second productive and third community management.

Biologically, the role of childbirth has always been in the hands of women. But this reproductive function is just one of a large number of roles which women have carried out historically. If we go back a couple of hundred years, before the time of colonisation, women were traditionally involved in the cultivation of subsistence crops to feed the family. Men and women worked side by side to produce enough food for the immediate family. That doesn't mean to say that there weren't demarcations between men and women with regard to certain types of work done around the home; for example, house building has traditionally been done by men whereas the fetching of clean water has always been classed as 'women's work'. This situation changed once the 'Third World' nations were brought into the global trading system. There was a shift from subsistence farming to the growing of cash crops. So instead of growing just enough food to feed the immediate family, people now grew more than they needed so they could sell the excess to earn money to pay for imported goods. There was now a clear line between productive and reproductive work: productive work was associated with income earning activities while reproductive work encompassed child-rearing and taking care of the family, including growing food to feed the family. In addition, it also encompassed the notion of maintaining the status quo, of reproducing a supply of labour for productive purposes: in other words, the women had to ensure that the husband and children were taken care of so that they could eventually play their part in productive labour. In addition, women still had to grow subsistence crops, if they had land available, as well as procuring fresh water and all the other domestic tasks.

The men's role fell exclusively within the realm of productive work, income earning activities, and a stereotyped image of the male as the 'breadwinner' became a dominant social feature. And, although both men and women may be involved in similar work i.e. growing crops, the fact that the crops grown by the men were cash crops, whereas the crops grown by the women were for subsistence purposes, there was a different perception of the value of the respective work carried out by men and women. Ironically, this perception of the male as breadwinner persists even in societies where there is high male unemployment and where women are actually the primary income earners.

Another aspect of the gender division of labour is community management. Although both men and women are involved in community management, the areas of involvement differ. Men are usually involved in what is sometimes called the 'public' domain, whereas women are traditionally involved in what we sometimes refer to as the 'private' domain.

Public domain activities include politics, leadership, religion and upholding tradition: these areas are traditionally male dominated areas. Women, on the other hand, are involved in areas such as health care, education, clean water and so on. Even in community management, men's activities are perceived as more important and hold higher status than those activities carried out by women. Many of the men's activities would also be remunerated, while women's activities were generally unpaid, reinforcing the perception of the low status of women's work.

Finally in this brief talk, I'd like to focus on some of the areas which overlap between the gender division of labour and the new international division of labour. And it's interesting to note, first of all, that the industries which were relocated from First World to Third World were those light industries which traditionally involve women's labour: the garment and electronics industries. The reason for the predominance of women in these industries has been explained by some analysts

by the fact that women are pre-skilled in the type of work involved in these industries: for example, needlework, sewing and dressmaking. Women are also often taken on in preference to men in the electronics industry because of their nimble fingers. Men's hands tend to be clumsy and unsuitable for electronic component assembly.

In addition, much of this work can be carried out in the informal sector. The informal sector includes the tendering out of work for people to carry out in their own homes. For example, a woman can work just as well at home with her sewing machine as she can in the factory. So long as there is adequate quality control to maintain the standards of work, there is no need for a formal work setting such as a factory or workshop. This helps to keep production costs down. Not surprisingly, people working in the informal sector usually earn less money than those in the formal sector.

Since a woman's productive role is generally assumed to be of secondary importance, it is assumed that women will be prepared to work for less money. In fact, women's wages in the productive sector are often referred to as simply 'lipstick money'.

There is also the question of women's docility, a question which has been debated by many feminists.

Whether women are naturally acquiescent as a result of their social conditioning or whether they are simply in a weaker bargaining position because of their reproductive commitments, involving time off for pregnancy or for children's illness and so on, is open to speculation. But it seems that their dependence and subordination within the marriage are also reflected in their interaction with the public domain.

A further reason for the predominance of female workers in many export-orientated industries may be the fact that in some Third World countries, families send their daughters out to work. There are 2 main reasons for this. First, daughters are not seen as an investment for the future in the same way that sons are. Daughters tend to marry and leave home, whereas sons tend to stay at home even after marriage and assume the role of taking care of the ageing parents. Second, the money earned by the daughters can be used to pay for the education of the sons, to help them get better jobs in the future, enabling them to take better care of their parents in old age.

The final irony of the overlap between First World and Third World industry relocation and the gender division of labour is the fact that the people most affected by the relocation of light industries would be women in the First World, who lost their jobs as a result of this relocation. Ironically, it is these unemployed women in the First World who now find themselves the target of consumer marketing for the products manufactured by their Third World sisters.

Well, that's all I'd like to say on the subject for the moment. Thank you for listening.