

ACCENT ON 82 AUSTRALIA

John Green

Authentic materials for
listening comprehension and discussion

681
5

ACCENT ON AUSTRALIA

*Authentic materials for listening
comprehension and discussion*

JOHN GREEN

PERGAMON PRESS

SYDNEY · OXFORD · NEW YORK · TORONTO · PARIS · FRANKFURT

AUSTRALIA	Pergamon Press (Aust.) Pty. Ltd., P.O. Box 544, Potts Point, N.S.W. 2011, Australia
U.K.	Pergamon Press Ltd., Headington Hill Hall, Oxford OX3 0BW, England
U.S.A.	Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, U.S.A.
CANADA	Pergamon Press Canada Ltd., Suite 104, 150 Consumers Road, Willowdale, Ontario M2J 1P9, Canada
FRANCE	Pergamon Press SARL, 24 rue des Ecoles, 75240 Paris, Cedex 05, France
FEDERAL REPUBLIC OF GERMANY	Pergamon Press GmbH, Hammerweg 6, D-6242 Kronberg-Taunus, Federal Republic of Germany

Copyright © 1985 Pergamon Press Ltd

All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means: electronic, electrostatic, magnetic tape, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

First edition 1985

Library of Congress Cataloging in Publication Data

Green, John, 1948 Oct. 11-

Accent on Australia.

(Materials for language practice)

1. English language—Text-books for foreign speakers.

2. English language—Spoken English—Australia.

3. Australians—Interviews. I. Title. II. Series.

PE1128.G657 1984 428.3'4 84-6393

British Library Cataloguing in Publication Data

Green, John 19--

Accent on Australia.—(Materials for language practice)

1. English language—Spoken English—Australia

2. English language—Text-books for foreign speakers

* I. Title II. Series

427'.994 PE3601

ISBN 0-08-030324-2

Typeset by Oxprint Ltd, Oxford
Printed and bound in Singapore
by Singapore National Printers (Pte) Ltd

OTHER TITLES OF INTEREST

BATTAGLIA, J. and V. Christie

**Start with Hello*

BATTAGLIA, J. and Marilyn Fisher

**Yoshi Goes to New York*

Authentic discourse for listening comprehension

BERMAN, M.

**Take Note*

Materials for aural comprehension – and note taking in English

DUNLOP, I. and H. Schrand

In and About English

Authentic texts for developing reading and communication

DUNLOP, I. and H. Schrand

**Matters of Moment*

Materials for reading comprehension and discussion in English

FORD, Carol and Ann Silverman

Cultural Encounters

HAYCRAFT, Brita and W.R. Lee,

**It Depends How You Say It*

Dialogues in everyday social English

LEBAUER, R. Susan

Reading Skills for the Future

An intermediate workbook for reading comprehension

MOLLER, Alan and Valerie Whiteson

Cloze in Class

Exercises in developing reading comprehension skills

MURRAY, Heather and A.M.J. Niethammer-Stott

**Murder Comes to Breakfast*

A detective story for intermediate students of English

MUMFORD, Susan

**Conversation Pieces*

Exercises in elementary listening comprehension

PINT, J.

**Pint's Passages*

Materials for aural comprehension

PONSONBY, Mimi

**How Now, Brown Cow?*

A course in the pronunciation of English with exercises and dialogues

**Includes audio cassette(s)*

Acknowledgements

The author and publisher are glad to acknowledge the following sources of visual materials used in the book:

Australian Commonwealth Medical Services, Australian Information Service, ANZ bank, Australian Meat Board, Australian Tourist Board, New South Wales Department of Transport, New South Wales Police Public Relations, Peter Howarth and Associates, Rugby League Week.

Introduction

Accent on Australia provides authentic listening materials for intermediate and advanced students of English who are studying in Australia, or who intend to use their knowledge of English in the Australasian area.

It has long been felt that the listening materials commercially available for English teaching have been far too limited both in the cultural backgrounds they present and in the range of spoken English styles and accents they illustrate. There are many situations where listening exercises in British 'R-P' or standard American do not provide adequate preparation for the English to be encountered by the learner. *Accent on Australia*, with its tapes and workbook will provide just such aural preparation for at least one area of non-standard English.

The format is a series of interviews with native Australians (and one New Zealander) talking about their jobs, their interests and their feelings about their own country at the time of recording (October/November 1982). All the interviews were recorded live in Sydney, and in most cases at the home or place of work of the interviewee, with whatever background noise or disturbance that involved. Post-editing has been kept to a minimum to preserve the maximum authenticity of discourse. An interviewer from England with standard Southern English 'R-P' was chosen in order to provide a contrast and pointer to the various Australian accents and variations in pronunciation from British English. There are ten interviews in all, each divided into three sections of differing lengths and on differing topics.

Of course, it has not been possible to cover anywhere near the number and variety of occupations and interests that would be needed to give a fully rounded portrait of Sydney, let alone of the whole of Australia, and for every person interviewed there were at least five more with legitimate claims to be included for the sake of balance and interest. But the final selection for this first volume was made on the basis of two criteria: the technical quality of the on-site interview obtained and its suitability as productive teaching material. I do still hope nevertheless that a wide enough range of information and opinions is given in the course of the ten interviews to provide at least a partial introductory survey of interest to potential foreign visitors to the area.

The Exercises

There are three listening-based exercises per section of the tape, each of which requires separate listening and playback of the interview. Before listening, students should acquaint themselves with any new or unfamiliar vocabulary as presented in the Wordscan section, and should orientate themselves for the exercises by reading the short introduction and studying the opening pictures. These can also be used by the teacher as the basis of pre-teaching questions or discussion.

Exercise I. The first exercise requires straightforward information retrieval, a task more important in some conversations than in others, and aims to help the student towards selective redundancy listening – to increase his ability to extract the essential information from the barrage of superfluous, and indeed often ‘wrong’ language that will be thrown at him once he is out of the classroom. I have tried not to over-extend this exercise, though important pieces of information are often not touched upon until Exercise II.

Exercise II is a multiple choice differentiation exercise, the student selecting the correct, or most correct answer from the three provided. I have tried to keep the three alternatives fairly closely related, with the wrong answers being either partially or plausibly correct, or at least in some way humorously connected with the words and phrases under review. The student’s attention is thereby indirectly brought to bear on the similarities in meanings or, on the double meanings, of some of the language they hear. This also means that the ‘wrong’ answers provide a great deal of material for further exploitation and discussion.

Exercise III, a gap-filling exercise, requires close and repeated listening to certain parts of the conversation, and indeed the initial ability to locate the relevant sections in the first place. The words and phrases extracted and brought up for scrutiny are those which are either a) the sort of short, sharp phrases which are often swallowed by native speakers and which, when misunderstood or lost by students, often lead to a total breakdown in understanding of the whole and/or b) those particularly Australian words or phrases which are likely to confuse a student used to British ‘R-P’.

The ‘Springboards’ section provides prompts for further classroom discussion or private contemplation on some of the themes and opinions expressed in the interviews; sometimes pointing the student, tactfully, towards inconsistencies or peculiarities in the interviewee’s facts or opinions. But they are suggestions only. The individual teacher will no doubt be able to conceive

many more useful and productive discussion topics from his or her own imagination.

Section F gives suggestions for possible classwork pairwork and/or role play based on the relevant interview. Clearly some speaker's conversation topics lend themselves more readily than others to this exercise, but the teacher can again create original classroom material for his individual student's needs, and the selection of printed realia interspersed throughout the text will provide useful starting points. Guided cueing of dialogues is an alternative method to adopt with more elementary students. The following example, related to Unit I, may serve as a model for this.

EXAMPLE:

Speaker A (student farmer)
Greet B.

Tell B you're at agricultural college.
Say you want to farm when you leave.

Ask B about his own farm.
Say you know drought is a problem.

Ask about its effect on livestock apart
from lack of food.

Ask B about feeding the stock.

Speaker B (10 year farmer)
Greet A. Ask what he's
doing.

Express pleasure at this.
Ask A if he/she knows of
the difficulties.

Tell A about your farm.
Explain how the drought
hit the crops.

Tell A lack of feed and
water mean moving
livestock.

Tell A of the problems.

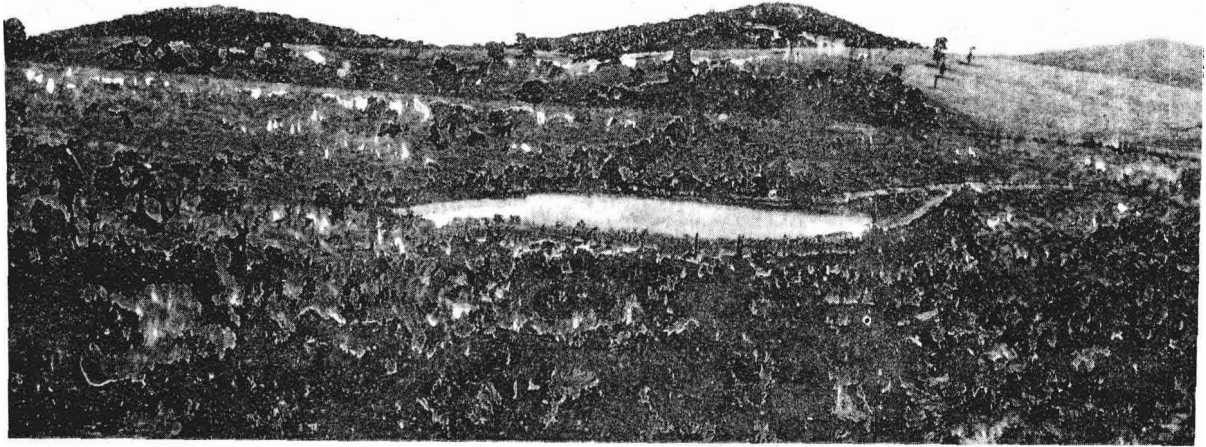
Answers are given at the end of the book. No tape script is provided. The interviews are not Shakespeare, and to transcribe such conversations would be to give them a false literary importance and make them 'studiable' by the student in the wrong way; it is the aural capacity which is being trained here, not the visual.

Accent on Australia is a trail-blazer, the first in a proposed series of titles concentrating on English in the Australian area. There is much room for improvement and development, and a second volume is already planned, but the use and adoption of *Accent on Australia* will in no small way determine the continuance and future scope of a potentially most exciting venture – another step in the opening out of English as a world language.

Contents

Introduction		ix
The Exercises		xi
UNIT ONE	<i>A Farmer</i>	1
UNIT TWO	<i>A Doctor</i>	9
UNIT THREE	<i>A Shopper</i>	18
UNIT FOUR	<i>A Sportsman</i>	25
UNIT FIVE	<i>A Banker</i>	32
UNIT SIX	<i>An Actress</i>	39
UNIT SEVEN	<i>A Garage Owner</i>	45
UNIT EIGHT	<i>A Policeman</i>	51
UNIT NINE	<i>A Real Estate Agent</i>	58
UNIT TEN	<i>A Driving Instructor</i>	66

A Farmer



JOHAN ATKINSON is a farmer from Tamworth, some 320 miles northwest of Sydney. His station consists of about 7,000 acres of land in the New England region of New South Wales.

His crops are wheat, barley and grain sorghum – a summer growing crop used for cattle feed.

He also farms livestock – every year his station shears 6,000 sheep and runs 500 head of Scottish short-horn cattle.

WHEAT RECEIVALS BY THE A.W.B.† (Tonnes, Gross)

Season‡	New South Wales*	Victoria®	South Australia	Western Australia	Queensland	Tasmania	Australia
1973-4	3,544,268	1,518,792	1,671,894	3,989,353	473,759	1,841	11,199,907
1974-75	3,462,163	2,147,824	1,377,453	3,058,685	657,601	832	10,704,558
1975-76	3,906,598	1,615,227	1,040,742	3,896,984	798,393	505	11,258,449
1976-77	4,619,155	1,783,517	724,902	3,051,870	752,145	1,885	10,933,474
1977-78	3,308,723	1,534,787	416,875	2,747,297	532,376	273	8,540,331
1978-79	5,909,999	3,463,229	1,975,528	4,174,236	1,931,325	1,429	17,455,746
1979-80	5,052,239	3,720,862	2,231,577	3,517,948	802,667	1,836	15,327,129
1980-81	2,156,708	2,852,752	1,532,590	3,087,223	427,904	1,121	13,058,298
1981-82	5,280,858	2,732,732	1,580,907	4,522,644	1,428,276	1,114	15,546,528
1982-83	1,016,414	309,209	586,612	5,218,659	713,960	409	7,845,263
Ten Season Average	3,825,713	2,167,893	1,308,508	3,726,490	851,841	1,125	

Source: Australian Wheat Board.

‡Season commences on Oct. 1st.

*Includes A.C.T.

†The quantity of wheat delivered to and accepted by the Authorised Receivers.

®The Victorian receipts include wheat grown in New South Wales, but delivered to the Grain Elevators Board of Victoria.

Wordscan

Make sure you understand the following words before you listen to the tape.

a station – a farm

livestock – cattle or sheep

the bulk of – the majority of

the seaboard – that part of the country on or near the sea

a statutory authority – a government body

a free on board price – a price which includes the cost of transport onto
(on board) a ship

itinerant – moving from place to place

dearth – a severe shortage

crop yield – the amount of crop produced

resentment – bitterness, bad feeling

drought – a (long) period when no rain falls

Section A

Mr Atkinson talks about the markets for his produce.

I Listen to the tape, then answer the following questions.

1. Where does Mr Atkinson sell his grain sorghum?
2. Why?
3. Where does he sell his cattle?
4. What type of sheep does he have?
5. Is Australia part of any free trade association?
6. Why, according to Mr Atkinson, are Australian cattle farmers finding it difficult on the free market?
7. Why is there such a good market for 'manufacturing' meat in the United States?

II Play the tape again, and decide which of the three answers is correct.

1. Does Mr Atkinson sell
 - a. All of his wheat crop inside Australia? ☐
 - b. The worst of his wheat crop domestically? ☐
 - c. Most of his wheat crop outside Australia? ☐
2. Mr Atkinson sells his wool
 - a. By going to different ports to see who will buy it ☐
 - b. Through agents who offer it for auction at various Australian ports ☐
 - c. By contacting buyers in Japan, France and Germany ☐

3. The price Mr Atkinson can get for his wheat is fixed by
 - a. The price at public auction ☐
 - b. The U.S. free on board price ☐
 - c. The Australian wheat authority based on current prices in the U.S. ☐
4. Which is true?
 - a. Australian farmers are angry with Britain for joining the EEC ☐
 - b. Australian farmers are angry with the Americans for doing business with the EEC ☐
 - c. Australian farmers were angry with Britain for joining the EEC but have now found new markets in the U.S. ☐

III Play this part of the tape a third time and try to find the missing words. The number of underlined spaces corresponds to the number of words missing.

1. . . . The type of cattle we sell . . . er . . . which are _____ , they're . . . er . . . _____ . . . meat, they are, they're _____ .
2. . . . the wheat is _____ by an authority . . . it is _____ by a grain _____ authority which is a statutory authority er . . . semi-government and they . . . they have the . . . er . . . _____ they have the right to acquire the _____ and sell it.

Section B

Mr Atkinson talks about his own station.

I Listen to the tape and answer the following questions.

1. How many people work on Mr Atkinson's station all the time?
2. How much does it cost Mr Atkinson to get one sheep shorn?
3. Does he have any Aborigines working for him?
4. What particular problem does he have with his labour force?
5. Why is he surprised that his lambing was so successful this year?
6. What explanation does he give for this success?
7. Does he expect his wheat harvest to be equally successful?
8. For what reason?

II Play the tape again and decide which of the three answers is correct.

1. Mr Atkinson employs . . .
 - a. Up to 10 casual workers on a seasonal basis for harvesting and sheep-shearing ☐

- b. A sheep-shearing company in addition to 10 casual workers for harvesting ☐
- c. A sheep-shearing contractor who also helps with the harvesting and the cooking ☐
- 2. Aborigines are the main source of farm labour in . . .
 - a. Queensland, the Northern Territory parts of New South Wales ☐
 - b. New South Wales in the cotton country ☐
 - c. Queensland, the Northern Territory, parts of Western Australia ☐
- 3. Itinerant 'chippers' are . . .
 - a. Wandering carpenters ☐
 - b. Casual workers who pull up weeds ☐
 - c. Casual workers who spray the crops with chemicals ☐
- 4. Mr Atkinson says that it is difficult to get skilled people . . .
 - a. To work in the fields ☐
 - b. In whatever speciality he needs ☐
 - c. Because there are lots of unemployed people ☐
- 5. Mr Atkinson's permanent workers are carefully vetted because . . .
 - a. They get a house with the job ☐
 - b. They want to have a family ☐
 - c. They will settle in their own house on the property and be part of the community ☐

III Play the tape a third time and try to find the missing words. The number of dashes (—) corresponds to the number of words missing.

- 1. John, what . . . with most properties like ours we have . . . er . . .
it's a . . . it's a _____ so we have our own houses.
- 2. In Queensland, Northern Territory, parts of Western Australia, they are the _____, but in New South Wales it's to a _____.
- 3. It's a very technical and high-powered business, there's _____.
- 4. . . . we're lucky we have a good staff, but . . . er . . . I know it's an _____ problem.

Section C

Here Mr Atkinson talks about the differences between Australian and European farming and about the future for farming in Australia.

I Listen to the tape and answer the following questions.

1. What does Mr Atkinson say is the advantage of the reasonably reliable rainfall?
2. What is the rainfall like in eastern Australia?
3. In Australia, how much wheat do they expect to harvest per acre, in a normal year?
4. How does he think this compares with the UK?

II Listen to the tape again and find the correct answer from the three given.

1. The fact that yields are higher in the UK than in Australia is partly due to . . .
 - a. The fact that Australia is less mechanized than UK ☐
 - b. The fact that the UK is less mechanized than Australia ☐
 - c. The reliable rainfall in the UK, not mechanization ☐
2. On his farm, Mr Atkinson uses . . .
 - a. Planes but not helicopters ☐
 - b. Helicopters but not planes ☐
 - c. Helicopters and planes ☐
3. Mr Atkinson says there are two factors affecting the future of Australian farming. They are . . .
 - a. Drought and bad industry ☐
 - b. Drought and recession ☐
 - c. Recession and depression ☐

III Play the tape a third time and try to find the missing words in these longer sections.

1. We're sort of quite envious of the er, you know of the er _____ crops that are _____, particularly in Great Britain, and in _____ Europe. You see, in Australia we've got _____ sporadic rainfall and it's . . . it's in the Eastern states . . . you know . . . _____ so it's pretty much a _____ type of . . . er . . . farm enterprise.
2. I think the er . . . well . . . we've got two things we've got two _____ here, we've got the fact we're having a _____ in the _____, so this is concerning us and, con . . . and . . . to _____ of course we have an economic er . . . I think now we're admitting it it's a _____ rather than just a _____.
3. It could well be there'd be _____ of perhaps twelve months before this country starts . . . to . . . to . . . I don't honestly

think we've _____ economically yet. I'm sad to have to say that, but I think it's a _____.

4. . . . every business is made up of . . . of _____ and _____ and . . . and y'know we're going through a _____ at the moment but there'll be peaks . . . oh yes, it must . . . hope springs _____.

Section D

'In other words . . .'

Can you think of another way or ways of expressing the following ideas that you have heard in this unit?

1. The bulk of our wheat is consumed on the home market.
2. The sale of wheat is handled by a statutory authority.
3. Aborigines make up the main labour component.
4. It's an on-going problem.
5. It's pretty much a catch-as-catch-can type of enterprise.
6. There will be a time lag of twelve months before we start to turn the corner economically.
7. Every business has its peaks and hollows.
8. Hope springs eternal.

Section E

Springboards

1. According to Mr Atkinson farming in Australia' is now a multi-million dollar business. It is very difficult for young people to get a start in farming when the capital investment needed is so high, particularly when interest rates are also very high. At the same time it is true that only well-established and financially secure enterprises will be able to withstand the results of so many years of drought without collapsing. But what do you think will be the result of these factors on Australian farming in the future? And what do you think will be the ultimate effect on the consumer?
2. Farmers are often thought of as being slow-speaking and very conservative in their opinions and outlook. Does Mr Atkinson conform to any or all of these stereotypes? Give examples of what he says on the tape to support your view.

Section F

Pairwork: Roleplay

A is a student at agricultural college and intends to start farming in New South Wales when he/she leaves.

B has been farming in New South Wales for 10 years on his own medium-sized station. His crops are wheat and barley and he has some sheep and cattle. He is finding it very tough going at the moment, and tries to warn A of the very real dangers of going into farming just now.

Section G

Since the interview with John Atkinson was recorded there have been changes in the overall picture of Australian agriculture. Below you will find an extract from the report of a conference on Farming Performance, which was held in January 1984. What are the main changes that have occurred in farming? Why have they occurred, do you think? How do the two sets of statistics reflect an overall improvement in farming performance?

OPENING SESSION FARM PERFORMANCE

A perspective on recent farm financial performance in Australia

The financial performance of Australia farms in 1983-84 will show a welcome improvement. Just as the farm financial results for 1982-83 reflect the full effect of the drought, the income projections for 1983-84 reflect the much improved seasonal conditions, especially in the cropping industry.

The following key points emerge from an analysis of the financial prospects for the farm sector.

The income recovery in 1983-84 will be sizeable, but it will be from a very depressed level. The boost in returns will raise incomes only to around the levels current before the drought.

The recovery from the drought has been most marked in the cropping industries. Sheep-only and beef-only farms will have sizeable income increases, but they will be far less than those for cropping farms. Dairy incomes were less affected by drought and are expected to decline only slightly. Horticultural industry incomes and returns to sugar cane growers remain depressed.

On a State basis, farm incomes in New South Wales, Victoria, Tasmania and South Australia will be boosted significantly in 1983-84 by the very wet season. Incomes in Western Australia will be down on those resulting from the excellent season in 1982-83, because of dry conditions in the northern agricultural areas. Depressed world sugar prices continue to have a significant impact on the rural economy in Queensland.

Key factors affecting profitability in agriculture in this and the next financial year will be 1) changes in the prices of output, 2) the rate of inflation, and 3) seasonal conditions. With another favourable season, overall investment in agriculture is likely to increase considerably.

COMPONENTS OF INVESTMENT RETURNS: BY INDUSTRY: 1982-83

Item	Unit	Sheep -only	Beef -only	Wheat	Sheep- beef	Dairy	Horticulture	All surveyed industries
Total cash receipts	\$	39 063	50 631	90 271	79 703	73 827	55 329	66 270
Total cash costs, excluding family labour	\$	33 387	42 271	74 055	65 472	46 336	45 071	52 880
Farm cash operating surplus	\$	5 676	8 360	16 216	14 231	27 491	10 258	13 390

COMPONENTS OF INVESTMENT RETURNS: BY INDUSTRY: 1983-84

Item	Unit	Sheep -only	Beef -only	Wheat	Sheep- beef	Dairy	Horticulture	All surveyed industries
Total cash receipts	\$	56 182	66 039	149 845	94 712	75 453	58 904	91 742
Total cash costs, excluding family labour	\$	37 703	49 760	83 404	75 846	48 757	49 428	59 839
Farm cash operating surplus	\$	18 479	16 279	66 441	18 866	26 696	9 476	31 903