

**ENGLISH FOR
SPECIFIC PURPOSES :
L A W**



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2003

ONLY FOR INTERNAL USE

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TABLE OF CONTENT

LESSON 1

READING IN CHUNKS (1-8)

Reading Characteristics of Poor families, Discussion, Exercises
Reading in Chunks, Cloze, Poverty, Ellipsis and Reference.

LESSON 2

CRIME AND PUNISHMENT (9-12)

Reading 'Crime and Society',
Vocabulary, Revision of Tenses.

LESSON 3

MONARCHY-- ARE WE BEING BRAINWASHED? (13-16)

Reading 'Queen of Hearts', Use of English, Speaking, Writing.

LESSON 4

DEMOCRACY OR A CLASS SYSTEM? (17-20)

Reading "Democracy or a Class System", Use of English, Picture discussion.

LESSON 5

SKIMMING & SCANNING (21-26)

Reading; Skimming & Scanning,
Reading exercises, Vocabulary, Use of English, Writing.

LESSON 6

READING COMPREHENSION (27-33)

Reading Comprehension; section A,
section B, Section C.

LESSON 7

REVIEW EXERCISES (34)

Review Unit 1-6

LESSON 8

SMACK CITY (35-40)

Reading 'Smack City', Use of English,
Synonym, picture discussion, Writing.

LESSON 9

THE FINGER OF SUSPICION (41-45)

Reading, Vocabulary, Use of English,
Writing.

LESSON 10

IT'S A STEAL IN THE CITY (46-51)

Reading, Vocabulary, Use of English,
Picture Discussion.

LESSON 11

BOSSES V. WORKERS (52-56)

Reading, Vocabulary, Use of English.
Similar Meaning, Discussion. Writing.

LESSON 12

READING COMPREHENSION (57-63)

Reading Section A, Section B, and
Section C.

LESSON 13

REVIEW EXERCISES

Review Unit 1-12.

Characteristics of Poor Families

Why are poor people poor? Can you describe the normal poor family in the United States? What characteristics do poor families have that make them different from other families?

Old age is one characteristic of poverty: almost one third of poor people are older people who have retired and have stopped working.

Strangely, *youth* is also a characteristic of poverty. A household is a group of people who live together. If the head of a household is under age 25, the household is much more likely to be poor than a household whose head is an older person.

Race is also important: 9 out of every 100 white people in the United States are poor; but more than 30 out of 100 black people are poor.

A person's *sex* is important, too: if the head of a household is a woman, the household is twice as likely to be poor as a household whose head is a man.

Less education is another important characteristic of poor families: almost half of all poor families have members who did not go to high school.

A person's *job* is also important: one quarter of all the farmers in the United States are poor.

Many poor people or poor families have more than one of these characteristics: for example, poor families are often old and black and poorly educated. It is impossible to say that a person is poor because he is old or that a person is poor because he is black: no single characteristic "makes" a family poor. A poor person is not poor because he has no education; he often has no education because he comes from a poor household himself.

Exercise

Now answer questions 1, 2, and 3 about the passage you have just read. The purpose of the questions is to help you check your understanding of the passage and to get you to think about it.

When you have answered the questions, you may want to form a group with several other students to compare your answers with theirs and discuss any differences in your answers. You will find that you often won't need the teacher to explain why an answer is wrong: another student in your group can help you. And if you can answer small problems in your group, the teacher will have more time to talk about bigger problems.

LESSON I

... READING IN CHUNKS

1. List the six characteristics of poor families which are mentioned in the article:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
2. In your opinion, which of these characteristics can a person control? Which of them are out of his or her control?
3. What are some other characteristics of poor people? In the United States? In your own country?

Discussion

Decide whether you agree or disagree with each of the following statements. Draw a circle around AGREE or DISAGREE. Compare your answers with those of other students in a small group. Discuss any differences, and try to come to *one decision* for the whole group.

1. In the United States or Western Europe, if a person is poor it is his or her own fault.
AGREE DISAGREE
2. In Africa, Asia, or South America, if a person is poor it is his or her own fault.
AGREE DISAGREE
3. In the socialist countries of Eastern Europe, if a person is poor it is his or her own fault.
AGREE DISAGREE
4. In the United States, any person can earn money, respect, and "a future" through hard work and an education.
AGREE DISAGREE
5. The authors say that a household headed by a woman is twice as likely to be poor as a household headed by a man. To prevent this kind of poverty, the government should make it much more difficult to get a divorce and end a marriage than it now is in the United States.
AGREE DISAGREE
6. There must be poor people in every society. It's an economic and social necessity.
AGREE DISAGREE

LESSON I

READING IN CHUNKS

Now that you have read Passage A, understood the main ideas, and thought about and discussed the meaning of the passage, it is time to do two exercises that will help you look a little more closely at the language that is used to express these ideas. Later, you will be able to compare this language with the textbook language in Passage B.

Note: Reading in Chunks

The exercise in reading in chunks and the cloze exercise will not only help you look closely at the language in Passage A, they will also develop your skill and general language ability in English.

Read the sentences in the boxes below.

		Reading	
at		one	word
	time	a	
is			very
slow		and	
	inefficient.		

Number of times your eyes moved while reading the sentence above:

Number of words in the sentence: _____

<p>Reading in chunks is faster than reading one word at a time, because the eye has to move fewer times. Reading in chunks is more efficient than reading one word at a time, because the mind understands meaning in chunks.</p>

Number of times your eyes moved while reading the two sentences:

Number of words in the two sentences: _____

LESSON I

READING IN CHUNKS

Exercise: Reading in Chunks

The words and phrases below are from the passage on poverty.

If you are working on this book in a class, watch while your teacher shows you how this exercise is done. Then read the directions.

1. Cover the words on the left with an index card.
2. Move the card down and then up very quickly so that you see the first word or phrase for only an instant. On the first line of the right-hand column, write what you think you saw.
3. Move the card down and look at the word or phrase carefully. Compare what you see with what you wrote.
4. Keep going in the same way. If you aren't making mistakes, move the card faster. Or do two or three lines at one time.
5. Do not look at each line more than once. If you have difficulty getting all the words with one look, look longer before you cover the line with your index card. Remember: It is all right to make mistakes. A mistake can show you the grammar and vocabulary you need to learn.

Why are poor people poor?

Can you describe

the normal poor family

in the United States?

What characteristics

do poor families have

that make them different

from other families?

Old age is one characteristic

of poverty:

almost one third

of poor people

are older people

who have retired

and stopped working.

LESSON I

READING IN CHUNKS

Exercise: Cloze

A cloze exercise is very easy for teachers to make: we write six words of the passage (here, Passage A), and we put a blank space for the seventh. We write six more words and leave out the seventh again, and so on through the passage.

You, the student, read the passage and try to guess the missing words, using the other words as clues. Sometimes there is more than one correct answer: if you think your answer is a good one and it is not the word in the original passage, ask your teacher or a native speaker if your answer is acceptable.

This exercise will help you to pay attention to words you often ignore when reading, and it will give you practice in guessing the meanings of words you don't know.

Put only one word in each blank space.

Race is also important: 9 (1) _____ of every 100 white people in (2) _____ United States are poor; but more (3) _____ 30 out of 100 black people are (4) _____

A person's sex is important, too: (5) _____ the head of a household is (6) _____ woman, the household is twice as (7) _____ to be poor as a household (8) _____ head is a man.

Less education (9) _____ another important characteristic of poor families: (10) _____ half of all poor families have (11) _____ who did not go to (12) _____ school.

A person's job is (13) _____ important: one quarter of all the (14) _____ in the United States are poor.

(15) _____ poor people or poor families have (16) _____ than one of these characteristics: for (17) _____, poor families are often old and (18) _____ and poorly educated. It is impossible (19) _____ say that a person is poor (20) _____ he is old or that a (21) _____ is poor because he is black: (22) _____ single characteristic "makes" a



LESSON I

READING IN CHUNKS

family poor. (23) _____ poor person is not poor because (24) _____ has no education; he often has (25) _____ education because he comes from a (26) _____ household himself.

You now understand Passage A, and you have looked very closely at its language. You are now ready for your first look at the real textbook language in Passage B. Passage B is taken from an economics textbook, *The Economic Problem*, by Heilbroner and Thurow.

TOEFL* Practice Exercise

Your first look at the passage is in the form of a TOEFL practice exercise. The questions below were made from the sentences in Passage B. In the exercise, they are in the same order as they are in the text. Taken together, their meaning is the same as the meaning of Passage A, which you have now read several times.

For each of the following, choose the one answer (A, B, C, or D) that best completes the sentence.

Poverty

1. What characteristics _____?
 - (A) are distinguishing poor families
 - (B) distinguishes poor families
 - (C) distinguish poor families
 - (D) distinguishing poor families
2. Old age is one: almost a third of the low-income group _____.
 - (A) consist of retirees
 - (B) consists of retirees
 - (C) consisting of retirees
 - (D) are consisted of retirees
3. _____ youth is also characteristic.
 - (A) It is curious,
 - (B) Curious,
 - (C) Curiously,
 - (D) It is a curious thing,

* Test of English as a Foreign Language.

LESSON I

READING IN CHUNKS

4. A household (married or single) headed by someone under age 25 is much more likely to be a low-income family _____.
 - (A) as one is headed by an older person
 - (B) than one is headed by an older person
 - (C) as one headed by an older person
 - (D) than one headed by an older person

5. Color counts: about 9 percent of the white population is poor; _____.
 - (A) about one third of the black population
 - (B) approximately one third of black population
 - (C) about one third of the black population being
 - (D) and is about one third of the black population

6. Sex _____ the picture.
 - (A) entering
 - (B) enter
 - (C) enters
 - (D) have entered

7. Households headed by a female are _____.
 - (A) twice more likely to be poor as one headed by a male
 - (B) two times more likely to be poor as one headed by a male
 - (C) twice as likely that they are poor as one headed by a male
 - (D) twice as likely to be poor as one headed by a male

8. Schooling is an attribute. Almost half of all poor families _____.
 - (A) are having only grade school educations
 - (B) having only grade school educations
 - (C) they have only grade school educations
 - (D) have only grade school educations

9. _____ one fourth of all the nation's farmers are poor.
 - (A) Occupation is another:
 - (B) Occupation is other example:
 - (C) Occupation is also example:
 - (D) Occupation also is example:

10. Many of the characteristics overlap: poor families are often old and black _____.
 - (A) and they educate poorly
 - (B) and poor education
 - (C) and poorly educated
 - (D) and poorly educating

Note: Ellipsis and Reference

Ellipsis. One characteristic of textbook English is that the author leaves out many words that aren't necessary for the reader. As a reader, you have to put back the missing words. Some of the questions that follow give you practice with this.

Reference. Another characteristic of all English is reference. For example, look at these two sentences from the paragraph above:

"As a reader, you have to put back the missing words. Some of the questions that follow give you practice with *this*."

What does "this" mean? "This" refers to the previous sentence: "As a reader you have to put back the missing words." When you read, you have to translate "Some of the questions that follow give you practice with *this*." into "Some of the questions that follow give you practice in *putting back the missing words*." The exercise below will help with reference as well as ellipsis.

Exercise

What characteristics distinguish poor families? Old age is one: almost a third of the low income group consists of retirees. Curiously, youth is also characteristic. A household (married or single) headed by someone under age 25 is much more likely to be a low income family than one headed by an older person. Color counts. About 9 percent of the white population is poor; about one third of the black population. Sex enters the picture. Households headed by a female are twice as likely to be poor as one headed by a male. Schooling is an attribute. Almost half of all poor families have only grade school educations. Occupation is another: one fourth of all the nation's farmers are poor.

Many of the characteristics overlap: poor families are often old and black and poorly educated. No one characteristic is decisive in "making" a family poor. The poor are not poor just because they have no education, but often have no education be-

cause they come from poor households themselves.

1. "Old age is one." One what?
2. "characteristic" of what?
3. "one" what?
4. "About one third of the black population." . . . is what?
5. "one" what?
6. "an attribute" of what?
7. "another" what?
8. "they"?
9. "themselves"?

LESSON II**CRIME AND PUNISHMENT****Crime and society****Starter activities**

Study the pictures of an armed robbery for fifteen seconds. Then cover them up so you can no longer see them and answer the following questions.

- Where did the robbery take place?
- How many robbers were there?
- About how old were they?
- What were they wearing?
- Did they have any distinguishing features?
- What were they carrying?
- What time was it?
- How did they get away?
- Which direction did they take?

2 Check your answers by looking at the pictures of the robbery again. Which questions did you find it most difficult to answer, and why? Would you make a good witness?

Discuss your answers.



LESSON II

CRIME AND PUNISHMENT

Reading

1 Look at the headline from a crime report in a Canadian newspaper.

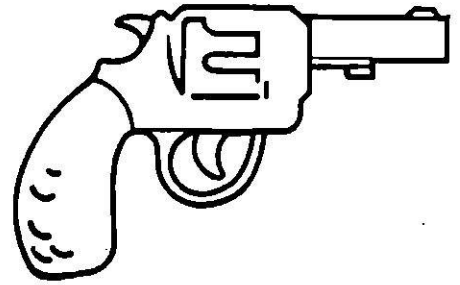
What sort of crime do you think is being reported in this article? Who do you think described the youth's behaviour as 'stupid, dangerous and outrageous'?

Read the article quickly to see if you were right.

2 Match each word on the left with its definition on the right.

- | | |
|--------------------|--|
| 1 judge | A a situation that may involve violence |
| 2 weapon | B the activity of giving professional advice to people in need |
| 3 reprehensible | C the place where someone lives |
| 4 probation | D doing work to help others instead of going to prison |
| 5 community work | E a person being tried in court for a crime |
| 6 victim | F bad, morally wrong |
| 7 crown counsel | G the person with the power to decide how to apply the law |
| 8 the accused | H an object used to kill or hurt people |
| 9 residence | I someone who suffers as the result of a crime |
| 10 ordeal | J a person who receives advice in return for payment |
| 11 counselling | K a lawyer who presents a case against an accused person |
| 12 defence counsel | L a period spent outside prison but under supervision |
| 13 client | M an extremely unpleasant experience or situation |
| 14 incident | N a lawyer who acts on behalf of an accused person |

Youth's behavior with pellet pistol 'stupid, dangerous and outrageous'



Shooting a pellet gun at an 11-year-old boy on a bike is a "stupid, dangerous and outrageous" to behave," Judge Anthony Palmer scolded a Colwood-area teenager in Western Community Courthouse April 29. "I don't know if you've seen many movies or not," he continued, "but anything involving a handgun is completely reprehensible."

The 17-year-old boy was ordered to serve a six-month period of probation, 25 hours of community work and to apologize in person to his victim. He was also ordered to possess weapons, ammunition or explosives for 10 years.

Crown counsel Bruce Filan told the court the cyclist was riding on Atkins Road Dec. 22, 1991, noticed three young males sitting in a car. As he passed said "hi" to the group and continued on his way. They heard a loud "ping" coming from the direction of vehicle, turned around and saw one of the boys aiming a gun in his direction and heard two more "pings". Filan described the boy as "very frightened," especially when car started up and drove towards him. Not very far from home, he raced to tell his father what had happened. His father then pursued the teenagers in his car, forcing them to stop and answer questions.

According to Filan, police later determined the accused teenager was the only one with a weapon - an air pistol that still had pellets in its chamber when recovered by police at the boy's residence.

The young victim was very upset by the ordeal and is receiving counselling, Filan added.

Defence counsel Dianne McDonald said her client was not aiming the pistol at the younger boy and had no intention of harming him. Only two shots were fired, she insisted. When her client realized his actions had scared the boy, he tried to apologize but was told not to contact the victim, she added.

She also explained the teenagers were not really chasing the boy in the car, but when the driver realized the boy was scared, he tried to follow to explain no one was aiming at him.

McDonald reported her client has been doing well since the incident and he hopes to return to school in the fall. "For now, he is enrolled in correspondence classes and seeking employment, McDonald told the court.

LESSON II

CRIME AND PUNISHMENT

3 Read the article again in detail and answer the questions which follow:

- 1 The 17-year-old youth was accused of
 - A possessing a handgun without the correct licence.
 - B endangering another person's life with a gun.
 - C driving a car in a dangerous manner.
 - D being drunk and disorderly in a public place.
- 2 The father of the 11-year-old victim appears to have
 - A questioned his son at length about the incident.
 - B made an immediate complaint to the local police.
 - C forced the teenagers involved to go to the police station.
 - D chased after the young men in his car to get an explanation.
- 3 The police apparently found a loaded air pistol
 - A in the 17-year-old youth's pocket.
 - B at the home of the 17-year-old youth.
 - C in the boot of his car.
 - D at the home of one of his friends.
- 4 Apparently, the 11-year-old boy,
 - A is still receiving professional help.
 - B is now too afraid to go out alone.
 - C will no longer ride his bicycle.
 - D has finally recovered from the experience.
- 5 The 17-year-old boy was
 - A sent to prison for six months.
 - B ordered to pay a large fine.
 - C given probation and community service.
 - D found not guilty of the crime.

- 4 1 The newspaper report mentions the youth on trial several times throughout the article, but refers to him in different ways. Look at the text again and tick the descriptions in the following list which the writer uses to refer to the youth.

a young man	an adolescent
a Colwood-area teenager	the accused teenager
the 17-year-old boy	the young male
he	her client
the young offender	the boy

2 Look more closely at each of the descriptions you have ticked. Why do you think the writer has chosen to use each one? Is it because:

- a it is the first time the character has been mentioned to the reader?
- b it replaces a longer description with a shorter one?
- c it adds some extra information to what we already know?
- d it emphasises a different aspect of the character?
- e it helps to avoid boring repetition?
- f it helps to distinguish between two similar characters?

Discuss your answers.

3 Choose two of the following characters/object in the story and note down the different ways the writer refers to them as the article progresses.

pellet pistol
an 11-year-old boy
three young males

defence counsel
a car

Your thoughts

- What do you think of these people in the article?
the 11-year-old boy
the boy's father
the judge
the 17-year-old teenager
the teenager's friends
- Do you think that 17-year-olds should be allowed carry guns?

LESSON II

CRIME AND PUNISHMENT I

2 Read the following short text and then decide which word, A, B, C or D, best fits each space.

Leisure is generally seen as an (1) which takes place outside (2) hours. The peak leisure time for most people is between 6.00 pm and 12.00 am, although in recent years there has been an increase in people working (3) hours and shifts, together with more 'flexitime'.

Leisure is often thought of purely as a (4) activity, i.e. playing sport. Although many people use their (5) time in this way, there are plenty of other leisure opportunities that are more (6) in nature, such as watching television or sunbathing on a beach.

It's important to realise that leisure can embrace a whole range of experiences and activities, although personal choice may be limited due to factors such as age or provision of local (7)

The leisure emphasis will normally change at different (8) of one's life-cycle. Different types of leisure activities tend to be popular with varying age groups. It's probably true, however, that some members of the older (9) are more capable of pursuing active (10) than they are sometimes given credit for!

- | | |
|---------------------|----------------|
| 1 A event | B incident |
| C experience | D affair |
| 2 A labour | B working |
| C employment | D job |
| 3 A unsocial | B unreasonable |
| C unsociable | D unsuitable |
| 4 A cultural | B social |
| C physical | D mental |
| 5 A rest | B free |
| C unoccupied | D empty |
| 6 A creative | B selective |
| C productive | D passive |
| 7 A conveniences | B facilities |
| C capacities | D capabilities |
| 8 A parts | B levels |
| C sections | D stages |
| 9 A generation | B era |
| C age | D period |
| 10 A entertainments | B occupations |
| C pastimes | D games |

Grammar reminder: reporting orders/requests/advice

Remember:

To report an order, a request or a piece of advice you normally need to

- choose an appropriate reporting verb, e.g. *order, instruct, command, tell, urge*
- include an object for that verb, e.g. *the gang ordered the bank clerks*
- complete the sentence using a to + infinitive clause, e.g. *the gang ordered the bank clerks to put their hands above their heads*

Remember you may need to make changes to other parts of the original sentence, e.g. verb tenses, pronouns (*your* becomes *their*), etc.

To make the reported orders negative, you need to insert 'not' after the object and before the verb, e.g. *the leader of the gang warned them not to touch the alarm.*

1 Look at these sentences.

- The gang ordered the bank clerks to put their hands above their heads.
- The leader of the gang warned them not to touch the alarm.
- The judge told the youth that his behaviour had been and dangerous.

For each sentence, underline the 'reporting verb' and put a circle round the object of that verb. Now write down the actual words that you think the speaker used.

2 Change the following sentences into reported speech using the words in brackets. The first example has been done for you.

- 'You will serve a 6-month period of probation.' (judge/young man)
The judge ordered the young man to serve a 6-month period of probation.
- 'The jury should disregard the evidence of this witness.' (judge/instruct/jury)
- 'Please don't shoot!' (bank clerk/beg/gunman)
- 'Open the safe and put the money in the bag.' (thieves/command/shopkeeper)
- 'Lock your bicycles whenever you leave them anywhere.' (policeman/advise/students)
- 'Do report the theft to the police.' (friend/urge/me)
- 'No possession of guns, ammunition or explosives for years.' (court/forbid/young man)
- 'Don't touch anything until we've dusted for fingerprints.' (detective/warn/his men)

LESSON III MONARCHY-- ARE WE BEING BRAINWASHED?

You will find after each of the following passages a number of statements, each with four suggested endings. Choose the answer which you think fits best.

QUEEN OF HEARTS

After her jubilee service in 1977, she began, as monarchs before her had not done, to walk about among the crowds. Women split their faces into huge, 5 infatuated smiles; children waved little flags; men turned pink with pleasure, and one unfortunate failed to see her at all as he took a photograph of her instead. These people wanted her, liked 10 her, valued her. The reign was not a failure.

Now she is sixty; she has been ruling for thirty-four years. We will have the celebrations and the pictures again and she will look—well, radiant. What else 15 do you say about the Queen? And once again we wonder what on earth it is that makes a queen a success, and what place a sovereign has at all in a supposedly 20 logical society.

Elizabeth II's grasp on the national subconscious might well seem in line with a mother-goddess role—an asto-

25 nishing sixty-five per cent of us apparently dream about her. Certainly, the idea of an anointed monarch is quite irrational enough to get mixed up with religion. The Queen herself took her coronation to be a deeply religious experience, and had the Duchess of Norfolk do her rehearsing for her up and down, over and over again, because it would have been sacrilegious to go through the motions herself.

35 What do people see in the Queen? Many people think of her as a being from another world, but then are quite overcome when she turns out to be human after all. Anyone who says anything disparaging about royals gets hate letters of a violence—and sometimes of a disgustingness—that makes one wonder if the senders are quite sane.

45 It is a measure of the Queen's success that she has seemed to embody what the most ordinary among her subjects want—and one of the things they want is a certain amount of dignity, mystery even.

(From the Observer Review)

- 1 It seems that the Queen
 - A is infatuated with her subjects.
 - B is generally popular.
 - C has been a total success.
 - D loves meeting ordinary people.
- 2 The writer
 - A doesn't know why the Queen is a success.
 - B attributes her success to the length of her reign.
 - C believes that her success is logical.
 - D doesn't know if she is a success.
- 3 The writer
 - A** says the Queen acts the part of a holy, maternal figure.
 - B** says the Queen is regarded by her subjects as a holy, maternal figure.
 - C** compares the Queen to a holy, maternal figure.
 - D** says the Duchess of Norfolk regards the Queen as a holy, maternal figure.
- 4 The Queen refused to rehearse for her coronation herself because
 - A the Duchess of Norfolk would do it better than her.
 - B she wanted to watch someone else go through the motions.
 - C she believed it would be an irreverent act.
 - D she wanted to save herself for the actual ceremony.
- 5 Many people
 - A think it is inappropriate that the Queen should be human.
 - B believe the Queen is an extra-terrestrial.
 - C are confused or embarrassed when the Queen displays human qualities.
 - D believe that the Queen is inhuman.
- 6 According to the passage, people who criticise the Queen
 - A receive disgusting letters.
 - B receive unpleasant letters.
 - C are hated by the Royal Family.
 - D are unpopular with the rest of her subjects.

LESSON III

MONARCHY-- ARE WE BEING BRAINWASHED?

Second passage

Monarchical sentiment is learnt, like any other social custom. It is taught as we are taught to speak English and to say 'please' and 'thank you'.

The process of indoctrination starts early. History in our schools is still often taught by reference to reigns of kings and queens. Royal photographs
 5 appear daily in newspapers, in women's magazines and on television. There are, endlessly, parades of toy soldiers on beautiful horses—horses which live better than old-age pensioners. We have our national slogans: 'For King and Country', when soldiers are needed for savage wars; toasts 'To the Queen' at every business dinner or Tory nosh-up. We talk about 'The King's (or the
 10 Queen's) English'—which is only another dialect. Big rugby and football matches are preceded by brass bands playing the National Anthem—to the great irritation of fans on the terraces and players on the field. But they still conform. It's the done thing—and who the hell cares, anyway? Not so long ago, every cinema in the country had to play the National Anthem at the end
 15 of each day's programmes. The rush to get out of the doors before 'The Queen' came upon the screen grew too embarrassing and the rule was relaxed. And, every Sunday, those who attend an established church service must pray for the whole of the Royal Family. The House of Commons does it every day. Less than a dozen MPs attend.

(From *My Queen and I* by W. Hamilton)

- 7 The writer suggests that
- everyone in Britain has been brainwashed into supporting the Royal Family.
 - The Royal Family's popularity is due to what is taught at school.
 - monarchy cannot last.
 - reverence for the Royal Family is the result of a form of brainwashing.
- 8 Royal publicity
- indoctrinates everyone.
 - can be found anywhere.
 - is part of people's daily lives.
 - is harmful.
- 9 The rule about playing the National Anthem in cinemas was relaxed because
- most people couldn't be bothered to wait for it.
 - most people were embarrassed by it.
 - the cinema managers were embarrassed by it.
 - most people were in a rush to get home.
- 10 According to the text, most MPs
- feel that praying for the Royal Family is wrong.
 - seem to feel the same indifference towards Royal protocol as cinema goers used to.
 - are irreligious.
 - do not attend an established church service.

LESSON III **MONARCHY-- ARE WE BEING BRAINWASHED?**

Use of English

A Fill each of the numbered blanks in the following passage with one suitable word.

The Monarchy in Liechtenstein

I was struck by the universal and unquestioning loyalty (1) the Princely house—an unusual (2) in the last third of the twentieth (3). But it is (4). I talked to a number of people about it and their combined, unanimous view (5) like this: 'We are snobs—like everyone (6), all (7) the world. We prefer to have a (8) Habsburg prince rather (9) some obscure president. Secondly, the Prince is a nice, likeable (10) and his wife is (11) much loved. (12), the Prince is (13) only much better than a (14) would be, (15) is also much cheaper. He (16) us nothing. When he needs (17) he sells a Leonardo or (18), and he is (19) funds for years to (20).'

B Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

EXAMPLE: That table is so heavy that he can't lift it.

That table is too

ANSWER: *That table is too heavy for him to lift.*

- 1 She walked about among the crowds, as monarchs before her had not done.
It was the first
- 2 She has been ruling for thirty-four years.
It is
- 3 The Queen took her coronation to be a deeply religious experience.
As far as the Queen
- 4 She had the Duchess of Norfolk do her rehearsing for her.
The Duchess of Norfolk was
- 5 Anyone who says anything disparaging about royals gets hate letters.
Hate letters
- 6 The process of indoctrination starts early.
Indoctrination
- 7 The royal horses live better than old-age pensioners.
Old-age pensioners lead
- 8 Big rugby and football matches are preceded by brass bands playing the National Anthem.
Before
- 9 As soon as the film ended, everyone rushed to the exit.
No sooner
- 10 Less than a dozen MPs attend.
The number

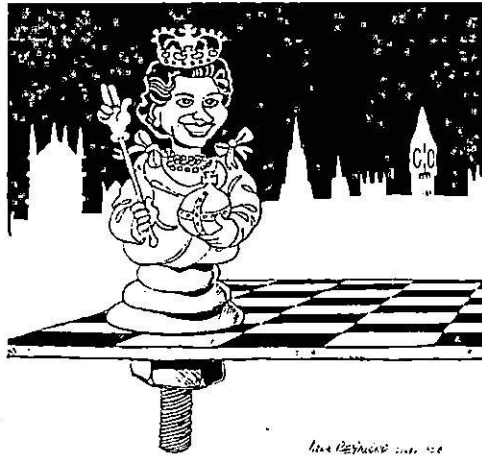
LESSON III

MONARCHY-- ARE WE BEING BRAINWASHED?

Oral and written practice

Picture discussion

Look at the picture below and then answer the questions which follow.



- 1 Try to describe the picture literally.
- 2 What idea do you think this picture symbolises?
- 3 Could you suggest an appropriate title for this picture?
- 4 Does your country have a monarchy?
- 5 Do you think that a monarchy has any useful function these days?

Written work

- 1 Look at the following statements, all of which have been made about monarchy. Choose three, and comment on each in a paragraph of not more than 100 words.
 - a *The Royal Family presents the British people with a kind of continuous soap opera at the centre of their national life.*
 - b *Royals everywhere, particularly the British Royal Family, are under constant pressure from the media, who continually harass them and don't allow them a moment's relaxation.*
 - c *The Royal Family do an incredible job. They're the greatest tourist attraction that any country has ever had.*
 - d *The institution of monarchy is an instrument used to make respectable to the unthinking and the irrational a social and economic class system which is unfair, divisive and often cruel.*
 - e *The British Royal Family is one of the richest families in the world and should be made to account for every penny of its vast private wealth before any more public money is squandered on them. Their total wealth, of course, remains a closely guarded secret, for they have always refused to reveal the actual figures.*
 - f *The notion of hereditary monarchy is as foolish as it is infamous. What is this office which idiots and infants are capable of filling? Some talent is required to be a common workman; to be a king or queen no more is needed than to have a human form.*
- 2 Write a composition (about 350 words) on the following topic: 'Has hereditary monarchy any place in a modern democracy?'

Democracy or a Class System?

Reading comprehension

Read the following passage, and then answer the questions which follow it.

Although every society recognizes the need for some kind of leadership, democracy tries to make its leaders as little authoritarian as possible, and by giving each man a vote, and therefore at least a nominal share in the election of government, has attempted to diminish the gap between those who govern and those who are governed. The revolutionary ideology of liberty, equality and fraternity is essentially opposed to an authoritarian, hierarchical structure of society; and innate differences of strength, or even intelligence, between individuals are only grudgingly recognized. Aristocratic societies have a firmly established rank order, originally based upon dominance, though later superseded by inheritance. In such societies, each man knows his place; and the more he is content to regard his lot as ordained by fate, the more stable is the structure of the whole. The aggressive potential of the group is disposed hierarchically in such a way that each man dominates the next below him in rank until the lowliest peasant is reached—and it may be assumed that his aggression is fully engaged in wrestling a meagre existence from the land which he is compelled to cultivate. Modern democracies have moved some way from this more primitive pattern, though not so far as most liberal-minded persons would like to think. In doing so, they have set themselves a problem in the disposal of aggression. The way in which they have solved this is to allow an opposition—a feature of democracy not tolerated by authoritarian societies. If men are to join together in an egalitarian way as a band of brothers rather than exercising power over one another in a descending scale, they need an opposition, another band holding opposing opinions, against whom they can cooperatively strive. Needless to say, no human society is completely consistent with either the authoritarian or the democratic pattern, but the trend is not difficult to determine, and the consequences which follow are important.

It has long been realized amongst men, as amongst baboons, that if group cohesion is the main objective, democratic principles must go by the board. Even democracies support armies; and military organization is based upon a strict rank order and absolute obedience. The dress of soldiers is misnamed 'uniform'; for, although an officer may garb himself in the same colour as a private, his rank will

LESSON IV

DEMOCRACY OR A CLASS SYSTEM?

be emphasized by tabs or badges which indicate that he is far from being uniform in status. The whole of military training is designed to inculcate the notion that men are by no means equal. From the commander-in-chief down to the lowliest private, each man knows his place and must obey his superior without question; and whilst any show of aggression towards authority is severely discouraged, there is a good deal of opportunity for aggressive display towards inferiors, as any man who has experienced the verbal onslaught of a sergeant-major will surely agree. Frederick II of Prussia is said to have insisted that a soldier must fear his officer more than the enemy. As in the case of baboons, this hierarchical structure makes for stability; so that the large aggregations of human beings which make up an army act together as one. It is hardly possible to imagine that the coherence of so extensive a group could be maintained in any other way.

(From *Human Aggression* by Anthony Storr)

- 1 According to the writer, what quality in a leader would be most unwelcome in a democracy?
- 2 Why are differences of strength and intelligence only 'grudgingly recognized' (line 8)?
- 3 What is the structure of an aristocratic society based on nowadays?
- 4 Explain the phrase 'he is content to regard his lot as ordained by fate' (line 11).
- 5 'He' (line 15) refers to ...?
- 6 'They' (line 18) refers to ...?
- 7 'This' (line 19) refers to ...?
- 8 What is 'the trend' referred to in line 25?
- 9 What is meant by the phrase 'go by the board' (line 28)?
- 10 Explain the writer's use of 'even' (line 28).
- 11 Why is 'uniform' an inappropriate word for soldiers' clothing?
- 12 What would 'the verbal onslaught of a sergeant-major' (line 38) be?
- 13 Why should Frederick II of Prussia have insisted that a soldier must be more frightened of his superior than the enemy?
- 14 What does the writer suggest would be the result if armies ceased to be based on a hierarchical system?
- 15 Summarise, in a paragraph of not more than 120 words, the ways in which military organisation differs from the basic structure of a democratic system.

Use of English

- A Fill each of the numbered blanks in the following passage with one suitable word.

The idea that the twentieth century is the age of the common man has (1) one of the great clichés of (2) time. The same old (3) are put (4) in evidence: monarchy (5) a system of government has been (6) discredited; the monarchies that survive have been deprived of (7) political power; inherited wealth has been savagely reduced (8) taxation and, (9) time, the great fortunes will (10) altogether. In a number of countries the victory has been complete. The people rule; the great millenium has become a political reality. But has it? (11) examination doesn't bear (12) the claim. It is a fallacy to suppose

LESSON IV

DEMOCRACY OR A CLASS SYSTEM?

that all men are (13) and that society will be levelled out if you provide everybody with the (14) educational opportunities. The fact is that nature dispenses brains and ability (15) total disregard for the principal of equality. The spread of education has destroyed the old class (16) and created a new one. Rewards are based (17) merit. For 'aristocracy' read 'meritocracy'; (18) other respects, society (19) unchanged: the class system is rigidly (20).

B For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given in bold letters. This word **must not** be altered in any way.

EXAMPLE: It wasn't my intention to frighten you.
mean

ANSWER: *I didn't mean to frighten you.*

- 1 Although every society recognises the need for leadership, democracy tries to have unauthoritarian leaders.
despite
.....
- 2 Dominance was later superseded by inheritance.
place
.....
- 3 The trend is not difficult to determine.
can
.....
- 4 The dress of soldiers is misnamed 'uniform'.
inappropriate
.....
- 5 Frederick II is said to have insisted that a soldier must fear his officer more than the enemy.
it
.....
- 6 This hierarchical structure makes for stability.
stable
.....
- 7 The monarchies that survive have been deprived of all political power.
taken
.....
- 8 The great millenium has become a political reality.
turned
.....
- 9 It's a fallacy to suppose all men are equal.
supposition
.....
- 10 The spread of education has destroyed the old class system and created a new one.
replaced
.....

LESSON IV

DEMOCRACY OR A CLASS SYSTEM?

Oral and written practice**Picture discussion**

Look at the two pictures below and answer the questions which follow.



- 1 Describe the people in the pictures.
- 2 Does anything strike you as unusual in the left-hand picture?
- 3 Bearing in mind what was said about the left-hand picture in question 2, what conclusion would you draw about the magazine in the right-hand picture?
- 4 Are you personally aware of class differences and do you feel you belong to a particular class?
- 5 Is there a hierarchical system in operation in your country? If so, is it based on social status, money or on something else?

Discussion topic

Do you agree with any of the following statements?

People are born unequal. therefore it's normal that the structure of society should reflect these inequalities.

The problem with a democracy is that the working classes are allowed to vote. In my opinion they are clearly unfit to vote.

Just as women enjoy being dominated by men, so the lower classes enjoy being dominated by their social betters.

Written work

- 1 Write a short story (about 350 words), ending with the sentence: 'I never realised he/she was such a snob.'
- 2 Write a composition (about 350 words) on the following topic: 'An equal society is an impossible dream.'

Reading techniques

Since there are a great many materials related to each professional area, the students must be taught to be selective.

1. Skimming

Skimming techniques will enable students to select only those that are worth reading. Methods of skimming : *Preview, overview and survey.*

By *previewing*, the student can find out whether the book or article is written by a specialist in a certain field and whether it contains the information he is seeking. In *overviewing*, the student can discover the purpose and scope of the material, and can find sections that are of special interest to him. Through a *survey*, the student will get the general idea of what the material contains.

Skimming is, then, the skill that helps the student read quickly and selectively in order to obtain a general idea of the material. Read the following paragraph quickly. Do not use a dictionary. What is the main idea of this paragraph ?

Psychological tests reflect different learning styles in this new student population. Each person has a certain learning style, and about 60 percent (%) of the new students these days prefer the sensing style. This means that they are very practical. They prefer a practice-to-theory method of learning—experience first and ideas after that. They often have difficulty with reading and writing and are unsure of themselves. Most of these students are attending college because they want to have a good job and make money.

2. Scanning

Scanning helps the student search quickly for the specific information he wishes to get from the material, such as finding the meaning of a word in a dictionary; finding the heading under which required information appears in an index; finding statistical information in tables, charts, or graphs; and finding the answers to certain questions from a text (Arunee Wiriyachitra, 1982).

Procedure for scanning:

1. Keep in mind only the specific information to be located.
2. Decide which clues will help to find the required information.
3. Move your eyes as quickly as possible down the page to find the clues.
4. Read the section containing the clues to get the information needed.

This technique is challenging to the student and helps to alleviate boredom during the class.

3. Comprehensive reading

To read scientific material comprehensively, the student must learn and practice the following (Arunee Wiriyachitra, 1982):

1. Vocabulary recognition
2. Sentence comprehension
3. Paragraph analysis
4. Interpretation of illustrations.

LESSON V

SKIMMING AND SCANNING

Reading

You will find after the following passages a number of statements, each with four suggested endings. Choose the answer which you think fits best.

a

RENT-A-ROYAL CASH FURY

5 **W**ELL - HEELED Americans are to pay £35,000 a couple to attend a ball with Prince Charles and Princess Diana.

10 Other guests will fork out £7,000 for a double ticket just to eat in the same room as the royal couple.

15 The rent-a-royal plan has infuriated locals in the ritzy Florida resort of Palm Beach.

20 Many are boycotting the charity ball, because they reckon Charles and Diana are being exploited.

25 The queen of the Palm Beach cocktail circuit, Mrs. Gregg Dodge, has already announced she will not attend the dinner-dance next week.

30 "That's the day I have my legs waxed," she said. The £35,000 meal ticket includes a family snapshot with the Prince and Princess.

35 Society hostess Jan Terrana said: "I'm embarrassed for the royal couple.

40 "It's real exploitation, and I'm sure Charles and Diana have no idea this kind of thing is going on."

45 Eyebrows are also being raised at how invitations were sent out before the town council gave the go-ahead for a charity event. The prestigious ball is in aid of the United World Colleges Fund. Stars such as Joan Collins, Bob Hope, Cary Grant and Gregory Peck are expected to attend.

50 Its organisers hope to raise £1,400,000.

55 Palm Beach's British-born mayor Evelyn Marix said: "The amount of money being raised caused even more concern." Fund chairman Jack King said: "The money will provide scholarships for deserving students around the world to attend the United World colleges."

60

65

70 ● Tory MP Dame Jill Knight slammed the American "hard sell" of Charles and Diana as "not appropriate or polite."

(From the Sunday Mirror)

LESSON V

SKIMMING AND SCANNING

b

£85,000 IN A DAY FOR JOAN!

A LIGHTNING visit to West Germany reaped Dynasty superstar Joan Collins a staggering £85,930—in just FIVE HOURS.

On Wednesday newlywed Joan collected a thumping £20,000 for presenting a jackpot cheque to Littlewoods pools winner George Newham in London.

It took 20 minutes—working out at £1,000 a minute, the same pay rate she earns as superbitch Alexis.

But her trip to Munich beat that.

First she made a ten-minute appearance on a chat show. FEE: £4,900.

Next she visited a famous furrier and gracefully accepted a white mink cape. VALUE: £13,250.

Then a Munich jeweller presented her with a gold and emerald necklace. VALUE: £7,700.

She picked up two white dream cars at a BMW showroom. VALUE: £55,280.

Last call was at the Hilton Hotel to draw a winning lottery ticket. FEE: £4,800.

(From the News of the World)

c

STORM OVER SELINA'S PAY

A ROW has erupted over sexy Selina Scott's new contract with the BBC's Breakfast Time—believed to be at least £50,000 a year.

Furious Labour MP Tom Torney urged Mrs Thatcher to reject the BBC's demands for a higher licence fee because of this "preposterously inflated wage."

Mr Torney, MP for Bradford South, said: "How in the light of this absurd decision can the BBC have the neck to ask for yet more money?"

"Millions of poor and deprived people will be shocked at this handout. They'll be forced, if the Government gives in, to pay £65 a year for their licences, simply because the BBC overpays its prima donnas."

(From the News of the World)

Passage a

- 1 £35,000 entitled the guests to
 - A attend the same banquet as the royal couple.
 - B have their photograph taken and dance with the royal couple.
 - C have their photograph taken with, eat with, and go to the same ball as the royal couple.
 - D eat and have their legs waxed with the royal couple.
- 2 The infuriated locals believe
 - A that the royal couple are unwitting pawns in the affair.
 - B that the royal couple are overpriced and overprivileged.
 - C that paying money to socialise with the royal couple is inappropriate.
 - D that the organisers don't care if they embarrass the royal couple.

LESSON V

SKIMMING AND SCANNING

Passage b

- 3 On the two days in question, Joan Collins worked for
 A an undisclosed amount of time.
 B twenty minutes.
 C thirty minutes.
 D five hours.
- 4 In all, Joan Collins accepted
 A three free gifts.
 B four free gifts.
 C a cheque and three free gifts.
 D a lottery ticket and four free gifts.

Passage c

- 5 According to Tom Torney,
 A Mrs Thatcher is against the BBC's demands for a higher licence fee.
 B the higher licence fee would be unfair to the underprivileged members of society.
 C the poor and unemployed are criticising the amount of Selina Scott's pay.
 D the BBC overpays all its staff.

Vocabulary

- A Find words or phrases in the passages which correspond to the following definitions.

Passage a

- 1 rich
- 2 pay (verb)
- 3 made very angry; provoked to rage or fury
- 4 luxurious and elegant
- 5 refusing to have anything to do with/take part
- 6 group of well-off people in a particular place who frequently socialise with each other
- 7 people are expressing surprise
- 8 criticised strongly

Passage b

- 9 brought or earned (as a reward or payment)
- 10 astonishing
- 11 recently married
- 12 enormous; huge
- 13 extremely spiteful, malicious woman
- 14 person who sells furs
- 15 competition in which certain tickets chosen at random win prizes

Passage c

- 16 broken out; begun
- 17 considering; taking into account
- 18 be cheeky enough to
- 19 unearned amount of money
- 20 stars or leading personalities (often spoilt and arrogant)

LESSON V

SKIMMING AND SCANNING

B Explain the meaning of the following words and phrases taken from the passages.

Passage a

- | | |
|------------------------|--------------------------|
| 1 resort (l 13) | 5 the go-ahead (l 44) |
| 2 charity ball (l 16) | 6 prestigious (ll 45-46) |
| 3 exploited (ll 18-19) | 7 in aid of (l 46) |
| 4 snapshot (ll 29-30) | 8 scholarships (l 62) |

Passage b

- | | |
|-----------------------------|--------------------------|
| 1 a lightning visit (l 1) | 4 a chat show (ll 21-22) |
| 2 jackpot (l 10) | 5 fee (l 22) |
| 3 working out at (ll 14-15) | 6 showroom (ll 32-33) |

Passage c

- | | |
|-----------------|-----------------------|
| 1 row (l 1) | 4 deprived (ll 20-21) |
| 2 urged (l 9) | 5 gives in (l 24) |
| 3 absurd (l 16) | 6 overpays (l 27) |

Use of English

A Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

EXAMPLE: That table is so heavy that he can't lift it.

That table is too

ANSWER: *That table is too heavy for him to lift.*

- 1 Other guests will fork out £7,000 for a double ticket.
A double ticket
- 2 The meal ticket includes a family snapshot with the Prince and Princess.
A family snapshot
- 3 I'm sure they have no idea this kind of thing is going on.
They can't
- 4 Film stars are expected to attend.
It
- 5 Its organisers hope to raise £1,400,000.
£1,400,000
- 6 Joan Collins earned £85,930 in five hours.
Five hours
- 7 Joan collected £20,000 for presenting a cheque to a pools winner.
£20,000
- 8 First she made a ten-minute appearance on a chat show.
The first
- 9 They'll be forced to pay £65 a year if the government gives in.
Should
- 10 Millions of people will be shocked at this handout.
Shock

LESSON V

SKIMMING AND SCANNING

- B** For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given in bold letters. This word **must not be altered** in any way.

EXAMPLE: It wasn't my intention to frighten you.

mean

ANSWER: *I didn't mean to frighten you.*

- 1 The rent-a-royal plan has infuriated locals.
furious
.....
- 2 They reckon Charles and Diana are being exploited.
opinion
.....
- 3 Stars such as Bob Hope are expected to attend.
it
.....
- 4 The amount of money raised caused great concern.
anxious
.....
- 5 She slammed the 'hard sell' of Charles and Diana as 'not appropriate or polite'.
grounds
.....
- 6 She earns £1,000 a minute in her role as superbitch Alexis.
playing
.....
- 7 She made a ten-minute appearance on a chat show.
lasted
.....
- 8 Last call was at the Hilton Hotel to draw a winning lottery ticket.
thing
.....
- 9 A row has erupted over Selina Scott's new contract.
caused
.....
- 10 The BBC overpays its prima donnas.
worth
.....

Oral and written practice

Communication activity

Your teacher will ask you to look at a communication activity (2, 5, 8, 10, 12 or 15) at the back of the book. Each activity is part of a newspaper story. You will read out your part of the story to the others in your group and also listen to the other parts of the story read out by each of the other group members. By asking and answering questions, try to put the various parts of the story into their proper sequence. When you have done this, try to decide why *Back to Square One* is a suitable title for the story.

LESSON VI

READING COMPREHENSION

Reading comprehension

How to do the tests

- Type A Choose the word or phrase which fits best into the blank in each sentence.
- Type B After each passage there are a number of questions or unfinished statements about the passage, each with four suggested answers or ways of finishing. Choose the one which you think fits best.
- Type C Choose the word or phrase which fits best into each blank.

Section A

- 1 He _____ a grudging apology.
A admitted B made C did D granted E provided
- 2 For good stereo reception you will need _____ on the roof.
A an aerial B an antenna C a pick-up D a spar
E a filament
- 3 The problem has _____ simply because you didn't follow my instructions.
A raised B risen C aroused D roused E arisen
- 4 Advertising costs are no longer in reasonable _____ to the total cost of the product.
A relationship B matching C measure D proportion
E part
- 5 Many of our cities have become soulless, _____ masses of concrete.
A sprawling B expanded C distended D lounging
E strewn
- 6 I admire artists, although I am _____ but an artistic person myself.
A everything B all C whatever D no matter what
E anything
- 7 It was hard work, and I was sweating _____.
A fluently B liberally C profusely D volubly
E violently
- 8 He hasn't the _____ idea of the problems involved.
A weakest B faintest C most minute D feeblest
E wobbliest
- 9 You should dip your lights so as not to dazzle the _____.
A meeting B facing C advancing D encroaching
E oncoming

LESSON VI

READING COMPREHENSION

- 10 The sexual _____ does not decline in later years as much as many people think.
A propulsion B urge C propellant D prompt
E power
- 11 I feel strongly that the increasing power of the bureaucracy is a problem that _____ the attention of every citizen today.
A draws B demands C asks D imposes E pays
- 12 Some sorts of ambition are excellent, but the ambition to have power over others is only to be _____.
A blamed B downcast C deplored D frowned
E grumbled
- 13 We must not stop trying to _____ people killing each other on the roads simply because the petrol engine has become an integral part of the economy.
A avoid B reduce C prevent D hinder E forbid
- 14 The _____ function of the press is to provide the man in the street with facts.
A proper B right C suitable D apt E just
- 15 Try not to say anything hurtful to her. She is a very _____ person.
A sensible B sensitive C tender D delicate
E yielding
- 16 I've got a big coffee _____ on the front of my dress.
A spot B mark C patch D stain E smudge
- 17 Smith _____ round from time to time in case anybody was following him.
A glimpsed B peeped C glanced D scanned
E eyed
- 18 He _____ open the last door of the coach and hurled himself onto the train.
A pounced B swooped C grappled D wrenched
E clutched
- 19 Wearing _____ beard he got past the check point.
A a dud B a false C a counterfeit D an artificial
E a mock
- 20 Can you give me any _____ of societies that worked well without any form of authority?
A specimens B quotations C items D citations
E instances

Section B

The Birmingham man who painted the outside walls of his council house a pretty shade of purple was celebrating his liberation from the mass of rules and regulations with which most councils fetter their tenants.

5 He was only able to do what he did because he was buying the house, and was thus released from the obligation to obey the First Commandment to Council tenants: thou shalt not, by thine own hand, alter or improve thy dwelling. The rest of
10 us (about 28 per cent of Britain's houses are municipally owned) remain mere rent-payers, not to be trusted to apply an often badly needed coat of paint. We have houses, but are denied the freedom to make them pleasanter, more comfortable places.

15 A council's relationship with its tenants is still that of the traditional landlord. It decides what colour the doors will be painted, what repairs are to be done (and when), what pets may be kept, what services should be provided, where a wall or fence should be erected, what play areas there should be. 'The council tenant,' wrote Mr Anthony Crosland in 1971, 'is
20 not consulted and has no right of appeal. He has far less freedom than the owner-occupier to do what he likes in and around his home; and this is a major cause of his inferior status.'

25 The council tenant just cannot win. On the one hand he is prevented by his council from using his skills and ingenuity to improve his home so that it serves his needs, reflects his personality and perhaps brings some colour and variety to the drab uniformity of so many council estates. On the other, he is accused by owner-occupiers of not taking a pride in his home.
30 In the context of an increasingly owner-occupier society, the powerlessness of the council tenant is bound to lead to a further deterioration in his status. The signs are already with us.

A distasteful development recently has been the way in which owner-occupiers, smarting under increased mortgage
35 interest rates, have tried to make the council tenant the scapegoat for all their troubles. The old 'coals in the bath' image of the council tenant, complete with that mythical Jag in the drive, has been resurrected. In some parts of the country, owner-occupiers have got up petitions against council plans to
40 buy up houses on 'private' estates or to build houses next to such estates.

In many cases the council has capitulated. A recent development for a West Country town contained a proposal to

LESSON VI

READING COMPREHENSION

45 build a 'Berlin Wall' dividing a council estate from owner-occupiers' houses. Such activities, if levelled against coloured citizens, would have ended in court.

50 Council tenants need, at both national and estate level, an effective organisation. In the past, organised action has been largely restricted to resisting unacceptable rent increases. In future much wider objectives must be pursued. As already in a few areas of London, elected tenants' representatives should sit on committees making decisions which affect tenants. There should be more variety and choice of housing – all too often the houses built are the result of fashionable trends among architects instead of meeting the needs and preferences of the people who will have to live in them.

55 In planning, building and day-to-day running of local authority housing, decisions are imposed from above, without consultation or explanation. If Britain is not to be two nations, owner-occupiers and council tenants, the latter must see to it that they gain the same rights around their homes as owner-occupiers.

Roy Bland, The Sunday Times, 31 August 1975, p. 6

- 1 The Birmingham man painted his house purple in order to
 - A show his anger
 - B get free of the council
 - C protest
 - D celebrate

- 2 What does the writer say that most councils do to their tenants?
 - A Demand work from them
 - B Release them
 - C Control them strictly
 - D Help them

- 3 When the Birmingham man painted his house, what was his relationship with the council? He was
 - A paying rent to it
 - B not paying rent to it
 - C obeying it
 - D disobeying it

- 4 Where does the writer live? In
 - A a council house
 - B a rented private house
 - C his own house
 - D an improved house

LESSON VI

READING COMPREHENSION

- 5 What does the writer say about tenants making their council house better?
- A They must not
 - B They must
 - C They may if they wish
 - D They must if ordered to
- 6 'that' in line 14 refers to
- A council.
 - B relationship
 - C tenants
 - D landlord
- 7 According to the writer, which of the following does the council do?
- A Maintain old traditions
 - B Consult tenants
 - C Decide if tenants can have animals
 - D Co-operate with landlords
- 8 Mr Anthony Crosland believes that compared with the person who owns his own home the council tenant is
- A consulted less
 - B less intelligent
 - C inferior
 - D worse off
- 9 The writer judges council tenants to be
- A very clever
 - B influenced by their homes
 - C treated unfairly
 - D without pride
- 10 The writer says of many council houses that they are
- A in the country
 - B similar to each other
 - C poor quality for the rent paid
 - D suited to the individual tenant
- 11 What sort of house does the writer say there are more and more of?
- A Houses owned by the people who live in them
 - B Houses owned by people living somewhere else
 - C Flats
 - D Council houses
- 12 Why, according to the writer, are people who live in their own houses complaining?
- A The prices of houses are going up
 - B They are having to pay more interest
 - C They are having to borrow more
 - D There has been a distasteful development

LESSON VI

READING COMPREHENSION

- 13 People who live in their own houses say the cause of all their difficulties is
A councils C people who live in council houses
B scapegoats D rates
- 14 There is a belief held by some people that council tenants
A do not really have the cars they say they have
B keep dangerous animals near the house
C get free coal
D keep coal in the bath
- 15 Some councils plan to
A increase house prices
B buy houses on land privately owned by others
C buy private houses
D make profits out of private houses
- 16 Many councils have agreed
A not to build council houses near private houses
B not to build near private parks
C not to build walls
D to build walls
- 17 What does the writer say about the legal position of coloured people?
A Local governments, but not individual landlords, are permitted to separate them from other people's houses
B It is illegal for them to own their own houses
C The law supports separation of their houses from other peoples'
D Councils that separated their houses from private houses would be prosecuted
- 18 What does the writer say ought to happen in the future?
A Council houses with much better views should be provided
B Tenants should get in touch with more powerful people
C Tenants should have a say in matters affecting their houses
D The housing committees should elect tenants' representatives
- 19 The writer says that in some parts of London tenants
A refuse to obey the committees in authority over them
B are members of the committees that control them
C break up the meetings of the committees that decide about houses
D take no active part in the work of committees they have been invited to join
- 20 The writer thinks that council tenants must
A try to stop a dangerous civil war
B insist they be permitted to do as others do in their gardens and other areas close by
C be allowed to do the same to their houses as the owners of private houses
D realize that in fact the law regards them as equal to private house owners

Section C

The Leaning Tower of Pisa

According to Louis Jourdan in the MGM musical version of *Gigi*, indecision is a bore. ____ 1 ____, for most people, indecision is *not* a bore.

- A Actually B Indeed C Factually D Effectively
E Practically

The ____ 2 ____ of the Leaning Tower to make up its mind whether to collapse or not

- A incapability B impotence C incapacity D inability
E impossibility

is the one reason why some three million tourists ____ 3 ____ a brief visit to Pisa each year.

- A do B effect C give D undergo E pay

____ 4 ____ vague about the Pisan Renaissance controversies

- A Eminently B Distinctly C Explicitly D Obscurely
E Crystal

and frankly ____ 5 ____ to Romanesque architecture,

- A uninterested B cold C casual D indifferent
E unconcerned

they arrive by plane, train or coachload, simply to spend an average total of 75 minutes on the green ____ 6 ____ of the Campo dei Miracoli, on which stand the white marble Cathedral, the *campanile* (or Leaning Tower) and the Baptistery.

- A turf B clod C sod D verdure E soil

Some fifteen minutes are usually ____ 7 ____ to marvelling at the improbable angle of the Tower

- A dedicated B devoted C conceded D conferred
E entrusted

and about twenty to selecting postcards and plaster models, many of which ____ 8 ____ up inside.

- A light B lighten C enlighten D illumine
E shine

After which they ____ 9 ____ on to Pompeii and Capri.

- A impel B propel C force D heave E push

Last year not far ____ 10 ____ of half-a-million visitors

- A brief B few C lacking D short E cut

paid 35p a ____ 11 ____

- A capita B head C persona D figure E man

REVIEW UNIT 1 - 6

Smack City

Read the following passage, and then decide whether the statements which follow it are true or false. Be prepared to justify your answers. If you feel that there is not enough evidence to justify true or false, put a question mark.

ANY HOPE that the death of a 14-year-old after a 'cocktail' drug overdose will bring sanity to the Liverpool housing estate where he and his school friends bought their 'smack' (heroin) must be slender and remote.

Only the brave or naive would dare predict a change of heart in the teenage culture which supports a heroin habit of alarming proportions or a change in the local realities of life on the 'dole' which make drugs an acceptable opiate to many.

When Jason Fitzsimons died—still on a life support machine after three days in a coma, the teenage heroin users of the bleak Croxteth estate, Liverpool 11, went about their business as usual.

I was told by one user that very evening: 'I could take you to 12 to 15 people who could sell you heroin, within two minutes' walk of here.'

Croxteth, or 'Crocky,' with its burnt out flats and boarded windows, and its 90 per cent youth unemployment, is the backdrop to last week's tragedy and to the larger problem it has highlighted.

Jason, who lived nearby in Norris Green, was one of scores of heroin users on the estate, most aged 16 to 20 but a few as young as 11 or 12.

A whole generation of young people in the area has been exposed to heroin in a sudden escalation few can explain. 'I left school three years ago,' said a 19-year-old

non-user.

'We smoked pot then, and we used to eat magic mushrooms which grew on the playing field, but I don't think I knew anyone on heroin. I hardly knew what it was. Now almost all my pals are using smack.'

The drug hit Croxteth in 1982 and quickly caught on. 'It was a craze, like flower power. Everybody had to try it,' said one youth.

The inquest into Jason's death opens tomorrow but he appears to have succumbed to a mixture of heroin and the heroin substitute, methadone. Police investigating his death are this weekend hoping to talk with the boy's parents.

Even before this tragedy, true-life horror

LESSON VIII

SMACK CITY

	stories were plentiful: school children using their dinner money to buy 'smack', young mothers selling the drug from their babies' prams, pushers' houses barricaded against the police, a 12-year-old boy who dealt in heroin until he gave up using it a few weeks ago.		
90	Croxtoth has rich pickings for the media—and the youngsters know it.		
95	Two friends of Jason, one who was with him for part of the evening which led to the fatal coma, were torn between grief and asking for cash to pose for a photograph 'smoking' heroin. (Neither has any intention of giving up.)		
100	One, a 16-year-old, claims to have been paid		
105	£45 by a Sunday newspaper for his picture.		
110	Other youngsters have been given cash by television companies wishing to film the nitty-gritty of drug abuse. Of course, the money has been used to buy drugs—but at least as important as that is the sense this gives of beating the system, of being street-wise and smart.	115	
	'Heroin is the most exciting thing that ever happened in Croxteth,' says Mr Allan Parry, a former drug user and now training officer at Mersey regional drug training centre.	120	
	He sees Croxteth as a symbol of the political isolation of Liverpool, a	125	
	testament to what happens when problems are left unsolved. He does not see it as a drug problem, though others would disagree.	130	
	In fact, this estate, which now makes headline news as the new 'Smack City', is not the worst area of Merseyside. Formerly Birkenhead, and now Bootle, have worse records as heroin trafficking centres. And Croxteth is in better repair than some.	135	
	But Croxteth's problems are still prodigious, and the fact that they are part of the general situation in Liverpool only makes them less likely to be solved.	140	
		145	
		150	
		155	

(From the Observer)

Section 1 (lines 1–35).

- 1 Jason Fitzsimmons died as a result of taking a mixture of drugs.
- 2 Some people in Croxteth probably believe that drugs can help to relieve the stresses and tensions of their everyday lives.
- 3 Jason died immediately after being taken to hospital.
- 4 Hard drugs are quite easy to come by in Croxteth.

Section 2 (lines 36–73)

- 1 There are more than a hundred heroin users on the estate.
- 2 It is difficult to account for the sudden increase in heroin users in the area.
- 3 Heroin users were quite common in Croxteth before 1982.
- 4 Everybody in Croxteth is now a drug addict.

Section 3 (lines 74–112).

- 1 The authorities know exactly which drugs caused Jason's death.
- 2 The police know where all the drug pushers live.
- 3 Some youngsters try to take advantage of the media's interest in the drugs problem.
- 4 A Sunday newspaper paid money to a 16-year-old for posing for a photograph.

Section 4 (lines 113–158).

- 1 Allan Parry trains people how to take drugs.
- 2 He believes that the situation in Croxteth is due more to governmental policies than anything else.
- 3 Croxteth is the least desirable area in Liverpool.
- 4 The authorities are doing nothing to change the situation in Croxteth.

LESSON VIII

SMACK CITY

Vocabulary

Explain the meaning of the following words and phrases taken from the passage.

Section 1

- 1 a drug overdose (ll 3-4)
- 2 slender and remote (ll 9-10)
- 3 naive (l 11)
- 4 a change of heart (ll 12-13)
- 5 on the 'dole' (l 18)
- 6 an opiate (l 20)
- 7 a coma (l 25)
- 8 bleak (l 27)

Section 2

- 9 burnt out (l 37)
- 10 boarded (l 38)
- 11 backdrop (l 41)
- 12 highlighted (ll 43-44)
- 13 scores (l 47)
- 14 a sudden escalation (ll 54-55)
- 15 the drug hit Croxteth (l 68)
- 16 caught on (l 70)
- 17 a craze (l 70)

Section 3

- 18 inquest (l 74)
- 19 succumbed to (l 77)
- 20 true-life (l 85)
- 21 prams (l 91)
- 22 pushers (l 92)
- 23 barricaded (ll 92-93)
- 24 dealt in (ll 94-95)
- 25 rich pickings (ll 97-98)
- 26 torn between (l 104)
- 27 grief (l 104)

Section 4

- 28 the nitty-gritty (l 116)
- 29 beating the system (ll 121-122)
- 30 street-wise (l 123)
- 31 smart (l 123)
- 32 a testament (l 135)
- 33 heroin trafficking centres (ll 148-149)
- 34 prodigious (l 153)

Use of English

A Fill each of the numbered blanks in the following passage with one suitable word.

Once limited (1) several hundred addicts centred in London, heroin use has now become (2) common in schoolyards and neighbourhoods (3) the country that Prime Minister Margaret Thatcher has (4) it threatens to 'undermine a whole generation'.

The publicity campaign has been tailored (5) teenagers. But the overall anti-drug offensive is comprehensive, targeted at the sources of the (6) and its domestic traffickers as (7) as its users.

British officials, who (8) the United States as the pacesetter (9) in illegal drug use and the fight (10) it, have consulted (11) with their US counterparts in planning strategy. The government (12) begun stationing customs officers in countries that are primary (13) of heroin, (14) Pakistan, and it is contributing money abroad (15) encourage substitution (16) poppy crops by others. The maximum (17) for trafficking has been changed from 14 years to life (18). This autumn, new laws, modelled (19) US legislation, will be introduced to loosen banking and privacy regulations to (20) investigation and seizure of drug-earned assets.

LESSON VIII

SMACK CITY

- B For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence but using the word given in bold letters. This word must not be altered in any way.
- EXAMPLE: It wasn't my intention to frighten you.
mean
 ANSWER: *I didn't mean to frighten you.*
- 1 Any hope that this will change things is slender and remote.
hardly

 - 2 Only the brave or naive would dare predict a change of heart.
nobody

 - 3 There has been a sudden escalation that few can explain.
inexplicable

 - 4 I hardly knew what it was.
idea

 - 5 There are schoolchildren using their dinner money to buy 'smack'.
spend

 - 6 Neither has any intention of giving up.
both

 - 7 A sixteen-year-old claims to have been paid £45.
says

 - 8 Heroin is the most exciting thing that has ever happened in Croxteth.
nothing

 - 9 He sees Croxteth as a symbol of the political isolation of Liverpool.
symbolises

 - 10 Birkenhead has a worse record than Croxteth as a heroin trafficking centre.
bad

Oral and written practice

Picture discussion

- A Look at the photograph on the next page and answer these questions.
- 1 This picture has appeared in many newspapers and magazines in Britain. Why do you think this is so?
 - 2 Do you think this picture achieves what it sets out to achieve?
 - 3 Why do you think people start taking drugs?
 - 4 What is the drugs situation in your country?

LESSON VIII

SMACK CITY

- 5 In your country what would happen to someone who was caught by the police with drugs in his/her possession?

HOW LOW CAN YOU GET ON HEROIN?

Skin Infections

Mental Problems

Abused Limbs

Blood Diseases

Wasted Muscles

Liver Complaints

Constipation

Take heroin and before long you'll start looking ill, losing weight and feeling like death. So, if you're offered heroin, you know what to say.

HEROIN SCREWS YOU UP

LESSON VIII

SMACK CITY

Discussion topic

Decide, in groups, which of the following you think are the most effective ways of fighting drug abuse.

- a Using the media to highlight the problem.
- b Building more drug treatment centres.
- c Motivating parents and communities in general to join the fight against drug abuse.
- d Increasing the resources available to law enforcement, e.g. increasing the penalties for drug trafficking; ensuring that judges pass stiff prison sentences; ensuring that when prison sentences are passed, they are served (i.e. no parole for drug traffickers).
- e Tightening customs controls in countries that are primary drugs sources.
- f A 'maintenance' policy: this tackles demand by providing a legal, controlled supply of the drug. The aim is to take addicts out of the black market.

Written work

- 1 The five statements below have all been made about the problem of drug abuse. Choose three, and comment on them in three paragraphs of no more than 100 words each.
 - a *Having Princess Diana saying 'Don't take drugs' is about as realistic as having Nancy Reagan saying 'Don't take drugs'.*
 - b *70% of the crime-wave in some parts of America is drug-based.*
 - c *The popular image of a drug addict is someone scrambling around in the gutter who is willing to commit violent crime in order to get his fix. There is so much ignorance about it.*
 - d *Many of the brightest people in society, young upwardly mobile professionals, are heavily involved in hard drugs.*
 - e *That individuals may take morphine or some other opiate for twenty years or more without showing intellectual or physical deterioration is a common experience of every physician who has studied the subject.*
- 2 Write a composition (about 350 words) on the following topic: 'Drug abuse is an inevitable problem in present-day society.'

The Finger of Suspicion

Reading

You will find after the following passage a number of statements, each with four suggested endings. Choose the answer which you think fits best.

- Fingerprints, one of the great decid-
ers of innocence or guilt in criminal
charges, are now in the dock them-
selves. This is because of a growing
5 number of claims from defendants that
their 'prints' have been 'lifted' and
planted at scenes of crimes. And these
allegations are being taken seriously by
lawyers, judges and policemen because
10 it is possible to move a fingerprint from
one spot and place it elsewhere.
- With one of the cornerstones of evi-
dence now being placed in doubt a
committee of criminal lawyers is car-
rying out an inquiry into fingerprinting.
15 The investigation has been ordered by
Justice, the prestigious legal organisa-
tion, and a report is due early next year.
Last night a spokesman for Justice said:
20 "There are an increasing number of
cases where people are claiming their
prints have been transferred and put on
incriminating objects. We are not aim-
ing to establish if these allegations are
25 true or not, but we are questioning
current fingerprinting methods as part
of a general investigation into scientific
evidence. Some of Britain's top criminal
lawyers are worried about this increas-
30 ing number of claims."
- How can a fingerprint be transferred?
A fingermark left on a greasy glass or
some other smooth surface can be
35 'lifted' with a strip of adhesive. It can
then be deposited on another, perhaps
incriminating, object. Accusations ab-
out 'planted prints' were first put up at
an Old Bailey IRA bomb trial nine years
ago—without success. Fingerprints at
40 the scene of a crime used to be dusted
down with fine powder, photographed
for identification purposes, then the
pictures and the objects carrying the
prints were produced in court.
- 45 However, since 1973 a new method of
taking prints has been generally used in
Britain. Police experts now use a strip of
adhesive tape to 'lift' a print which is
then produced in court as evidence.
50 Before 1973 the object on which the
prints were found—a bottle, dagger or a
gun—used to be shown in court as well.
This is no longer necessary. As a result
criminals are claiming that their prints
55 have been 'lifted' and planted else-
where. There have been two successful
claims in the United States, though this
line of defence has failed in Britain.
- According to the ex-chief of Scotland
60 Yard's fingerprint department, Mr
Harold Squires, who is now an indepen-
dent defence witness: "More than 55%
of the cases I now get are making these
claims. But so far I have not seen any
65 fingerprint evidence that proves the
allegations to be true. Petty crooks are

LESSON IX

THE FINGER OF SUSPICION

- 70 always accusing the police of lifting their prints and planting them at the scene of a crime." According to ex-Chief Superintendent Squires, lifting a mark and transferring it to another object "requires great skill and trouble". He added: "It's almost impossible but it can be done. It can usually be easily detected
- 75 by someone like me, but there is a chance that even I may not be able to tell."
- 80 Mr Squires sees the new line of defence as an attack on the police by desperate men. He would like the old method of photographing prints and producing them together with the object pictured to be generally used again.

- 1 Fingerprints have traditionally been regarded as
 - A the only proof of a suspected criminal's innocence or guilt.
 - B one of many proofs of a suspected criminal's innocence or guilt.
 - C no proof of a suspected criminal's innocence or guilt.
 - D a key proof of a suspected criminal's innocence or guilt.
- 2 The investigation into fingerprinting is
 - A to prove that policemen have been behaving dishonestly.
 - B to establish the truth of the allegations.
 - C part of a wider investigation.
 - D to allay the fears of some top criminal lawyers.
- 3 The passage suggests that
 - A some of the allegations against fingerprinting are justified.
 - B transferring fingerprints is too much trouble for most policemen.
 - C transferring fingerprints is a very delicate operation.
 - D it is likely that some policemen transfer fingerprints.
- 4 Since 1973,
 - A fingerprints at the scene of a crime have been dusted down with fine powder and photographed.
 - B it has been necessary to produce in court the objects on which the prints were found
 - C there have been successful claims against police fingerprinting methods in the United States and Great Britain.
 - D police fingerprinting methods have been simplified.
- 5 Mr Squires seems most concerned about
 - A the number of suspected criminals accusing the police of transferring their fingerprints.
 - B the increasing number of small-time criminals.
 - C the dishonesty of the police.
 - D the unreliability of the new fingerprinting methods.

Vocabulary

- A Find words or phrases in the passage which correspond to the following definitions.
- 1 people accused in a court of law
 - 2 deliberately placed somewhere (to make someone innocent seem guilty)
 - 3 having a good reputation
 - 4 intending; planning
 - 5 present; of the present time
 - 6 narrow piece of material

LESSON IX

THE FINGER OF SUSPICION

- 7 small knife with a double-edged blade used as a weapon
 - 8 someone who describes what he has seen or heard
 - 9 technical ability; ability to do something well
 - 10 criminals who have no hope of escaping conviction/punishment
- B** Explain the meaning of the following words and phrases taken from the passage.
- 1 in the dock (l 3)
 - 2 allegations (l 8)
 - 3 spot (l 11)
 - 4 cornerstones (l 12)
 - 5 evidence (ll 12-13, 28, 49, 65)
 - 6 carrying out (ll 14-15)
 - 7 incriminating (l 23)
 - 8 line of defence (l 58)
 - 9 petty crooks (l 66)
 - 10 detected (l 74)

Use of English

- A** Finish each of the following sentences in such a way that it means the same as the sentence printed before it.
- EXAMPLE: That table is so heavy that he can't lift it.
That table is too
ANSWER: *That table is too heavy for him to lift.*
- 1 It is possible to move a fingerprint from one spot and place it elsewhere.
A fingerprint
 - 2 A committee of criminal lawyers is carrying out an inquiry into fingerprinting.
An inquiry
 - 3 A fingerprint can be 'lifted' with a strip of adhesive.
By
 - 4 These accusations were first made nine years ago.
It is
 - 5 The object on which the prints were found used to be shown.
It used
 - 6 There have been two successful claims in the United States, though this line of defence has failed in Britain.
In spite
 - 7 There is nothing that proves the allegations to be true.
The truth
 - 8 Petty crooks are always accusing the police of lifting their prints.
The police
 - 9 Mr Squires sees the new line of defence as an attack on the police by desperate men.
The new line of defence
 - 10 He would like the old method to be generally used again.
The method

LESSON IX

THE FINGER OF SUSPICION

B For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given in bold letters. This word must not be altered in any way.

EXAMPLE: It wasn't my intention to frighten you.

mean

ANSWER: *I didn't mean to frighten you.*

1 It is possible to move a fingerprint.
can

.....

2 'Justice' is a prestigious legal organisation.
reputation

.....

3 A report is due early next year.
come

.....

4 We are not aiming to establish if these allegations are true or not.
intention

.....

5 Some of Britain's top criminal lawyers are worried about this increasing number of claims.
anxiety

.....

6 These accusations were first made nine years ago.
time

.....

7 This is no longer legally necessary.
law

.....

8 This line of defence has failed in Britain.
success

.....

9 Lifting a mark and transferring it requires great skill and trouble.
calls

.....

10 Mr Squires sees the new line of defence as an attack on the police.
opinion

.....

Oral and written practice

Written work

- 1 'The role of the police is to preserve peace.' Discuss. (about 350 words)
- 2 You are on holiday with a group of friends in a foreign country and suddenly you are stopped by the police, for no apparent reason, and taken to a police station. Write an account of this incident, and what happened next. (about 350 words)

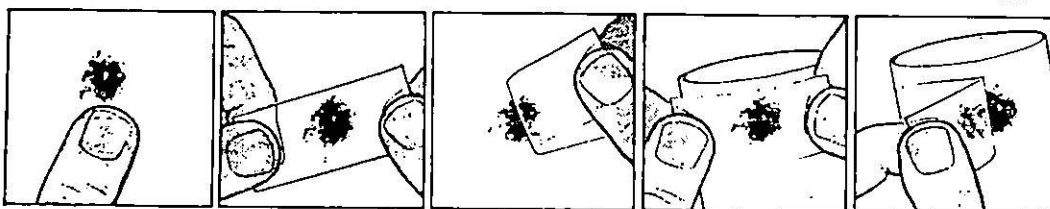
LESSON IX

THE FINGER OF SUSPICION

Picture discussion

Look at the five-part diagram, which demonstrates the process of transferring fingerprints from one place to another. Try to give an explanatory sentence (of not more than ten words) for each part of the diagram. For the first part, an example sentence is already given.

HOW A FINGERPRINT CAN BE TRANSFERRED



THE ORIGINAL
PRINT IS LEFT
ON THE SIDE
OF A TABLE

Answer the following questions:

- 1 Do you believe that the police would deliberately try to make an innocent person look guilty?
- 2 Can you think of any other ways of proving someone guilty besides using fingerprints?
- 3 Have you ever considered a career in the police? Why/why not?
- 4 What qualities do you think you would need to be a policeman/woman?
- 5 How has the work of the police changed in the last fifty years?

Discussion topic

How do people feel in general about the police in your particular country? For example:

Do they carry guns? If so, is this regarded as reasonable?

Are they effective in preventing crime?

Are they too hard or soft?

Are they generally polite towards members of the public?

Is there much corruption?

How do you feel about the following statements?

Considering the low intelligence of the average policeman, it's amazing any crimes are solved.

Now, more than ever, you need a bit more under your helmet than a neat haircut. A police officer's job calls for someone with a lot of common sense and a very level head indeed. You can't be over-qualified.

LESSON X

. IT'S A STEAL IN THE CITY

It's a Steal in the City

Reading comprehension

The following text has been broken up into five parts, which have then been mixed up. Decide what the correct sequence should be.

a

'The day I get a man in here stealing because he needs something to eat,' said Mr Miller, 'is the day I'll take him out myself and buy him steak and chips anywhere he wants.'

He picked up a list of the favourite targets. 'Listen. Caviar, tinned salmon, jewellery, fur coats . . . no one actually needs these things. Plain greed I call it.' Some shoplifters make off with carpets and refrigerators too.

Deep in the heart of the store lies a bank of television consoles from where Mr Miller's men can monitor the comings and goings of everyone in the store, zooming in on tricky sleights of hand and even able to look straight at every till.

b

THERE was such pain and desolation in the small, smoky court reception room last week that you could have easily been forgiven for believing all there were on the next delivery down to hell.

Three women in one corner were wailing discordantly in the manner of an orchestra tuning up. An Arab woman, with her fingers tying her handkerchief into worried knots, had huge tears flopping out of her big, black eyes.

On the other side a pregnant English woman was sitting, fingers interlocked over her bump, blowing with the indignity of it all and, next to her, a small Indian gentleman kept sighing and shaking his head.

In the other corner two Hare Krishna devotees, with pigtails and yellow powdered noses, were chanting mantras. The floor was covered with squashed cigarette ends. Solicitors drifted in and out in pin-striped serges.

Inside was court Number 2 in Great Marlborough Street, London, where a Spanish woman was standing in the dock with her knuckles showing white as her hands gripped the brass rail.

She was, the learned clerk told us, a law student from Barcelona and had been picked up the day before in an Oxford Street store where she had been spotted alternately buying one item and pinching the next. She had taken a total of £88 in goods and had £189 on her. She pleaded guilty and was fined £120 and £40 costs.



LESSON X

IT'S A STEAL IN THE CITY

c

Next up was an unemployed man from London who had been caught lifting a couple of cassettes and told the magistrate the immortal line: 'I just don't know what came over me.' Each in their turn stepped up with their excuses and tears; each pleaded guilty; each fumbled for words to tell of their sudden weaknesses in the gaudy, glittering palaces of the superstores.

15 A few of those on shoplift-

ing charges were from London but most were from such cities as New York, New Delhi and Cairo.

20 They were expected, too, since there was a tatty pile of books in the court for the interpreters' oaths—a Church of England Bible, a Jewish Bible, a Catholic Bible, the Koran and the Bhagavad Gita for Hindus.

25 Another young man stepped into the dock. He was a New York economics stu-

dent with impeccable credentials whose fingers got carried away in an Oxford Street store.

35 The magistrate, Mr David Hopkin, seemed slightly baffled by this parade of pointless venality before him. 'Now I am going to ask a question to which I have yet to receive a satisfactory answer,' he said to the student. 'Would you do this in your own country?'

d

As an experience it is about as boring as watching five versions of 'The Borgias' but, from time to time, something does happen which can be video-recorded if necessary. It seems that shoplifters will move goods around for up to an hour before they begin stuffing them into their bags.

10 Who is going to pinch what next? They don't know, but there is one lovely story of a little old woman in Selfridges who was making for the door when she keeled over with hypothermia. The security staff discovered that she had pinched a frozen chicken and hidden it under her hat. The story was too good to risk asking Mr Miller if there was any truth in it.

e

The young man was given a conditional discharge and next in was a very small, very vexed Indian gentleman who, in a fair imitation of the late Peter Sellers, kept protesting equal amounts of innocence and guilt. He could not understand all the fuss. He wanted to finish all this sorry business now. He meant to pay for the items in the store. He was finally taken away for some legal advice.

15 The fines seem to mean nothing to most of them. An Egyptian woman was fined £191 that morning for stealing goods to the value of £6.80 and was taking out her purse even as the fines were

being spoken. One £7,200 fine on an Arab woman was also paid on the spot.

25 There are 16 thieving days left to Christmas and one man standing squarely in the blizzard of modern shoplifting—which costs British stores £1,000 million a year—is Mr Michael Miller, the ruddy-faced security chief of Selfridges.

30 There is, he says, no profile of your average modern shoplifter. Only the other week they picked up an 85-year-old man filching items on his way home from a church meeting but let him go after a stiff warning. They pick up about 40 to 50 a month at Selfridges and prosecute most.

(From the Observer)

Vocabulary

Find words or phrases in the text which correspond to the following definitions.

a

- 1 objects to be stolen (in this context)
- 2 steal and hurry away
- 3 observe
- 4 very skilful, deceptive, manual movements
- 5 cash-register

b

- 1 crying
- 2 falling from
- 3 expecting a baby
- 4 humiliation

LESSON X

. IT'S A STEAL IN THE CITY

- 5 crushed
- 6 finger-joints
- 7 held tightly
- 8 arrested
- 9 noticed
- 10 stealing

c

- 1 stealing
- 2 spoke hesitantly/uncertainly
- 3 untidy and shabby-looking
- 4 a faultless reputation
- 5 puzzled

d

- 1 cramming; pushing
- 2 moving towards
- 3 collapsed
- 4 extremely low body temperature
- 5 take the chance of

e

- 1 acquittal; release
- 2 angry; annoyed
- 3 immediately; right away
- 4 stealing
- 5 severe

Use of English

A Fill each of the numbered blanks in the following passage with one suitable word.

The girl walked straight (1) and looked like she was (2) to buy everything in the store. She was very attractive, with blond hair down (3) the shoulders of a fawn overcoat. At the back of the big salesroom, way back across rails of fine leather skirts, Maria Armour (4) her out. She runs the place which is called 'Jungle', at the corner of Oxford Street and Berwick Street in London.

Maria watched with the same (5) of duty often found (6) look-outs on ships sailing next to icebergs. The girl smiled over the coats. Then she smoothed her hand on the leather, turned the (7) tags on a few and read the figures which (8) at £100 and went from there. She knew about quality, and she (9) to have class. 'She didn't (10) have a carrier bag,' Maria said. 'She was just there with a handbag and wearing an expensive overcoat.'

An empty carrier bag in the hand of (11) in Oxford Street is the same as a getaway car. You see someone with an empty carrier bag and they (12) as well have 'Thief' tattooed on their forehead.

The girl had now palmed her way through half a wardrobe of designer leather (13), taking time to study sizes and cut. She tossed her head at (14) and wondered about others. She came nearer to where Maria was. The best lines in 'Jungle' are hung (15) that Maria can defend

LESSON X

. IT'S A STEAL IN THE CITY

them from the place (16) she stands at the till. 'It's hot in here,' the girl seemed to say. The overcoat came off and was folded (17) her arm. Right then, a warning bell went (18) inside Maria. There is radar between her and the other sales girls: she didn't (19) to say anything to the one called Helena. 'She just knew instinctively that we had a (20) in the place,' Maria said.

B. This is a continuation of the previous story. This time, fill each of the blanks with a suitable phrase.

What happened next was thrilling. The girl dropped her overcoat, and when it came up all Maria (1) sound of an empty hanger swinging on the end of a rail where a £120 (2) a second ago. 'It just went in front of my eyes,' Maria said. 'It was there (3) wasn't.'

Where it was was inside the overcoat. The girl must (4) from a magician. The girl then hurdled through 'Jungle' and reached the pavement in double-quick time. Maria went after her. Maria is 13 stone and looks (5) be trouble when it matters. The thief was in Oxford Street turning right when Maria was still going through the shop making up ground. A 73 bus, one of the old kind with an open platform, was moving away slowly from the lights. Everybody downstairs turned around when (6) onto the platform hugging the overcoat as if it was a baby.

Maria also hit the platform of the bus. The conductor stopped (7) and watched Maria grab the girl with one hand and the rail (8) one. She had the girl in an arm lock. The girl was held so tight that her face changed colour. When she stopped struggling, the two of them tumbled off the bus like stuntmen. Now Maria's free hand groped under the overcoat for the leather coat. She put it in a grip the like of which the thief had not experienced before. Out of fright she let (9) piece of 'Jungle' property and did not stop to exchange names with Maria.

'She ran off to try some other place, I suppose,' said Maria. But Maria got a terrific look at her face and remembered it. Was this so (10) the police a proper description, she was asked. 'Oh, no,' she said. 'It was just so I would recognise her the next time.'

Oral and written practice

Picture discussion

Look at the photograph and then answer these questions.

- 1 Describe the man in the picture.
- 2 Why do you think he has a jacket like this?
- 3 Would you buy anything from him?

LESSON X

. IT'S A STEAL IN THE CITY

- 4 What would you do if you saw someone shoplifting?
- 5 Why do you think some wealthy people steal?



LESSON X**. IT'S A STEAL IN THE CITY****Discussion topic**

In groups, decide what punishment (or treatment) should be given to these offenders.

- a A hotel maid steals a credit card from a guest's bedroom and goes on a spending spree.
- b A member of the Royal Family is stopped on the motorway for exceeding the speed limit. It is his/her third such offence in three months.
- c A group of Europeans are caught having an illegal drinks party in a Muslim country which observes strict 'no-alcohol' laws.
- d A man drives his sick girlfriend to hospital even though he is disqualified from driving. His phone is out of order and the nearest phone boxes have been vandalised.
- e A young woman is convicted of using an illegal weapon, a tear-gas spray, after fighting off an attacker late at night.
- f A former employee, unfairly dismissed from his job in a supermarket, gets his revenge by setting fire to it one night and causing extensive damage.
- g One night, a group of teenage schoolboys return to their school, vandalise some classrooms and steal some money from the secretary's office.
- h A senior police officer accepts bribes over a number of years from known criminals.

Now compare your verdicts with other groups.

Written work

- 1 Write a story entitled 'The Shoplifter'. (about 350 words)
- 2 'People who are convicted of stealing should be punished on a scale relative to their personal wealth.' Discuss. (about 350 words)

Bosses v. Workers.

Reading

You will find after the following passage a number of statements, each with four suggested endings. Choose the answer which you think fits best.

- Henry Clay came from behind him to look at his face, to see whether he was serious or not.
- 'Don't tell me you agree with them, George?'
- 'They've no choice, have they? They've been promised a rise for years now, but they're always fobbed off with some lame excuse that the estate can't afford it. It's ridiculous. What's two pound fifty for a day's work these days?'
- 5 'But that kind of thing's never been done here before, George.'
- 'Well it's about time it was then. They'll let you talk until you're blue in the face, but a time comes when you've got to stop talking and show them that you mean business.'
- 10 'They'll keep you talking for ever if you let them.'
- George Purse was the first gamekeeper to speak out openly on the side of the beaters. Some of the others agreed with him, but not publicly when Henry Clay was there. It was too dangerous. Henry Clay was the Duke's man, and word travelled. Charlie Taylor was the second to speak out.
- 15 'They'll never get five though, George. Only management get one hundred per cent increases.'
- 'I know, but if they ask for five they might get four. If they only ask for three they've no room to negotiate, have they?'
- 'You should have been a union man, George.'
- 20 'I used to be, didn't I?'
- Henry Clay was disgusted with both of them.
- 'I know what they will get when the Duke gets here. They'll get the bloody sack, all of them. You two an'all if you're not careful.'
- He could not understand their attitude. Strikes were not part of his world. He had
- 25 been born and brought up on the estate. So had his family before him. He had worked all his life on the estate. So had his family before him. Henry Clay's family were loyal servants of the Duke and his family, and Henry felt privileged just to work for them. Even if the Duke did pay him the minimum wage laid down by the National Union of Agricultural Workers (plus an extra five pounds per week for his position as Head
- 30 keeper). Even if he did work seven days most weeks, and was only allowed the

LESSON XI

BOSSES V. WORKERS

minimum number of holidays laid down by law. And even if it did take an epic of perseverance and a succession of minor bribes to get repairs done to his house. But Henry accepted all this exploitation and the subservience which it bred, because he had been brought up to it. He had been educated from birth to think that paternalism

35 and social inequality were the natural order of things, and therefore immutable.
George Purse and Charlie Taylor did not know how to bring about a social revolution either. But they did know how to win higher wages. They had been born in the mining villages which surrounded the estate. They were both from mining families. Charlie had worked in the pits and George in the steel industry. They had
40 poached the Duke's land before they had become gamekeepers, and now, even though they were employed by the Duke, their early experiences and loyalties reasserted themselves. They knew whose side they were on.

And they also knew that if the energy, solidarity and determination to win that went into industrial confrontations was ever harnessed and used for political ends,
45 then even the Duke would not be immune from the repercussions that would follow major trade union victories.

(From *The Gamekeeper* by B. Hines)

- 1 The passage seems to be from
 - A a novel.
 - B a political pamphlet.
 - C a sociology textbook.
 - D an official report on wage differentials.
- 2 'But that kind of thing's never been done here before' (line 7) means
 - A an increase in pay has never been promised by the Duke before.
 - B the estate workers have never wanted an increase in pay before.
 - C the estate has never been able to afford to give an increase in pay before.
 - D such an increase in pay has never been given on the estate before.
- 3 Henry Clay was disgusted because
 - A he loved the Duke and his family
 - B he was satisfied with his working conditions.
 - C he felt the workers were already paid enough.
 - D he felt that the Duke's authority over his employees should not be challenged.
- 4 Which of the following statements is correct?
 - A George Purse and Henry Clay had both been born outside the estate.
 - B Henry Clay and Charlie Taylor felt it was a privilege to work on the estate.
 - C Charlie Taylor and George Purse had broken the law before they had been employed by the Duke.
 - D Henry Clay and George Purse had both had other jobs before.
- 5 George Purse and Charlie Taylor felt that
 - A it would be easy to change the status quo.
 - B the Duke and his kind deserved their advantages.
 - C the natural order of things could be challenged.
 - D social inequality was logical.

LESSON XI

BOSSES V. WORKERS

Vocabulary

A Find words or phrases in the passage which correspond to the following definitions.

- 1 an increase in pay
- 2 tricked into accepting something inadequate or valueless
- 3 give one's opinion plainly and fearlessly
- 4 decided officially
- 5 things offered to someone to influence him/her in your favour
- 6 excessively submissive; willing to assume an inferior status
- 7 benevolent but oppressive rule
- 8 that cannot be changed
- 9 cause to happen
- 10 coal mines
- 11 illegally kill or steal animals on someone else's land
- 12 became strong again; assumed their former importance
- 13 controlled and used
- 14 free; secure
- 15 indirect consequences/effects

B Explain the meaning of the following phrases taken from the passage.

- 1 lame excuse (l 5)
- 2 until you're blue in the face (l 8)
- 3 mean business (l 9)
- 4 the Duke's man (l 13)
- 5 word travelled (l 13)
- 6 no room to negotiate (l 18)
- 7 get the . . . sack (l 22)
- 8 an epic of perseverance (ll 31-32)
- 9 the natural order of things (l 35)
- 10 for political ends (l 44)

Use of English

A Fill each of the numbered blanks in the following passage with one suitable word.

Years (1), a young French girl, Simone Weil, wanting to find (2) what work was really (3), persuaded a boss to (4) her go down a mine and discover what it (5) like to use a pneumatic drill (6) day. Then she (7) a job on the assembly line at the Renault factory. She (8) that it was not (9) for the miners to take over the (10) and car workers to take over the (11). They would also have to change the (12) technical process to (13) the way they wanted to work, and would have to ask: 'Who am I producing this (14)? Is it (15) producing?'
 (16) 5,000 workers took over the factory where they had previously been (17). (18) the carnival of revolution would (19) the appeals to (20) to work. But what sort of work? Who for? And what for?

LESSON XI

BOSSES V. WORKERS

- B** For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given in bold letters. This word must not be altered in any way.

EXAMPLE: It wasn't my intention to frighten you.

mean

ANSWER: *I didn't mean to frighten you.*

- 1 They've been promised a rise for years now.
first
.....
- 2 The estate can't afford to pay them.
money
.....
- 3 He was the first to speak out openly on the side of the beaters.
support
.....
- 4 Strikes were not part of his world.
belong
.....
- 5 Henry felt privileged just to work for them.
privilege
.....
- 6 He was paid the minimum wage plus an extra £5 a week for his position as Head Keeper.
on top
.....
- 7 It took a succession of minor bribes to get repairs done.
another
.....
- 8 Paternalism and social inequality were immutable.
changed
.....
- 9 They had poached the Duke's land before they had become gamekeepers.
prior
.....
- 10 Even the Duke would not be immune from the repercussions.
affect
.....

Oral and written practice

Written work

Write a composition on one of the following topics:

- 1 'Job satisfaction is a contradiction in terms.' Discuss. (about 350 words)
- 2 You are a student doing temporary work in your summer vacation. Unfortunately, one person you are working with is a lot older and obviously resents the fact that you, unlike him/her, are a young person with a bright future. He/she continually tries to provoke you and you find it increasingly difficult not to react. until one day this person plays a nasty trick on you. Describe the incident. (about 350 words)

LESSON XI**BOSSES V. WORKERS****Picture discussion**

Look at the photograph below and answer these questions.

- 1 What situation do you think is depicted in this photo?
- 2 Can you see any connection between this photo and any ideas contained in the passage in the first part of this unit?
- 3 How do you think the police-officers and the workers feel?
- 4 What events do you think led up to this scene? How might the situation develop?
- 5 Do events like this ever occur in your country? If so, give examples. If not, explain why not.

**Discussion topic**

What do you want in a job? In groups, choose the order of importance of the following points:

- 1 Good pay
- 2 Undemanding work
- 3 Good promotion prospects
- 4 Job security
- 5 A chance to use your own ideas
- 6 A reasonable boss
- 7 Sociable working hours
- 8 A chance to learn new skills
- 9 A chance to be useful to others
- 10 A chance to have a good social life
- 11 A staff restaurant on the premises
- 12 A company car

Now compare your results with the other groups.

Section A

- 1 The waiter took a very long time _____ us.
A attending B serving C awaiting D dealing with
E treating
- 2 We were certain we were going to miss the train, but _____ we didn't, actually.
A in the end B finally C at last D lastly
E at the end
- 3 The _____ of freedom is eternal vigilance.
A cost B value C expense D charge E price
- 4 He says that capitalism finds its most uninhibited _____ in advertising.
A outlet B outbreak C expression D realization
E let off
- 5 _____ damage should be reported immediately.
A Any B Eventual C Possible D Fortuitous
E Conceivable
- 6 Many people have to _____ considerable distances to get to work.
A cross B traverse C travel D pass E span
- 7 You'll have to stop _____ your time and money like this.
A losing B expending C exhausting D wasting
E consuming
- 8 Urban congestion would be greatly relieved if only the _____ charged on public transport were more reasonable.
A prices B tickets C fees D tariffs E fares
- 9 It sounds nice in theory, but I'm afraid the reality is very _____.
A far away B remote C different D distinct
E varying

LESSON XII

READING COMPREHENSION

- 10 From the top of the hill we were able to _____ the broad expanse of country below.
A overlook B survey C view D range over
E measure
- 11 There were lots of people _____ to get the fire under control.
A contributing B assisting C sharing
D participating E helping
- 12 Men are obviously stronger, physically, but women are stronger in many other _____.
A respects B fields C aspects D regards
E features
- 13 All the tourists of my own nationality that I met made it seem _____ having gone there at all.
A useless B pointless C unprofitable
D worthless E empty
- 14 I have no wish to offend her _____.
A sensitivities B susceptibilities C sensibilities
D vulnerability E frailties
- 15 A lorry-driver and his _____, looking weary and unshaven, walked into the cafe.
A consort B aide C mate D help E hand
- 16 There's been deliberate _____ on the part of the committee.
A blockage B impedance C hindrance
D obstruction E impediment
- 17 He _____ to give financial support to the movement.
A accepted B assented C accorded D acceded
E agreed
- 18 Surely it's important to keep abreast of _____ issues.
A actual B momentary C concurrent D contemporary
E simultaneous
- 19 This version of the machine _____ the great advantage of having no batteries that need recharging.
A presents B has C supplies D entails E involves
- 20 Let me give you _____ : compliment her on her garden first.
A a tip B an advice C a wink D a clue
E a trick

Section B

- Radio and cinema had one novelty in common: they were forms of communication which dispensed with the written word, except for the captions in silent films. The written word had gone hand in hand with civilization from the beginning.
- 5 Now, theoretically, an illiterate could be as well-informed about the world as the best-read man. Reading might have been expected to decline as a result, but this did not happen. Perhaps the habit was too inbred. Besides, primary education, now almost universal in Europe, made literacy also universal.
- 10 Far from declining, the written, or rather the printed word, triumphed as never before. Newspapers, which had greatly increased their circulation during the First World War, continued to do so after it. In Great Britain, which carried the process furthest, the Press by 1930 ranked twelfth among
- 15 British industries, ahead of shipbuilding. Newspapers now counted their readers by millions where they had previously counted by thousands. They had bigger headlines, shorter paragraphs, simpler writing. They derived their incomes mainly from advertisements, not from the halfpennies or pennies paid
- 20 by readers. The decisive figure was the proprietor — Northcliffe and Beaverbrook in Great Britain, Hugenberg in Germany — not the editor. Nearly all the great newspapers were conservative in character, and often Conservative in allegiance. They were among the most materialistic elements in a
- 25 materialistic age. Nevertheless, they provided more news than had been provided by even the most esteemed newspaper of a staid past.
- The newspapers, like the cinema and usually the radio, expressed popular culture, and observers talked as though this
- 30 were the only culture which now existed. The flood of the mass-age was supposed to have submerged the standards of previous times, but this was far from being the case. There was also a middle culture and a high culture — the distinctions between them resting on levels of sophistication (middlebrow and highbrow), not on class. The middlebrow culture was the
- 35 least interesting, a repetition of past patterns interspersed with lamentations against anything new, either above or below. Those who condemned James Joyce or Picasso also disapproved of the cinema. These middlebrows felt more
- 40 menaced than before, hence the intolerance which contrasted oddly with their professions of liberalism. Original artists and thinkers were constantly, though ineffectually, harassed. The works of three great British writers — Joyce, D H Lawrence, T E Lawrence — came under the legal ban of pornography.

LESSON XII

READING COMPREHENSION

- 45 The organizer of an art exhibition learned to expect, in England, a visit from the police. In Paris and Berlin he took precautions against a riot.
- 50 Nevertheless, this was an age of intellectual and artistic activity. Paris reached perhaps its highest point as the cultural capital of Europe. English artists had always congregated there, though fewer Germans did so as a result of the First World War. There were now also more Russians, usually refugees for political reasons, and more Americans. These Americans were no longer in Paris merely to learn and to admire; they were there to lead and to create. Ernest Hemingway and Gertrude Stein, for example, counted as decisive figures in European literature. Gertrude Stein was significant in another way. Her writings expressed the spirit of subversion which now shaped much of European art. Many forces combined to end the reign of reason which had run since the Renaissance. In the
- 60 nineteenth century, for instance, science had powerfully supported rationalistic philosophy. Scientists were expected to discover general laws of increasing certainty, and they expected it themselves. In the twentieth century, scientists began to doubt the finality of their own conclusions, just when
- 65 ordinary men came to believe that reason had triumphed. Einstein demonstrated the inadequacy of the Newtonian system. Where the previous result of science had been Positivism, Einstein offered Relativity, an ever-shifting system of truth according to the angle of vision. Physicists similarly shattered the finality of the atom. Scientists cheerfully announced that they did not know what they were doing: 'indeterminacy' was now their basic principle. Most of them pushed resolutely into the unknown, without contemplating
- 75 the ultimate harvest of destruction which they were preparing for mankind. Einstein was almost alone in coming to regret what he had done; he declared at the end of his life that he would advise a young man to become a plumber.
- 80 Scientists challenged reason by implication; others did so directly. Marxism already implied this challenge when it laid down that systems of thought sprang from the existing social order and class allegiance, not from abstract reasoning. Standards of right and wrong were thus, it seemed, relative, like the Universe, and a Soviet statesman could commit
- 85 crimes which were deplorable elsewhere. Psychology reinforced this outlook. Freud discovered the unconscious and taught that a man's apparently rational acts were in fact often determined by what happened to him before the age of five. In Freud's view, ostensible motives were no more than
- 90 rationalizations. The real driving forces bubbled up from the storms of the unconscious. No doubt most men did not grasp the complexities of Freud's system, still less that of the rival psychologist, Jung, who actually postulated a collective unconscious and a folk-memory going back for centuries. In any case, these systems were literary fantasies, not scientific structures; vulgarized, they struck an immense blow against
- 95 reason.

A. J. P. Taylor, *From Sarajevo to Potsdam*, Thames & Hudson for Book Club Associates 1968, pp. 99-104

LESSON XII

READING COMPREHENSION

- 1 Broadcasting and films were the same in that they both
 - A used headlines
 - B communicated news
 - C advertised through newspapers and magazines
 - D did without writing
- 2 As a result of the radio and cinema, a person who could not read could in theory know as much as a person who
 - A had read a lot
 - B read very well
 - C could not write
 - D was familiar with civilized customs
- 3 The spread of radio and cinema was accompanied by
 - A less reading
 - B more reading
 - C more writing
 - D less writing
- 4 How, according to the writer, did British newspapers develop commercially? They
 - A became the twelfth largest industry in the world
 - B earned more foreign currency than most other British industries
 - C became more numerous than the newspapers in any other country
 - D increased the number of copies sold more than newspapers anywhere else
- 5 The people who paid the greater part of the money used to run the newspapers were
 - A owners
 - B the man-in-the-street readers
 - C advertisers
 - D conservatives
- 6 According to the passage, the information provided by newspapers in the period under discussion was, compared with earlier times,
 - A less accurate
 - B more accurate
 - C less
 - D more
- 7 'esteemed' in line 26 means
 - A efficient
 - B honest
 - C successful
 - D respected ✓
- 8 What does the writer say about popular culture? It
 - A was much more popular than any earlier culture
 - B did not push out the older culture
 - C carried the older culture with it and changed its character
 - D vulgarized and lowered the level of the older culture
- 9 The difference between the middle and high culture was based on
 - A brow
 - B class
 - C intellect
 - D wealth

LESSON XII

READING COMPREHENSION

- 10 The middlebrows' attitudes were remarkable, in view of the fact that they
A said they were broad-minded
B were afraid of the new tendencies
C did such useful and progressive jobs
D threatened modern artists and art forms such as films
- 11 'ineffectually' in line 42 means
A without effect
B without sense
C irregularly
D without emotion
- 12 'ban' in line 44 means
A prohibition
B heading
C rights
D definition
- 13 Anybody who showed new pictures in Berlin had to fear the
A detectives B rioters C critics D visitors
- 14 The writer says about the numbers of foreigners in Paris before the First World War that there were
A fewer refugees
B fewer English
C more Germans
D more Americans
- 15 'subversion' in line 58 means
A transformation
B expressing ideas by implication, instead of openly and directly
C revolt against established ideas
D the essential unity of all arts
- 16 What, according to the writer, was the fate of reason? It
A finally became fully respected in the twentieth century
B lost the support of science in this century
C had been under attack ever since the Renaissance
D began, in the twentieth century, to show some of the weaknesses of science
- 17 Einstein tried to show that
A the truth was whatever selfish interests wished to make it
B truth varied according to where it was looked at from
C Relativity was the logical development of Positivism
D knowledge was constantly expanding
- 18 The writer says scientists
A bravely faced the risks that scientific progress involved
B triumphantly proved the importance of the atom
C demonstrated the atom was not the basic unit of matter
D said they were pleased that the study of the universe was so mysterious and adventurous
- 19 Eventually Einstein
A was sorry so few others had been able to do what he did
B was sorry for his actions
C thought people should change jobs when they got old
D recommended mining as a useful job
- 20 According to the writer, Marxism taught that people's opinions are based on
A practical reasoning
B class
C authority
D the unconscious

LESSON XII

READING COMPREHENSION

Section C

Passage to America

The ____ 1 ____ from Southampton to New York should have taken eight days

A travel B trip C course D cross E sailing

but we met a gale ____ 2 ____ , so it took ten.

A head on B face to C eye to eye D abreast
E at bay

My little ____ 3 ____ box of a cabin I shared with an enchanting middle-aged American

A bounding B churning C throbbing D brimming
E stuttering

who had been making his first ____ 4 ____ visit to Europe

A ever B occasion C event D out E case

on the ____ 5 ____ of having sold his clothing store in Milwaukee.

A force B foundation C support D base E strength

He was much ____ 6 ____ by the thought of going home

A strained B worked C exercised D engaged
E busied

to face, once more, the rigours of Prohibition and during the trip he ____ 7 ____ to make up for the lean times ahead.

A proceeded B went on C conducted D followed
E ensured

He was none too ____ 8 ____ either about mixing his intake.

A moody B flashy C fussy D ready E runny

The crossing was my first confrontation with Americans ____ 9 ____ and I found it a delightful experience.

A en route B en masse C encore D in strength
E by numbers

Their openhanded generosity and genuine ____ 10 ____ about others came as something of a shock at first.

A enquiry B questioning C investigation
D curiosity E query

What a change, though, to be asked the most ____ 11 ____ personal questions in the first few minutes of contact.

A deep B inquiring C piercing D internal
E searching

or to be treated to a point-by-point replay of the private life of ____ 12 ____ stranger.

A a total B a full C an outright D a sheer E a pure

What a difference as an unknown foreigner to be invited to sit at a table of friends or to join a family. I suppose it is the fact that we have fifty ____ 13 ____ million people

A -so B -rough C -odd D -round E -ish