

# **Authentic English for Reading 1**

Brian Abbs, Vivian Cook and Mary Underwood

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# Contents

## Introduction

### 1 Family Life

- 1.1 Cilla Black, 'Liver Bird'
- 1.2 Husbands and Wives
- 1.3 Getting Supper

### 2 Music

- 2.1 Local Night Out
- 2.2 Bob Dylan
- 2.3 A Record Sleeve

### 3 Travelling By Rail

- 3.1 Improving Transport in London
- 3.2 A New Electric Train Service
- 3.3 'Night Mail'

### 4 Shopping

- 4.1 Local Shops
- 4.2 Children as Consumers
- 4.3 How to Shop Sensibly

### 5 Car Accidents

- 5.1 Breakdowns and Accidents
- 5.2 The Responsibility for Accidents
- 5.3 Traffic Problems

### 6 Money

- 6.1 The Taste of Chocolate
- 6.2 Banking
- 6.3 Family Budgets

### 7 Work

- 7.1 Summer Jobs for Students
- 7.2 People and Employment
- 7.3 Monday Morning

### 8 Finding a Place to Live

- 8.1 A Check List for the Flat and  
Househunter
- 8.2 Advertisements for Flats
- 8.3 Student Accommodation

### 9 Using the Telephone

- 9.1 Making a Call
- 9.2 The History of the Telephone
- 9.3 Coping with the Telephone

### 10 Entertaining Friends

- 10.1 Green Beans Provençale
- 10.2 Giving a Party
- 10.3 Throwaway

## Answers

## Acknowledgements

# Introduction

*Authentic English for Reading 1* is the first in a series of three books designed to meet the demand for authentic reading materials for the intermediate student of English in an accessible, lively and useful way.

It provides reading practice either for class work or private study which is both stimulating and relevant, which comes from varied sources and which covers a wide range of register and topic.

There are ten units, each of which has a central theme and contains three passages accompanied by a variety of exercises in orienting, decoding and production. Thus the exercises help the student to process each text and to expand and develop his or her linguistic repertoire and experience.

The passages have been chosen around central themes: Family Life, Music, Travelling by Rail, Shopping, Car Accidents, Money, Work, Finding a Place to Live, Using the Telephone and Entertaining Friends.

These are the themes used in *Realistic English Dialogues 1* but this book has been written to be used independently of the *Realistic English* materials. As the themes have a general and universal appeal and as the book can be used in a modular rather than a linear way, *Authentic English for Reading* will link appropriately with all course programmes for intermediate students.

Many of the passages are complete units of discourse with a specific function—a letter to a newspaper, a record sleeve, an advertisement, a recipe, for example—so that the text is both authentic in source and authentic in use. However, the constraint of two-way authenticity is not appropriate all the time because it would restrict the range of text type possible in a book of this kind. Therefore, passages have been included from longer discourse units—extracts from novels, poems, brochures and handbooks—to

give the student experience of the widest possible range of text type and, more importantly, to provide a choice of text according to personal interest.

The exercises have the broad aim of enabling the student to process and absorb authentic texts with confidence and enjoyment while at the same time developing an overall linguistic ability in reading and writing skills. They include pre-reading orientation work, practice in identifying selected discourse features and a variety of types of question.

Comprehension skills are developed by means of matching exercises, questions of fact, deduction, inference, evaluation and interpretation, as well as by written extension work. Reading comprehension is tested by techniques such as Yes/No, True/False, multiple-choice and information extraction exercises and by the transfer of information. Each text is accompanied by notes explaining any words or phrases that cannot be found easily in a dictionary such as A. S. Hornby's *Oxford Advanced Learner's Dictionary of Current English*.

*Authentic English for Reading 1* is intended for young adult or adult intermediate students, in small groups or large classes. It can be used either as classroom material, with the students completing the exercises in pairs or individually, or it will provide valuable support material for home or self study. It will also encourage students to investigate genuine texts on their own and in their own time; in short, it will motivate them to explore reading materials in English.

# Family life

## 1.1 Cilla Black, 'Liver Bird'

This passage is taken from a series in *The Sunday Times* in which famous people talk about their experiences as children. Cilla Black talks about her childhood in Liverpool. She is now a pop singer. 'Liver Bird' is the name given to the bird

shown in the coat of arms of Liverpool; however, since 'bird' is also a slang word for 'young woman', the phrase means here 'a young woman from Liverpool'.

### Liver bird

I was born in Liverpool in 1943. All through my childhood I lived by the corner of Scotland Road in William Moulst Street which was full of industrial places – garages, a paperworks, a laundry, a rag-and-bone shop. We lived behind the Midland Bank in a two-up and two-down. There was a bread shop at the top of the road where I tasted my first sliced bread. They'd got this new machine which sliced up the loaves and I thought this was the most incredible thing. The shop closed when everything went automatic...

We had a six-foot yard called a garden with three trees in it... If you wanted grass and open space you had to go all the way to Stanley Park. If it was a nice day after school I'd catch a No. 44 tram to the park, but I didn't tell my mother. I dread to think of the things we did and where we went without saying anything. I don't think we give children today the sense of freedom we used to have...

By the time I was eight I used to take babies for walks. Today kids want money for that. We did it for fun. They'd tell us not to take the baby out of his pram, but that's the very first thing we did. We treated those babies like dolls. Some of us didn't have dolls. We'd dress and undress the babies and walk them for miles...



### Notes

*a rag-and-bone shop*—a shop which sells old things which other people have thrown out

*a two-up and two-down*—a house with two rooms upstairs and two downstairs

*tram*—a kind of electric bus which runs on rails along roads or streets

### Exercise 1

Which of the following answers fits the passage best?

- 1 Cilla Black's family lived in
  - a a rag-and-bone shop
  - b a very large house
  - c a fairly small house
- 2 Before the new machine arrived, Cilla's family used to have
  - a no bread at all
  - b unsliced bread
  - c sliced bread
- 3 Their garden was
  - a tiny
  - b medium-sized
  - c enormous
- 4 Cilla Black used to go to the park because
  - a there wasn't much room in their garden
  - b it was near her school
  - c her mother didn't know about it
- 5 She thinks that children today ask for money
  - a for fun
  - b for dolls
  - c for looking after babies

### Exercise 2

Are the following statements true or false?

- 1 Cilla Black's family lived in a quiet neighbourhood.
- 2 Her family was very rich.
- 3 Their life was fairly simple.
- 4 The local shops were very modern.
- 5 They didn't have many flowers in their garden.

- 6 She used to do lots of things without telling her mother.
- 7 She feels that children are more free nowadays.
- 8 She used to take babies for walks.
- 9 The children used to leave the babies alone in their prams.

### Exercise 3

Look at the list of things to do in the left-hand column below and the list of types of business in the right-hand column. Say which businesses are mentioned in the passage and then match each 'thing to do or buy' with the appropriate business as in the example:

#### Things to Do or Buy

- |                        |                                     |               |
|------------------------|-------------------------------------|---------------|
| 1 aspirins             | <input type="checkbox"/>            | jeweller's    |
| 2 bread                | <input type="checkbox"/>            | greengrocer's |
| 3 eggs                 | <input type="checkbox"/>            | bank          |
| 4 newspaper            | <input checked="" type="checkbox"/> | chemist's     |
| 5 oranges              | <input type="checkbox"/>            | launderette   |
| 6 get watch repaired   | <input type="checkbox"/>            | garage        |
| 7 get suit cleaned     | <input type="checkbox"/>            | grocer's      |
| 8 washing              | <input type="checkbox"/>            | baker's       |
| 9 book service for car | <input type="checkbox"/>            | newsagent's   |
| 10 cash £20            | <input type="checkbox"/>            | dry cleaner's |

### Exercise 4

Write a brief description of your own childhood, giving details of:

- the district you lived in
- the kind of house you lived in
- the kind of people your parents were
- the kind of relationship you had with them
- what it was like to be a child in your district



## 1.2 Husbands and Wives

This is an extract from a book that gives a sociological analysis of life in a London suburb. The extract is about the relationships between husbands and wives today.

'In the old days,' as one wife said, 'the husband was the husband and the wife was the wife and they each had their own way of going on. Her job was to look after him. The wife wouldn't stand for it nowadays. Husbands help with the children now. They stay more in the home and have more interest in the home.' We shall give some examples of what husbands do in consequence, firstly, in sharing work with their wives, and secondly, in their largely independent domain of house repairing.

'Some husbands, as well as doing much of the heavy work in the home, carrying the coals and emptying the rubbish, act as assistants to their wives for at least part of the day. Mr Hammond 'washes up the dishes every night and lays the breakfast for the morning'. Mr Clark said that 'on Sunday mornings I usually Hoover around for her while she does a bit of washing'. Mr Davis polishes the floors and helps to make the beds at the weekends, and during the week takes the dog out for one of his twice-daily walks. So it goes on...



### Notes

*suburb*—outer area of a city

*domain*—area, sphere

*carrying the coals*—i.e. bringing in the coal for the fire

### Exercise 1

Give a brief explanation for each of the following phrases from the passage:

- 1 their own way of going on
- 2 to look after him
- 3 wouldn't stand for it
- 4 house repairing
- 5 lays the breakfast
- 6 twice-daily walks

### Exercise 2

Choose the correct answers a, b or c to complete the following sentences.

- 1 'In the old days' means
  - a in the winter
  - ☒ b in the past
  - c when you are old
- 2 'The husband was the husband' means
  - ☒ a there was a clear division of roles in the family
  - b most couples were married
  - c men stayed at home
- 3 'in consequence' means
  - a job by job
  - b as a rule
  - ☒ c as a result
- 4 'act as assistants to their wives' means
  - a they read plays aloud
  - b they are paid by their wives
  - ☒ c they help their wives
- 5 'hoover around' means
  - a hang about
  - ☒ b use a vacuum cleaner
  - c look around
- 6 'to make the beds' means
  - a to make the bedclothes tidy
  - b to construct beds out of wood, etc.
  - c to work in the garden

### Exercise 3

Read through the list of everyday tasks given below and put an 'M' against those you think are for men, a 'W' against those you think are for women and a 'U' for 'Unisex' against those you think are for both sexes.

- driving the car
- ironing the clothes
- painting the outside of the house
- doing the washing up
- cooking the Sunday lunch
- changing an electric light bulb
- carving a chicken
- digging the garden
- cleaning the car
- doing the weekly shopping
- pouring out drinks for guests
- taking the children to school
- sewing on buttons
- paying the bills
- looking after sick children

Now try to give reasons for each 'M' or 'W' you have put.

### Exercise 4

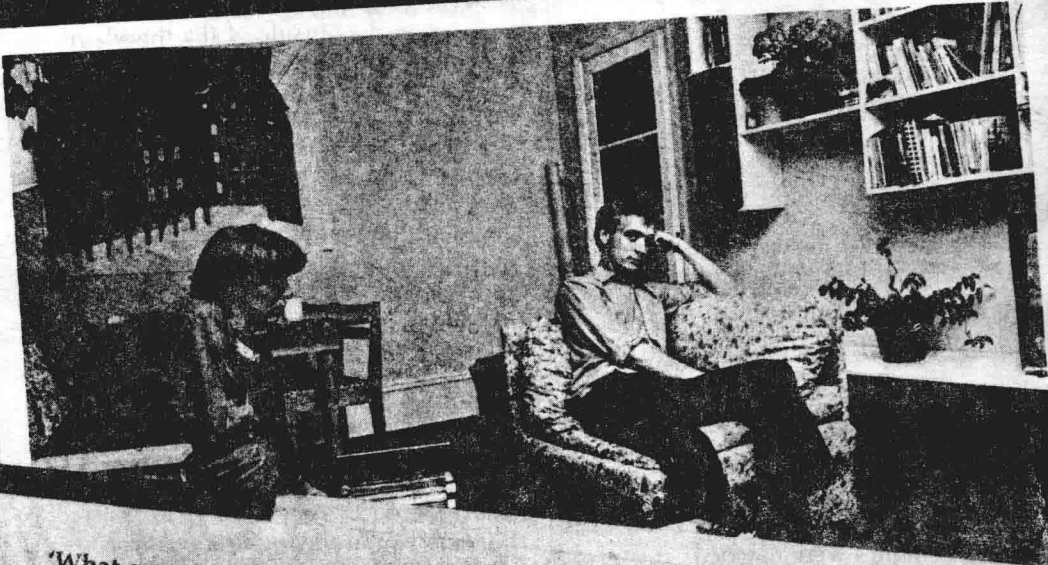
Imagine you are living in a country where being a husband or a wife is a job like any other job. Try to write a 'job specification' giving all the information about each of these jobs, or, if you feel they are the same, giving one description for both jobs. Your job specification should include:

- 1 hours of work
- 2 holidays
- 3 duties
- 4 responsibilities
- 5 pay
- 6 'perks' (other benefits from the job)
- 7 period of notice (how long a warning you must give before leaving the job)
- 8 qualifications needed



### 1.3 Getting Supper

This passage comes from a novel by Margaret Drabble called *The Garrick Year*. Many of her books deal with the problems of women in modern Britain and this extract is a conversation between a husband and a wife.



'What are we going to have for supper then?' he said.  
'Whatever you like,' I said.  
'Does that mean you haven't got anything?' he said, 'for God's sake switch the fire on, it's freezing in here. Why you have to sit in the cold all night I can't imagine.'  
I bent down and switched on the electric fire. 'I'm used to the cold,' I smugly said, to annoy. . . . I then continued: 'You can have what you like for supper, eggs and bacon, chops, spaghetti, sausages. You can have whatever you want. Just tell me what you want and I'll go and do it.'  
'I know you don't want to go,' he said. 'You're watching that programme, aren't you?'  
'Not really,' I said. 'Only because it happens to be on. Just tell me what you want and I'll go and cook it for you.'  
He wasn't going to be put in the wrong that way either.  
'I'll get supper,' he said. 'Tell me what you want and I'll go and get it.'  
'I don't want you to get my supper,' I said. . . . 'I'll get yours. If only you'd tell me what you want.'  
'You tell me what you want.'  
'I don't want anything. Shall I do you the chops?'  
'I don't want chops.'  
'What do you want then?'  
'You tell me what you want, and I'll go and cook it.'  
And so we continued, in cold and weary rage, until I made my way to the kitchen to cook the chops. . . .

### Exercise 1

Tick the answer that fits the passage best.

- 1 The wife is sitting in  
a a warm room  
☒ b a cold room  
c outside
- 2 The wife is  
☒ a doing nothing at all  
b watching television  
c preparing supper
- 3 The wife wants  
a to be pleasant to her husband  
☒ b to annoy her husband  
c to be sympathetic towards her husband
- 4 The husband suggests he cooks the supper because  
a he likes cooking  
b he wants to help his wife  
c he wants to quarrel with his wife
- 5 She cooks him the chops  
☒ a after more quarrelling  
b at once  
c the next day

### Exercise 2

Replace each of the words in italics with another appropriate word so that the meaning doesn't change.

- 1 What are we going to *have* for supper then?
- 2 *Whatever* you like.
- 3 without waiting for a *reply*
- 4 it's *freezing* in here.
- 5 I bent down and *switched on* the electric fire.
- 6 I smugly said, to *annoy*
- 7 I then *continued*
- 8 You can have whatever *you want*.
- 9 *Just* tell me
- 10 I'll go and *do it*.

Now use each of the new words and phrases in another sentence.

### Exercise 3

Sometimes what we say and what we mean are very different. For each of the following remarks, choose the

alternative that you think is closest to the real meaning that the husband or wife had in mind.

- 1 'Does that mean you haven't got anything?' suggests  
☒ a there is no food at all in the house  
b the wife should have bought food  
c the husband doesn't mind what he eats
- 2 'I'm used to the cold' suggests  
a the house is always very cold  
b the wife doesn't mind whether the house is cold  
☒ c the wife wants to save money
- 3 'Tell me what you want and I'll go and do it' suggests  
☒ a the husband feels the wife is being difficult  
b the husband is willingly offering to do the cooking  
c the husband will follow his wife's wishes whatever they are
- 4 'I don't want you to get my supper' suggests  
a the wife thinks her job is to do the cooking  
☒ b the wife resents her husband's offer to do the cooking  
c the wife really wants him to get the supper
- 5 'I don't want chops' means  
a the husband doesn't like chops  
b the husband refuses to say what he wants  
☒ c the husband thinks the wife would like chops

### Exercise 4

Choose one of the following situations and write a brief letter.

- 1 You are 17 and have run away from home; you want to tell your parents you are all right without telling them your address.
- 2 Write a letter thanking an old aunt for the pair of socks she gave you for Christmas.
- 3 Write to congratulate your cousin on getting married.

# 2 Music

## 2.1 Local Night Out

The public house—usually called 'the pub'—is an important part of social life in Britain. Some pubs are licensed for music and entertainment as well as for the sale of drink (both alcoholic and non-alcoholic). These pubs are popular because they provide cheap entertainment in a lively, informal social setting. The kind of music ranges from a mechanical juke box where the customers can choose their records to a well-known professional jazz band. Some pubs have a pub entertainer who plays an instrument and sings every night. Others have pop, folk or jazz groups on certain nights only. Some large pubs

sometimes provide a disco (dancing to records) in a large room separate from the bars where drink is sold. Nowadays most pubs serve food and sometimes they have a restaurant.

The guide below refers to an area in West London. The area contains five districts—Barnes, Mortlake, Putney, Richmond and Sheen.

## LOCAL NIGHT OUT

A QUICK REFERENCE guide to local entertainment for this weekend

### TODAY, Friday, November 12.

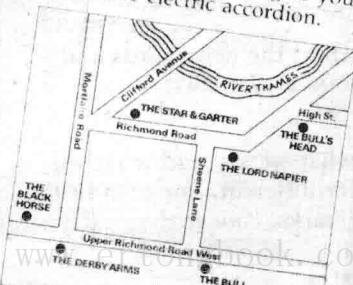
JAZZ with the Mike Thomas Jazz Band at The Derby Arms, Upper Richmond Road West, Sheen. Admission Free.  
DISCO. Satin Sounds Disco. Free at The Lord Napier, Mortlake High St., from 8 p.m.  
JAZZ. Lysis at The Bull's Head, Barnes. Admission 60p.

### TOMORROW, Saturday, November 13.

MUSIC HALL at the Star and Garter, Lower Richmond Road, Putney, provided by the Aba Daba Music Hall company. Good food and entertainment at a fair price. Tel. 789-6749.  
FAMILY night out? Join the sing-along at The Black Horse, Sheen Road, Richmond.  
JAZZ. The John Bennet Big Band at the Bull's Head, Barnes. Admission 80p.  
THE DERBY ARMS, Upper Richmond Road West, give you Joe on the electric accordion.

### SUNDAY, November 14.

DISCO. Satin Sounds Disco, free at The Lord Napier, Mortlake High Street, from 8 p.m.  
FOLK at The Derby Arms. The Short Stuff and residents the Norman Chop Trio. Non-members 80p.  
HEAVY music with Tony Simon at The Bull, Upper Richmond Road West, East Sheen.  
THE DERBY ARMS, Upper Richmond Road West, give you Joe on the electric accordion.





### Notes

*sing-along*—the audience (here, the pub customers) are led by an entertainer and sing the songs with him

*electric accordion*—a musical instrument

*residents*—here, the music group which always plays at the pub

*'heavy' music*—a style of modern rock music

### Exercise 1

*Where and when?*

- 1 Where and when can you hear the John Bennett Big Band?
- 2 Where and when can you hear the Norman Chop Trio?
- 3 Where and when can you see the Aba Daba Music Hall Company?
- 4 Where and when can you see Tony Simon?
- 5 Where and when can you hear the Mike Thomas Jazz Band?

*How much?*

- 6 How much does it cost to hear the John Bennett Big Band at The Bull in Barnes?
- 7 Where can you hear jazz free?
- 8 Which pub has a free disco?
- 9 How many pubs don't say whether they charge for admission?
- 10 Which pub does charge, but doesn't say how much?

*Information*

- 11 What's the address of The Lord Napier?
- 12 How many different kinds of pub entertainment are available in this area?
- 13 You want an evening of Music Hall entertainment on Saturday. Which telephone number do you have to ring to find out what time it starts?

### Exercise 2

- 1 You want to take a girl or boyfriend out on Friday. You both like food, drink, jazz and dancing. You have £5 to spend. Write a note to him/her explaining where you plan to go.

- 2 Your elderly aunt is visiting you on Sunday. She likes pubs and doesn't mind having an occasional alcoholic drink, but she doesn't like 'all this noisy modern pop stuff'. Make a note of where you can take her.
- 3 You and your friends have formed a pop group. You decide to start your career locally. List the steps you can take to achieve this.

### Exercise 3

Make a 'quick reference guide to local musical entertainment' which you would give to an English-speaking visitor to your area.

## 2.2 Bob Dylan

This passage comes from a history of rock music called *The Story of Rock* by C. Belz.

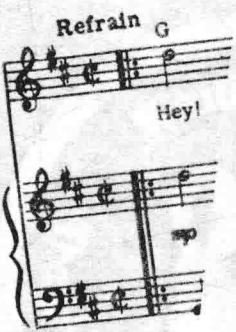
Before you read . . .

- 1 What kind of music do you like best?
- 2 Who is your favourite singer/composer?

- 3 Which musician or group do you think has had most influence on music style?
- 4 Which musician or group do you think has had most influence on social and political attitudes?

# mr. tambourine man

Words and Music by  
**BOB DYLAN**



As the Beatles represent the most important English contribution to rock in the 1960's, Bob Dylan is the most important American contributor. This is true in spite of the fact that, commercially, he has never staggered the record industry in the way the Beatles have. Dylan's music possesses an artistic significance which is comparable to that of the Beatles. And he has stimulated an audience commitment which is spiritually as deep, if not deeper than that of Beatle fans.

Bob Dylan emerged from the popular folk movement during 1962 and 1963. His first two albums for Columbia, *Bob Dylan* and the *Freewheelin' Bob Dylan*, appeared in those years and established his national reputation. This reputation grew slowly, and was helped by personal appearances around New York City and at college concerts, and by countrywide and international record sales. The growth of Dylan's reputation was accompanied by the steady development of a personal style which became increasingly independent from the folk styles, although not the folk functions, of the past. As early as 1962, Dylan became known for the quality and abundance of his song-writing. In this sense, he is like the Beatles. But Dylan's material has reflected a consistent social awareness and has always involved protest against racial, intellectual, and human injustice. It has stimulated a broad trend of similar songs in the present-day market. Furthermore, his writing has provoked extensive discussion about the notion of "poetry" within the context of the current rock scene, and he has been called the 'first poet of the mass media.' These elements, in combination with Dylan's particular sound, have made him one of the most exceptional figures in the history of rock.



### Notes

*staggered*—here, taken by surprise  
*album*—here, a collection of songs on a long playing record  
*fans*—enthusiastic followers of entertainers, especially very popular ones  
*mass media*—means of communication, e.g. radio, television, reaching a very wide audience  
*audience commitment*—i.e. his audience becomes committed, devoted to him  
*folk styles*—the way in which folk songs are sung  
*folk functions*—the purpose of folk songs

### Exercise 1

Choose the correct answers **a**, **b**, or **c**, to complete the following sentences.

- 1 Bob Dylan is
  - a British
  - b English
  - c American
- 2 Bob Dylan is
  - a a folk singer
  - b a rock singer
  - c a jazz singer
- 3 Bob Dylan became famous
  - a in the mid-sixties
  - b in the early sixties
  - c in the late sixties
- 4 Bob Dylan's early records sold
  - a in America
  - b in New York City
  - c in all countries
- 5 Bob Dylan's records made
  - a more impact than the Beatles
  - b just as much impact as the Beatles
  - c not as much impact as the Beatles
- 6 Bob Dylan's songs
  - a cannot be imitated
  - b are imitated by other song writers
  - c imitate other song writers
- 7 Bob Dylan's fans
  - a are as deeply committed as the Beatles' fans
  - b are more deeply committed than the Beatles' fans
  - c are almost as committed as the Beatles' fans

- 8 Bob Dylan is known for
  - a the quality of his songs
  - b the quality and quantity of his songs
  - c the quantity of his songs
- 9 Bob Dylan's lyrics can best be described by the word
  - a intellectual
  - b protest
  - c racist

### Exercise 2

Use your previous answers and the text to complete the following paragraph.

Bob Dylan is an American . . . . . who became . . . . . in the early-sixties as a . . . . . singer. His early records . . . . . in all countries . . . . . did not make as much impact as the Beatles. His fans are . . . . . deeply committed . . . . . the Beatles' fans. His songs have been . . . . . by many other song writers. . . . . He is known for the . . . . . and the . . . . . of his songs, which can best be . . . . . as protests . . . . . all kinds of injustice.

### Exercise 3

- 1 If you are working in a group: make an illustrated poster of some of your favourite entertainers.
- 2 If you are studying at home: make a list of *your* British or American 'Top Five Songs'.

### Exercise 4

Find out about and make brief notes on any two singers/musicians you know, in preparation for a publicity leaflet for a British tour. These headings will help you:

country of origin  
dates  
type of artist  
type of songs or music  
names of songs associated with each artist  
outline of career  
other information

### 2.3 A Record Sleeve

This text is taken from a record sleeve. It gives information about and an opinion of the American singer, Aretha Franklin.

Save Me  
Baby I Love You  
Think  
Groovin'  
You Are My Sunshine  
Come Back Baby

Chain Of Fools  
Dr. Feelgood  
Money Won't Change You  
Going Down Slow  
I Say A Little Prayer  
Satisfaction



Aretha Franklin has a well deserved reputation and is the undisputed 'Queen of Soul', receiving more awards in America in her short career than any other female artist.

A vocalist and pianist of rare talent, she has captured the imagination of music lovers throughout the world in a way that no other female singer has. She's the source and inspiration of artists in many countries and projects emotion as if she invented it.

Born one of five children in Detroit, she was the daughter of Reverend C.L. Franklin, a well-known preacher in the States, who toured churches throughout the country with his helpers and singers. Aretha was part of his choir, although she was only fourteen years old. Her talent shone out then and she soon came to the notice of famed Gospel singer Clara Ward who, together with the late Sam Cooke, took it upon herself to promote her career.

Aretha then entered the recording world, cutting her first disc when she was sixteen. Her first chart entry was 'Today I Sing The Blues' and shortly after she was voted 'Newcomer Of The Year' in the Downbeat magazine poll. Her second big success was in 1962 when 'Try A Little Tenderness' became a coast-to-coast smash and since that time she's been the Golden Girl of the Soul scene, recording enchanting hit after enchanting hit.

This is her latest.

BILL HARRY



### Notes

Some of the words in this passage are used in a way typical of the pop music industry.

*Soul*—a type of American music, often played and sung by black people

*awards*—i.e. recognition

*famed*—famous

*Gospel*—a form of American religious singing

*cutting her first disc*—making her first record

*chart entry*—here, successful record

*smash*—here, success

*vocalist*—singer

### Exercise 1

Write down information from the record sleeve to go with the headings below.

Surname

First names(s)

Place of birth

Number in family

Father's occupation

Occupation

Age became professional

Name of manager(s)

Title of first major hit

Date of first major hit

Awards

### Exercise 2

Put these events in Aretha Franklin's life into their correct order.

- Recorded a song called 'Try a Little Tenderness'.
- Joined her father's choir.
- Recorded 'Today I Sing the Blues'.
- Met Clara Ward.
- Won a magazine poll award.
- Made her first record.
- Birth in Detroit.

Now use the rearranged phrases to complete this paragraph.

After her . . . . ., Aretha . . . . . when she was only fourteen. Soon after, she . . . . . Then, at the age of sixteen, Aretha . . . . . She first appeared in the record charts after she . . . . . Shortly after, she . . . . . In 1962, she . . . . . which became a smash hit.

### Exercise 3

Things people do

A person who sings is called a singer.

A person who plays the guitar is called a guitarist.

Put the correct ending on these words from the text.

- |         |         |
|---------|---------|
| preach— | pian—   |
| vocal—  | manage— |
| sing—   | art—    |
| help—   |         |

### Exercise 4

Saying the same thing

Find a word in the first column which can mean the same as a word in the second column. Match them as in the example.

- |                  |                                     |            |
|------------------|-------------------------------------|------------|
| 1 late           | <input type="checkbox"/>            | record     |
| 2 smash          | <input type="checkbox"/>            | everywhere |
| 3 disc           | <input type="checkbox"/>            | success    |
| 4 famed          | <input checked="" type="checkbox"/> | dead       |
| 5 coast-to-coast | <input type="checkbox"/>            | well-known |
| 6 cut            | <input type="checkbox"/>            | elected    |
| 7 voted          | <input type="checkbox"/>            | recorded   |

### Exercise 5

How do you know?

- Is Franklin her real name or her stage name? How do you know?
- Was Clara Ward asked to help Aretha's career? How do you know?
- Did Aretha have early experience of appearing in public? How do you know?
- Aretha Franklin sings 'Soul Music'. How do you know?

# Travelling by rail

## 3.1 Improving Transport in London

This extract from a local newspaper points out that while most people would like a better transport system they do not agree that the way to achieve it is through higher fares and reduced services.

London Transport is the publicly owned transport system in London, responsible for bus services and the underground.

Before you read

- 1 How do you usually travel—on foot, by bus, by bicycle, by car, on the underground trains (known in London as 'the Tube'), by train?
- 2 Is there a good train service in your area? Are there frequent trains? Are the trains punctual? Is it expensive?
- 3 Who suffers when there are cuts in public transport services? Old people, commuters, school children, housewives?

## THE WRONG TICKET

Most people would support a campaign pressing for improvements in London's public transport system – and against further cuts in bus and tube services.

It is the means by which this is to be done that arouses controversy – and which will prevent universal backing for the 'Save Our Public Transport Campaign'.

More money may help to temporarily alleviate the situation and prevent services deteriorating still further – but it is not the real crisis which faces London's road and rail services at the moment.

Congestion caused by the private motorist was also singled out as a factor working against the efficiency of the bus service and a policy of discouraging drivers to enter central London was formulated.

But where are the promised gains? Where are the extra buses, faster tubes, we were encouraged to anticipate? Why, when we are paying London Transport employees high wages, do we not get proportionate improvements in the travelling facilities?

Further radical measures are needed to make the services acceptable. We have got to provide the right kind of incentives to those running our public transport system to make it cleaner, pleasanter, prompter – and more efficient.

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