



Second Edition

Impact Assignments in English

R B Heath



Impact Assignments in English

Second Edition

by R. B. Heath

*Head of the Department of English
Wellesbourne School,
High Wycombe*



Longman

LONGMAN GROUP LIMITED

London

*Associated companies, branches and representatives
throughout the world*

This edition © Longman Group Ltd 1968, 1975

*All rights reserved. No part of this publication may be
reproduced, stored in a retrieval system or transmitted in any
form or by any means, electronic, mechanical, photocopying,
recording or otherwise, without the prior permission of the
copyright owner*

First published 1968

Twelfth impression 1974

Second edition 1975

Fourth impression 1978

ISBN 0 582 21658 3

Printed in Hong Kong by

Sheck Wah Tong Printing Press Ltd

Acknowledgements.

We are grateful to the following for permission to reproduce copyright material: Aldus Books Ltd for an extract from *Man and Insects* by L. Hugh Newman; author's agents for an extract from Act IV of *Becket* by Jean Anouilh; the author for 'Marsh Marigolds' by Gene Baro; Ernest Benn Ltd for an extract from *History Unearthed* by Sir Leonard Woolley; The Bodley Head Ltd for 'Chough' from *Poems and Contradictions* by Rex Warner; Chatto and Windus Ltd for an extract from *Maidens' Trip* by Emma Smith; The Clarendon Press for extracts from the *Oxford Junior Encyclopaedia* Vol. III; The Cotton Board for an extract from *Introducing Cotton*; author's representatives and Sidgwick and Jackson Ltd for an extract from *Abraham Lincoln* by John Drinkwater; *Encyclopaedia Britannica* (1964 printing) for the passage on 'Marijuana'; Faber and Faber Ltd for 'The Express' from *Collected Poems* by Stephen Spender and an extract from 'Summertime' by Ugo Betti from *Three Plays* translated by Henry Reed; the Executors of the Ernest Hemingway Estate and Jonathan Cape Ltd for 'The Clark's Fork Valley, Wyoming' by Ernest Hemingway; The Controller of Her Majesty's Stationery Office for figures from tables 27, 28, 29, 30 and 31 in *Statistics of Education* 1972 Vol. I, Schools which appeared in an article 'Special Teaching for Special Children' by Paul Medlicott in *New Society* 21st March, 1974 and an extract from *The Roman Forts of the Saxon Shore* by Leonard Cottrell; Holt, Rinehart and Winston, Inc. New York and Jonathan Cape Ltd for 'Out, Out...' from *Complete Poems of Robert Frost*, Copyright 1916 by Holt, Rinehart and Winston, Inc: Copyright 1944 by Robert Frost; author for *The Rain-Horse* by Ted Hughes; Independent Television Authority for extracts from *Parents, Children and Television*; Author for 'Young Gazelle' from *The Collected Poems of Babette Deutsch* published by Doubleday and Co. Inc; IPC Magazines Ltd for Tables illustrating a new measurement study of Women's Weekly Magazines; author and Educational Explorers Ltd for an extract from *One off* by Tom Johnson, from the 'My Life and My Work' Series; the Executors of the James Joyce Estate and Jonathan Cape Ltd for an extract from *Portrait of the Artist as a Young Man* by James Joyce; Longman Group Ltd for an extract from *Eastern Windows* by F.D. Ommanney; the Editor of *New Society* for an extract from 'Social Survey—Religion' from *New Society* 27th May 1965; Thomas Nelson & Sons Ltd for an adapted extract from *Newspapers: Mass Media Series* by R.B. Heath. Nelson, London 1968; Penguin Books Ltd. for an extract from *Alcoholism* by N. Kessel and H. Walton, an extract from *British Herbs* by F. Ransom and an extract from *War and Peace* by L.N. Tolstoy, translated by Rosemary Edmonds; A.D. Peters

and Co. for an extract from *Scoop* by Evelyn Waugh; author's agents for an extract from *Ross* by Terence Rattigan; author for an extract from *Venereal Disease—A Simple Explanation* by Philip S. Silver, MRCS, LRCP; The Sunday Times for statistics of 'Britain's Labour Force' from the Business News section of *The Sunday Times* 5th September, 1965 and statistics from 'The World of Crisis Points' from *The Sunday Times Magazine* 31st March, 1974; Thomas Tait & Sons Ltd for their leaflet entitled *A Very Brief Description of Paper-making*; The Press Office and Information Centre (USIS) for extracts from 'College Students of the 1960s' quoted by Dr. R.S. Pitkin in *Young America*; author's agents and Martin Secker and Warburg Ltd for an extract from Act III of *The Night of the Iguana* by Tennessee Williams; Harvey Unna Ltd for an extract from Jack Pulman's television adaptation of *War and Peace*; author's agents for 'Pot' by Wayland Young from The Guardian 23rd October 1963. © Wayland Young, 1963 and Yugotours Ltd for extracts adapted from *Yugotours Holiday ABC* and *Yugotours Holiday Brochure*.

Photographs and illustration material are reproduced by permission of the following: Aerofilms, page 82; Automobile Association, page 66; B.B.C., pages 208 and 209; British Tourist Authority, page 70; British Travel Association, page 126; J. Allan Cash, pages 158, 193 and 196; Chichester Festival Theatre, pages 114 and 116; Cogent Elliot Ltd., page 76; G. Cuallado, page 118; John Gay, pages 32 and 166; John Goldblatt, pages 31 and 52; Heron Books Ltd., page 176; Michael Hollist, pages 6 and 7; Interlink Public Relations Ltd., pages 94 and 95; I.P.C. Magazines, page 178; Keystone Press, page 102; Percy Lund, Humphries and Co. Ltd., pages 27 and 28; Mercedes-Benz, page 128; Ministry of Public Building and Works, page 104; Janine Niepce, pages 30, 194, 195, 197 and 198; Syndication International, pages 4, 33, 58, 64, 92, 120, 135, 136, 141, 142, 159, 168, 180 and 201; United States Information Service, 56, 72, 124, 152 and 202; Valentine and Sons Ltd., page 115; Rein Valme, page 42; Ward Lock and Co. Ltd., page 48; Janine Wiedel, pages 21, 22, 40, 80 and 83.

It is to be noted that the Army Apprentices School charts reproduced on page 38 are not in current use.

Foreword

The aim of this book is to present a series of assignments, based on and related to selected photographs, diagrams and extracts, which will enable students in the upper forms of secondary schools and colleges of further education to practise their powers of understanding and expression.

Much of the work is based upon the belief that the power of expression springs from the art of observation, and that the visual image can be used to encourage such observation and so lead to effective writing.

The arrangement of the assignments offers maximum variety and interest, and some progression according to difficulty. As the book does not take the form of a conventional course a Reference Section is provided to enable the student to check on those skills which may have been taught but are not yet fully mastered.

There is sufficient practice material for a two-year course and ample scope for exposition, discussion and further reading at the discretion of the tutor.

Contents *(Figures refer to page numbers)*

Comprehension

- (a) Understanding 2 44 59 65 67 77 94 96 121 123 129 138 141 176 181 192 200
207
- (b) Interpretation and Comment 13 34 50 54 61 79 89 131 144 155 169 171 182 205
- Letter Writing 11 25 74 107 122 123 143
- Note-making 12 23 37 60 73 85 138 150 160 183 184
- Statistics and Statistical Diagrams 20 24 39 49 62 86 106 111 154 175 199 203
- Summarisation 8 46 71 112 148 163 165 189 202 203 215

Writing

- (a) Factual 10 17 21 26 57 84 94 103 105 115 121 130 145 153 154 162 179 187 192
214
- (b) Imaginative 5 7 21 29 41 43 53 66 81 91 93 109 119 125 127 135 141 146 153
157 159 167 181 193 201 207 215

Topics

- Advertising 44 46 77 117 129 150 165 176 188
- Entertainment and Sport 17 65 115 127 130 145 162 183 207
- History 8 67 105 207
- Holidays 108 141 146 179
- Magazines 46 86 175
- Newspapers 46 50 123 192
- Play Extracts 13 54 89 131 171 210
- Poems 2 61 79 144 200
- Prose Extracts and Literature 34 50 84 138 148 155 182 207
- Relationships 13 43 53 54 89 112 131 167 203 207
- Religion 10 62
- Sculpture 143 153 169
- Social Problems 17 96 112 154 171 184
- Space 103 187
- Television 18 183 207

I

Read the following poem carefully, and then:

- (a) tell the story in your own words, and
- (b) write a brief criticism of it, saying whether you think it is a good poem or a bad one and giving reasons for your view.

Out, Out . . .

The buzz saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet-scented stuff when the breeze drew across it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said
To please the boy by giving him the half hour
That a boy counts so much when saved from work.
His sister stood beside them in her apron
To tell them 'Supper'. At the word, the saw,
As if to prove saws knew what supper meant,
Leaped out of the boy's hand, or seemed to leap—
He must have given the hand. However it was,
Neither refused the meeting. But the hand!
The boy's first outcry was a rueful laugh,
As he swung toward them holding up the hand
Half in appeal, but half as if to keep
The life from spilling. Then the boy saw all—
Since he was old enough to know, big boy
Doing a man's work, though a child at heart—
He saw all spoiled. 'Don't let him cut my hand off—
The doctor, when he comes. Don't let him sister!'
So. But the hand was gone already.
The doctor put him in the dark of ether.

He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright.
No one believed. They listened at his heart.
Little—less—nothing—and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs.

ROBERT FROST



2

Use the photograph and the following information to write a narrative account of the incident as told by the watchman who discovered the fire and stayed to help the firemen.

- 1 The fire began at 5.30 pm and was discovered by a watchman.
- 2 Flames 100 feet high shot above the building.
- 3 All Manchester fire brigades were mobilised and more than 100 jets were used.
- 4 Hundreds of firemen tried to save the store and the buildings near by.
- 5 Twelve firemen were treated for minor injuries.
- 6 Damage was estimated at hundreds of thousands of pounds.
- 7 The fire was still blazing over four hours later, but the danger of the fire spreading had been averted.





You are a newspaper reporter accompanying the press photographer who took these pictures in Israel. They show a young policewoman directing traffic and people at a multi-junction in the heart of Jerusalem.

Your Editor wants three paragraphs to go with the photographs for a half-page feature called Photonews. Supply a title, make up any names or information you need and write the paragraphs for him.

Read the following passage carefully and then make a summary of it in not more than 120 words. You are advised to read the information given on page 220 of the Reference Section before you begin.

No archaeological excavation has ever excited so general and so lasting an interest as that which brought to light the tomb of the Pharaoh Tutankhamun. The tomb's importance was due, first and foremost, to the amazing number of beautiful things which it contained—an unparalleled contribution to the world's treasury of art which the public was right to appreciate.

On the other hand it must be admitted that the discovery added nothing to what was known about the history of Egypt. The tomb yielded no written documents other than the stereotyped funerary inscriptions. The brief reign of this insignificant boy Pharaoh (he was only eighteen years old when he died) was not marked by any event of note; that he renounced the Aten worship proclaimed by his father-in-law Akhenaton and that under his rule the priests of Amun at Thebes regained their old power was a fact already familiar to historians. Of course the tomb, the only Egyptian royal tomb found virtually intact, did illustrate with unsurpassed splendour the ritual of a Pharaoh's burial, but ritual too was already known, from written documents, from wall-paintings and reliefs, and from objects surviving in plundered graves; it was indeed satisfactory to have the actual furniture instead of pictures of it, but it taught us nothing new.

What struck the imagination of the world was, in the first place, the dramatic character of the discovery—the long and patient search, a real act of faith, culminating in the discovery of something the like of which had never been found before—the undisturbed body of one of the ancient Egyptian kings. Egypt had always figured as the land of mystery and romance, and here was romance brought to life. In the second place there was the sensational prodigality of the treasures which today fill room after room of the Cairo Museum. It was a curiously mixed collection. Side by side with objects of breath-taking beauty there were others exhibiting a quite lamentable taste; on the one hand there was superfine technique, on the other, careless and shoddy workmanship. But in the excitement of the moment the public could not stop to discriminate but accepted everything alike as marvellous; the name of Tutankhamun, which had hitherto meant little even to the professional Egyptologist, became 'familiar as a household word' throughout

Europe and America. It can be fairly said that this popular reaction was the main contribution to archaeology made by the famous tomb.

SIR LEONARD WOOLLEY *History Unearthed*

A magazine carried out a nationwide survey to discover whether or not people wanted their children taught about God in school. Imagine that one of the interviewers has called at your house and requires an answer to each of the following five questions. Write down the answer you would give and in each case supply a good reason for the answer.

The Questions

- 1 By and large, do you think of Britain as a Christian country or not?
- 2 All schoolchildren have to take part in religious instruction and daily worship unless their parents ask for them to be excused. Do you think this arrangement should continue or not?
- 3 Would you prefer religious instruction to compare different religions, or to concentrate on Christianity?
- 4 Would you prefer there to be no religious instruction in state primary schools?
- 5 Would you prefer there to be no religious instruction in state secondary schools?

Study the specimen letter given on page 219 of the Reference Section and then write a suitable letter of application in reply to the advertisement below.

THE ROTEM CORPORATION LIMITED

MANUFACTURERS OF
HIGH-PRESSURE COUPLINGS

Careers in Commerce

Applications are invited from young men and young women due to leave school at the end of the summer term who are interested in making a career in the light engineering industry. The candidates must be 16/17 years of age and be educated to GCE O Level or CSE Grade I. Training will be carried out in all departments of the Company and will include day release for further study. The training period is for two years.

Written applications in the first instance to:

**The Personnel Manager
The Rotem Corporation Ltd
Star Works, Hargreaves Road
Portsmouth**