

Authentic English for Reading 2

Brian Abbs, Vivian Cook and Mary Underwood



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1981
Oxford University Press

Oxford University Press, Walton Street, Oxford
OX2 6DP

OXFORD LONDON GLASGOW

NEW YORK TORONTO MELBOURNE WELLINGTON

KUALA LUMPUR SINGAPORE HONG KONG TOKYO

DELHI BOMBAY CALCUTTA MADRAS KARACHI

NAIROBI DAR ES SALAAM CAPE TOWN

ISBN 0 19 454111 8

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Phototypeset in Linotron Sabon by
Tradespools Ltd, Frome, Somerset

Printed in Great Britain
at the University Press Oxford
by Eric Buckley
Printer to the University

Introduction

Authentic English for Reading 2 is the second in a series of three books designed to provide authentic reading materials for the young adult or adult intermediate student of English.

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 topics.

There are ten units, each of which has a central theme and contains three passages accompanied by a variety of exercises.

The exercises are set in three columns. The first column is to be used *before* students read the text. It contains an introduction to the text and two types of focus question. The first type, headed 'At a glance ...' orients students to the text. The second type, headed 'Before you read ...' helps students to relate the content to their own experience and so motivates them to read further.

The exercises in the other two columns are not just tests of comprehension, but help the student to process the text and to expand and develop his or her linguistic repertoire and experience.

The passages have been chosen around central themes: Health, Student Life, Leisure, Careers, The Theatre, Work, Holidays, Education, Sport, and Air Travel.

These are the themes used in *Realistic English Dialogues 2* 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 texts can be used in any order, *Authentic English for Reading* will link appropriately with many course programmes for intermediate students.

Many of the passages are complete units of discourse with a specific purpose—a theatre programme, an advertisement, for example. However, passages from longer discourse units have been included—extracts from novels, newspapers, brochures and handbooks—to give the student experience of a wide range of text type and, more importantly, to provide a choice of text according to personal interests. Notes are included to help the student follow the text more easily. They do not include words which can be found by referring to a dictionary such as A.S. Hornby's *Oxford Advanced Learner's Dictionary of Current English*.

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 checked by, for example, yes/no, true/false, multiple-choice and extraction exercises and by the transfer of information.

In short, the texts and exercises in *Authentic English for Reading 2* will encourage the student to read English more widely by proving that it is possible to read and enjoy genuine English texts at this level, and by providing a wide range of attractive extracts to be followed up for pleasure as well as for practice.

JOGGING MAGAZINE

Book Service

Paperbacks

DR. SHEEHAN ON RUNNING (Bantam Books) 97p

George Sheehan is a heart specialist, athlete and journalist and in this book he gives not only sound advice on the basics of running, but also writes exuberantly on the new lifestyle he has found through running.

"Running can help you become the person you want to be."

F40. FITNESS ON 40 MINUTES A WEEK Malcolm Carruthers and Alistair Murray (Future) 82p

Based on research sponsored by the Sports Council at the famous City Gym, the exercises in this book are designed to get you fit in a matter of weeks. Two or three short sessions a week in your home, without equipment, can give you a new vigour and improve your health. This book will interest those looking for an alternative to jogging.

JOGGING FOR FITNESS AND PLEASURE Cliff Temple (Sunday Times/World's Work) £1.12

If the Sunday Times Athletics Correspondent can't persuade you to go

jogging, nobody will. He explains how the modern, comfort-filled life conceals health dangers galore and why jogging is the cheapest, most effective and most enjoyable way of overcoming these dangers. This inspirational, informative book, already a best seller, tells you how to start, how much to do, what equipment you need and suggests programmes for different age groups. There is a foreword by the most famous jogger of all, Brendan Foster.



Hardbacks

EXECUTIVE STRESS Donald Norfolk (Associated Business Programmes) £6.60

Stress is an integral and inescapable feature of human existence. Handle it carefully and it will enrich your life; allow it to run amok and it will cause needless anxiety, sickness, fatigue and even premature death. Donald Norfolk shows how to make the most of it.

THE BODY BOOK Edited by Brenda Marshall (Marshall-Cavendish) £4.45

You get more out of life when your body is in peak condition and this book shows you how to achieve and maintain maximum health, fitness and beauty—whatever your age.

THE SUNDAY TIMES BOOK OF BODY MAINTENANCE Edited by Oliver Gillie and Derrik Mercer (Michael Joseph) £8.40

A lavishly illustrated manual about what makes you tick, and how to tick better. A best seller in 1978, it discusses all aspects of health and body mechanisms, including exercise. Based on the long-running colour supplement series.

Order Form

To: Jogging Bookservice, Stonehart Publications Ltd, 13 Golden Square, London W1

I enclose a cheque for £..... made payable to Jogging Magazine for the items ticked below.

Books may only be returned for full credit if sent back within 14 days. Prices include postage and packing, except in the case of overseas orders, for which please add £1 for each item ordered.

BOOKS

Jogging for Fitness and Pleasure
Dr. Sheehan on Running
F40. Fitness on 40 Minutes a Week

£1.12 ☐
97p ☐
82p ☐

Executive Stress
The Sunday Times Book of Body Maintenance
The Body Book

£6.60 ☐
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Answers

Acknowledgements

1 Health

1.1 Jogging

This passage is taken from *Jogging* magazine and gives brief descriptions of books which may be of interest to the readers of the magazine.

At a glance ...

How many books are reviewed?
What two different kinds of books are reviewed?
What is the purpose of this passage?

Before you read ...

What sort of people do you think read *Jogging* magazine?
Do you go jogging?
Do you know anybody who does?
Do you associate any famous people with jogging?
Why do you think jogging has become popular?
Do you think an interest in physical fitness is important?

Notes

jogging—slow long-distance running
run amok—get out of control
peak—the best possible
body maintenance—looking after the body cf. car maintenance
what makes you tick—here, what keeps you alive

Exercise 1

Which book:

- 1 was a best seller in 1978?
- 2 was written by a heart specialist?
- 3 has a foreword written by Brendan Foster?
- 4 has exercises which will get you fit in a few weeks?
- 5 deals with day-to-day stress?
- 6 tells you that jogging is cheap?
- 7 has a lot of illustrations?
- 8 tells you how to achieve the best possible health?

Exercise 2

Which words in the passage tell you:

- 1 that *The Body Book* is suitable for people of all ages?
- 2 that *The Sunday Times Book of Body Maintenance* was first published in parts in a magazine?
- 3 that Dr Sheehan goes running himself?
- 4 that stress can be good for you?
- 5 that *Fitness on 40 Minutes a Week* will suggest other things to do instead of jogging?

Exercise 3

Imagine you can choose just one of the books for yourself.

- 1 Which one would you choose? Give reasons for your choice, using your imagination as well as information from the description.
- 2 Which book would not appeal to you at all? Give your reasons.

Exercise 4

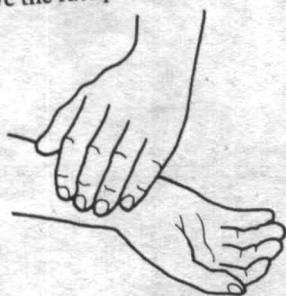
Titles

Use these words and phrases to make up titles for your own list of books on physical fitness.

- 1 How to ...
- 2 ... for fitness and pleasure.
- 3 ... person's guide to ...
- 4 The new ...
- 5 Keep your ...
- 6 The right way to ...

Heart & lung exercises

The best index of how hard the heart muscle is exercising is the pulse rate and you will have to learn how to monitor your pulse. To take your pulse, turn the palm of the hand towards the ceiling with the wrist bared. Lightly place the first three fingers of the left hand just above the heel of the right thumb. Count off the beats on a wrist watch for 15 seconds, then multiply by four to give the rate per minute.

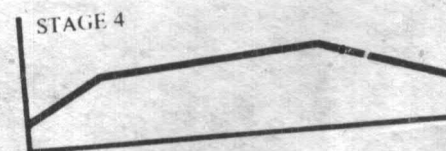
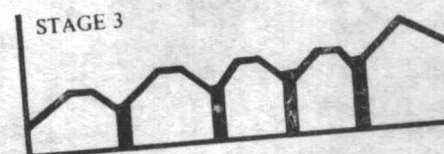
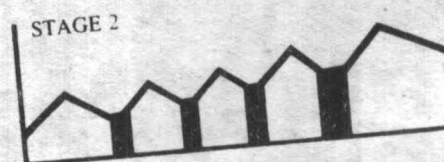
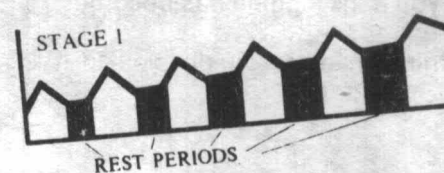


Broadly speaking, the speed at which the heart beats depends on the oxygen content of the blood. If the oxygen level of the blood falls, the heart beats faster. Therefore, if we exercise the large muscle groups in the trunk, arms and legs, which use up a great deal of oxygen, this will raise the pulse rate. But how high should we raise the pulse, and for how long?

The answer to this question lies in your **personal pulse rating**. You find this by subtracting your age from 200, then subtracting a further handicap of 40 for unfitness. (This can be reduced to about 20 as you get fitter.) So, a lady of 38 years of age would have a personal pulse rating of

	200
	38
	<hr/>
	162
	40
	<hr/>
less unfitness h'cap	122
PERSONAL PULSE RATING	

The aim is to maintain this pulse rate and no higher for a period of 10 minutes continuous exercise. When you do one of the heart and lung exercises, you take your pulse rate every minute or so. If it is at, or below, your personal pulse rating, then you continue, if above, you rest until the pulse comes down. In unfit people, this will mean lots of stopping and starting to begin with but with practice, the rest periods get shorter and shorter until you can go for the whole ten minutes without stopping, as shown in the diagram.



1.2 Taking your Pulse

This passage is taken from a booklet which tries to help you improve your health through sensible exercise and diet. The booklet is published by the Health Education Council which was set up by the British government in 1968 to promote better health and knowledge of health. The Health Education Council publishes material on many aspects of health, from keeping fit to smoking.

At a glance ...

Which part of the body is this passage about?
Where on the page is the illustration?
How many stages are shown in the diagram?

Before you read ...

How can you tell if you are fit?

Notes

index—indication, way of knowing
to monitor—to check
broadly speaking—in general
the trunk—the main part of the body
handicap (h'cap)—here, amount

Exercise 1

Answer these questions briefly.

- 1 How do you find out how hard the heart muscle is exercising?
- 2 How do you calculate the pulse rate per minute?
- 3 What happens if the oxygen level of the blood falls?
- 4 What kind of person must subtract an extra 40 when calculating his personal pulse rating?
- 5 How many minutes of continuous exercise should you try to do at your personal pulse rating?
- 6 What does it mean if your pulse rate goes up higher than it should?
- 7 What must you do if this happens?
- 8 What is your ultimate aim?

Exercise 2

Without looking at the passage, tell a friend how to take his own pulse. Then check with the first paragraph of the text to see if your instructions were right.

Exercise 3

Here is a list of physical activities. Some will raise your pulse rate more than others. Put them in order, with the one which you think would raise your pulse rate most at the top of your list.

riding a bicycle uphill for five minutes
walking for half an hour
running a hundred metres to catch a bus
lifting a five-kilo weight above your head twenty times
swimming fast for three minutes

Exercise 4

Another section in the booklet is headed *Why exercise?* Write a paragraph which could appear under that heading. Mention the heart, lungs and general physical condition. Start like this:
'Exercise is important because ...'

If you thought that slimming couldn't fit in with your life



Secretary

Jenny loves office routine but it's hard on her figure. All those sandwich lunches and her sweet tooth added up to extra pounds. Till Jenny started slimming with Bisks.

Every lunchtime she'd have a Bisks chocolate bar with a glass of milk. It filled her up and satisfied her longing for sweet things. And it was all so convenient.

She watched what she ate at her other meals and soon she was losing weight. Now Jenny's feeling and looking so good even her boss noticed the difference.

That was her proof that Bisks work.



Housewife

A lively little girl and a hungry husband meant Elizabeth always cooked big, filling meals. And when she cooked them, she couldn't resist eating them. Which led to her weight getting out of hand. So Elizabeth tried slimming with Bisks.

Bisks offered her 24 different flavours of biscuits and chocolate. Some sweet and some savoury. When she ate them instead of a meal they were really filling and satisfying. She hardly ever felt hungry and soon she began to lose weight.

Now Elizabeth's back to what she weighed at her wedding.

And she knows that Bisks work.



Student

Sue's first year at college was her first opportunity to cook for herself. Only she didn't. She ate whatever the canteen had to offer. Pretty soon, Sue had a weight problem. A problem she solved with Bisks.

Sue had Bisks instead of a meal—easy because there was nothing to cook. The Bisks flavours were so delicious, she really enjoyed them. And she ate more sensibly at her other meals.

In a few weeks Sue had lost her extra weight. Now she's even taking a class in cooking!

That's proof that Bisks work.

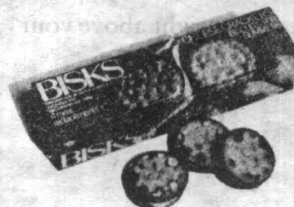
Bisks Work*

*Proof

In a leading medical journal a nutrition expert stated that Bisks work.

He found, in an independently supervised trial, that 49 slimmers who ate Bisks as part of a calorie-controlled diet lost an average of 11 lb. each in four weeks.

A Bisks meal works because it satisfies hunger with less calories than is normally necessary.



The mor

A hundred clever touches a good planning breathed ne this rambling Edwardian fa

When Christine and David bought their house in Ipswic ago, they knew it would need doing to it. What they didn't just how much work would. The kitchen alone took a plete. Originally two rooms (pantry) it had a dividing w Richardson had to knock building a new kitchen from wasn't as difficult for them have been for some people learnt how to design and n when he was at technical university), and Christine fessional cook before she ing to have children. So sh how a good kitchen shoul. The result of their teamw that's good-looking and of attention has been give sensibly. Christine uses th end when she's prepar

Next to this there's a w board and underneath tl rack in which the vege. There's also a double sin and the waste bin is kep this. The work surface inlaid marble slab whic for pastry making.

Everything has a place picked for a purpose. built and fitted all the u pine and plywood an surface from terracott: result is terrific. And th rest of the house. The cozy alcove under th made by moving the back and relaying it o Pine furniture (from auctions) has been u house. Beautiful it ma meant a lot of hard who's the "stripper" snapped up this pi bedroom when her s it out. Stripped dow looks as good as new

1.3 Slimming

This passage is taken from *Slimming* magazine.

At a glance ...

What is the passage? Is it a feature article, a book review or an advertisement?

What is the purpose of the passage?

What three occupations are written about in the passage?

Who is this passage addressed to?

Before you read ...

What do so-called 'slimming foods' aim to do?

Have you ever tried to lose weight?

Do you know the name of any 'slimming' products?

What is the name of the product in this passage?

Notes

it's hard on—it's bad for
sweet tooth—desire to eat sweet food
getting out of hand—getting out of control

a nutrition expert—a specialist in what we should eat

a calorie-controlled diet—a pattern of eating where the number of calories is limited

Exercise 1

Which one of these women:

- 1 works in an office?
- 2 cooked large meals?
- 3 is a student?
- 4 was slim when she got married?
- 5 has a sweet tooth?
- 6 is taking cookery lessons?
- 7 found Bisks convenient?
- 8 has a daughter?
- 9 used to eat in the canteen?
- 10 drank milk with her Bisks?
- 11 looks more attractive now?

Exercise 2

Answer each of the following questions briefly.

- 1 Why did Jenny begin to eat fat?
- 2 Why did Elizabeth cook large meals?
- 3 Why did Sue like eating Bisks instead of a meal?
- 4 Why did Bisks suit Jenny?
- 5 Why didn't Elizabeth find eating Bisks too boring?
- 6 What did Sue eat in the canteen?
- 7 What was Jenny's proof that Bisks work?
- 8 Why did Elizabeth find it easy to slim with Bisks?
- 9 When did Sue start going to cookery lessons?

Exercise 3

Make a list of *Do's* and a list of *Don'ts* for a slimmer, using points from the extract.

Exercise 4

The advertisement is clearly aimed at women readers. What features are used to appeal to women? Look particularly at the pictures, the types of job and the lives described and then list at least four features.

Exercise 5

- 1 How would the advertisement differ if it were addressed to men?
- 2 Write a section for a similar advertisement about Peter, a lorry driver.

Organizing yourself

When to study

Many new students find it hard to do all the study that has to be done; they find themselves putting off required reading, jumping from one subject to another and rarely being quite certain what they are trying to do during a particular study session. The best way to overcome these difficulties and to start to study efficiently is to *plan your time and organize your work*.

Let us assume that you have 15 hours per week of classes (lectures and tutorials) and that you decide to allow yourself a 40 hour working week, (a reasonable figure, leaving you 70 waking hours for other activities).

You now have to decide how to allocate and occupy the remaining 25 hours of private study. Naturally the decisions you make will vary from week to week according to what essays have to be written and what reading has to be done. Many people find it helpful to draw up each week a seven day timetable showing the occasions on which they will be working privately and the particular subjects that they

will be studying on each occasion. By checking such a plan at times during the week, you can see what work you have done and what you have still to do: the whole enterprise becomes more manageable.

Where to study

There are a number of places where you can study—college library, public library, lodgings, home, vacant classrooms, on bus or train—and each has several obvious advantages and disadvantages. The College library is least busy in the evenings, on Wednesday afternoons, and all day Friday and Saturday.

When you are deciding where to study keep the following suggestions in mind:

- (a) Try to study always in the same place. After a while the familiar surroundings will help you to switch into the right frame of mind as soon as you sit down.
- (b) Find somewhere with as few distractions as possible.
- (c) Make sure that your study place has a good light and is warm (but not too warm) and well-ventilated.

Student Life

2.1 Organizing Yourself

This passage is taken from a handbook produced for students on a degree course.

At a glance ...

Complete the following general statements about the passage.

This passage is addressed to ...

It tells them how to ...

It discusses the two problems of when to study and ... to study.

The second section makes ... suggestions about the place to study.

Before you read ...

Where do you do your private study?

Is it a good place to study?

When do you do your private study?

Do you make a timetable or a

programme for it?

Are you happy about your private study arrangements?

Does anybody supervise your private study?

Do you think private study is a problem for students?

Notes

putting off—postponing

required reading—books which they are expected to read

study session—period of time used for study

lectures—formal presentation of material by lecturers

tutorials—individual contacts with lecturers

draw up—plan

enterprise—here, work you are expected to do

surroundings—here, place

switch—here, change

the right frame of mind—the right mood

distractions—things which take your attention away from what you should be doing

Exercise 1

Choose the answer which best illustrates the meaning of the passage.

- Many new students find it hard
 - to study enough.
 - to postpone their reading.
 - to jump from subject to subject.
- The extract ... students to work for about 40 hours a week.
 - encourages
 - directs
 - forbids
- A student's organization of his work will need to vary according to
 - how many hours he is awake.
 - whether he has essays to write.
 - how many lectures he misses.
- A student is recommended to make a weekly plan and to check it from time to time in order to
 - see that he has calculated it properly.
 - see what day of the week it is.
 - see what work still needs doing.
- A student can study almost anywhere. Which of the following places is not mentioned as a place where you can study?
 - at the bus-stop
 - on the train
 - at home

- 6 It's important for the place of study to be

- cold.
- warm.
- hot.

Exercise 2

The passage advises you to work where there are as few distractions as possible. Look at the list of 'distractions' below and choose three which distract you.

- a radio playing classical music
- people talking in the room
- someone sitting opposite you
- people watching television
- people passing a window
- a radio playing pop music
- people making a noise above you
- traffic noise outside
- a baby in the same room
- other people in the room

Write a sentence starting:

'When I am trying to study, the three things which distract me most are ...'

Exercise 3

Take the advice given in *When to Study* and, imagining you are a student, draw up your seven-day time-table for a week. Remember to include the 15 hours of lectures and tutorials in the total 40 hours you plan for work.

Exercise 4

You are going to give a talk about study to a group of new students. Thinking about your own experience as well as the passage, make a list of points under the headings below.

- Things to do
- Things to avoid doing

In this exercise, try to use words like 'plan', 'organize', 'decide', 'allow', 'allocate', 'draw up'.



Sweating for A-levels

AT THIS MOMENT some 170,000 young people throughout Britain are suffering what is potentially the most tense and anxious time of their lives. That is the number of students currently preparing to sit for their A-levels - examinations which will decide whether a student proceeds smoothly on to the next rung of the academic ladder or whether six years of work at secondary-school level will culminate in the bitter disappointment of failure.

In the medical "stress-charts" examinations rank somewhere behind a death in the family, a divorce or even the loss of a job; but the symptoms of anxiety are all the more debilitating because they are before the event rather than after it, and may in themselves be enough to bring about the student's worst fears - failing.

The most crucial point about pre-examination stress is that it is something the student catches from other people. He or she is not, after all, the only person with a vested interest in the examination result. The pride of parents is at stake, and of teachers who may see the results as a measure of their own professional worth. The line between well-intentioned encouragement and insidious pressure can be a fine one, and easily crossed.

2.2 Sweating for A-levels

This passage is taken from a newspaper article by Mick Brown about the worries of taking examinations.

At a glance ...

What is the passage about?
Identify the headline.
Does it imply that these examinations are easy or difficult?
What are these examinations called?
On average, how many 18 year-olds take the Advanced level of the General Certificate of Education every year?

Before you read ...

In your country, which examinations are normally required for university entrance?
Do you think examinations are important?
Why are they so terrifying?
What do you feel about examinations?

Notes

sweating—here, working very hard
proceeds smoothly—here, goes on without interruption
rung of the academic ladder—the next stage in their formal education
'stress-charts'—lists showing which events cause the most stress
rank—are placed
debilitating—weakening
a vested interest—a personal concern
at stake—at risk
professional worth—here, value as teachers
the line ... is a fine one—there is not much difference
insidious—hidden and harmful

Exercise 1

Find the word or phrase in the passage for which each of the following is an explanation.

- 1 getting ready now for
- 2 to take
- 3 examinations come lower in the list
- 4 losing a job
- 5 they come before the A-level exams
- 6 to cause
- 7 as a guide to

Exercise 2

The author describes examinations in medical terms and uses a number of words and phrases which are related to health and medicine. List all the ones that you can find.

Exercise 3

Stress and anxiety can be caused by everyday events like being held up in traffic, losing a wallet or missing a train; or they can be caused by more serious things like going to an important interview or taking an exam.

Note down *two* things that you think have caused you stress recently and write a short paragraph describing *one* of them.

Exercise 4

Answer each of the following questions giving as full an answer as you can.

- 1 What are the rungs of the academic ladder in your educational system?
- 2 What harm does it do, do you think, if a young person fails an important examination?
- 3 What three or four things would you expect to find 'high' on a stress chart?
- 4 How can parents avoid pushing their children too hard as far as study is concerned?



Miss Susan Green,
41 Howard Road,
South Melford,
Surrey.

Home's no place to study

GILLIAN TINDALL, in her article on student grants assumes that as good an education is to be found close to home as anywhere else. She also thinks that Oxbridge and a few other places may be special cases and a worthy outlay for all concerned. This is of course, utter nonsense.

She does not seem to have taken into account the varying qualities of different colleges and universities and the degree of specialisation that takes place, resulting in different colleges being better for certain subjects. Mark Pringle, Cannon Street Road, E.1.

I ENDED four invaluable years as a student away from home five years ago: years which contrary to Gillian Tindall's assertions, gave me and my fellow students independence, taught us self-sufficiency and broadened our horizons about life incalculably. Ian Hammond, Sidmouth Road, Willesden.

GILLIAN TINDALL asks: Why should students not be happy enough just with the good luck of qualifying for higher education?

Take away student life and you'll kill the enthusiasm for these academically demanding years. Enthusiasm is so necessary if university is to result in a balanced graduate and not another qualification machine.

University, on its own, is a privilege. I'm grateful for my education but by the age of 21, independence is a necessary ingredient to one's life.

If you want to create student dissatisfaction just try sending them back home. S.Lowry, Strathmore Drive, Berks.

Dearest Susan,
I thought you might
like to read these. Obviously,
lots of other students reacted
like you when they read that
article!

Love
Mum

2.3 Home's No Place to Study

These are letters sent to a London evening newspaper in response to an article which recommended that students should study in their local area and consequently stay at home.

At a glance ...

Why has Susan's mother decided to cut out these letters and send them to her?

How many letters are there?

Who wrote the original article?

What does the headline say?

Before you read ...

In Britain, the majority of students at universities and colleges of higher education live away from home during term-time. Is this the case in your country?

Some people in Britain believe that it is a waste of money to send students away from home to study; they believe that students should be obliged to live at home and study at their nearest college or university: what do you think?

Notes

grants—here, money paid by local education authorities to students at places of higher education, to help with their fees and living expenses
Oxbridge—the universities of Oxford and Cambridge
outlay—expense, money spent
degree of—amount of
invaluable—very valuable
self-sufficiency—here, looking after ourselves
broadened our horizons—gave us a wider view
academically demanding years—years when students are expected to work hard at their studies

Exercise 1

Name the writer of the letter referring to:

- 1 Oxford and Cambridge universities.
- 2 the need for enthusiasm among students.
- 3 the differences between colleges.
- 4 being away from home for four years.
- 5 the privilege of going to university.
- 6 the broadening of horizons.

Exercise 2

Find phrases in the letters which mean:

- 1 she is talking rubbish.
- 2 to have considered.
- 3 how to look after ourselves.
- 4 extra-curricular activities.
- 5 destroy.
- 6 essential to.

Exercise 3

Write down the main point made in each of the three letters.

Exercise 4

Each of the three letters refers to what Gillian Tindall said in her article. Write a paragraph which Gillian Tindall might have written, using information from the letters to help you.

Exercise 5

- 1 Note down your reactions to the points made in each letter.
- 2 Note down any other views you may have on this subject. Give examples from your own experience if you can.
- 3 Organize your notes into a logical order, so that they show your reactions to the letters and support your views.
- 4 Write a letter to the newspaper. Address your letter to 'The Editor, Evening Star, Fleet Street, London EC4'. As you do not know the editor's name, begin your letter with 'Dear Sir', and end it with 'Yours faithfully' and your signature.