

Pre-reading activity:

What contributes to the effectiveness of an advertisement?

1. Look at the headings and photos and guess about the topic.
2. Read the subheadings and write down five words that you are likely to find in the text following.



Read the following text and answer the questions

Tyranny begins with little things, small minded assaults on the habits and beliefs of minorities. Banning smoking in every public place except pubs that don't serve food is excessive, disproportionate and out of touch with public opinion. Enforced by a small army of tobacco control officers, it is one of an increasingly large number of ill-considered measures that chip away at our hard won freedoms.

What next? Angling? Cheeseburgers? Trial by jury? The presumption of innocence? Only one thing is certain: if we don't stand up for the freedoms of others, we will eventually lose those that matter to us.

FIGHT THE BAN. FIGHT FOR CHOICE. FOREST



Read the following text and answer the questions (continued)

Do something. For years politicians and pressure groups have been trying to tell us what to do and how to live our lives. Today the anti-smoking lobby is determined to force the Government to ban smoking in all public places including pubs, clubs and bars. If, like the majority of people, you support more no-smoking areas and better ventilation rather than an outright ban, it's time to speak out. Before they pick on something else.

FIGHT THE BAN. FIGHT FOR CHOICE. FOREST



Comprehension Questions

1. Are the above advertisements effective? Why? Why not? What would the probable negative reactions to such advertisements be?
2. Who are these advertisements aimed at? Can you think who the supporters of such advertisements are apart from the individual smokers?
3. Which measures are ill-considered according to the first text?
4. What do you understand by "hard won freedoms" in the first text?
6. "Pressure groups" (second text): Who are implied by these terms?
7. Give each advertisement a mark out of 10 for: visual impact, textual impact, creativity

Word Study

Small-minded: mean and selfish

Assault: attack

Disproportionate: unequal

Out of touch: not in communication, incommunicado

Chip away at something: continuously break off small pieces from something

Angling: fishing with a line and hook

Word Study

(continued)

Jury: panel in a law court chosen to consider the facts in a case and decide whether the accused person is guilty or not guilty; group of people chosen to decide the winners in a competition

Presumption: hypothesis

Stand up for: speak or work in favour of somebody or something; support

Lobby: pressure group

Ventilation: airing; letting air into a room to remove freely

Outright: instantly, completely

Speak out: say clearly what somebody thinks in opposition to something

Tasks

a. Find what these words from the first text mean by choosing the correct alternative among those given

1. assault: a. murder for political reasons b. sudden and violent attack c. risky jump
2. banning: a. forbidding by law b. preventing c. obstructing
3. excessive: a. unreasonable b. too much c. of too high cost
4. disproportionate: a. without hope, in low spirits b. disparate c. too much or too little in relation to something else
5. ill-considered: a. thought of unwell b. thinking harmfully c. not having the right thought
6. angling: a. the sport of catching fish b. turning or moving at an angle c. to make English or British in appearance, sound, character, etc.
7. trial: a. tribunal b. hearing and judging in a court c. attempt
8. presumption: a. deduction b. inference c. an act of supposing
9. stand up for: a. protest b. represent c. to defend against attack

10. lobby: a. group of people who unite for or against a planned action in an attempt to persuade those in power to change their minds b. caste d. trust
11. eventually: a. evenly b. at last c. exactly

b. For gaps 1-6, you must choose which of the phrases A-G match them. There is one extra phrase which does not belong in any of the gaps:

The French have a history of defining Britain's relations with Europe. In 1963 General de Gaulle said Non to Britain's first application to join the European Community. Insular Britain, he explained, was bound by its trade to far-away places; it was different from the continental countries, not truly European. Worse, Britain risked turning the young club into a "colossal Atlantic community" rather than the strictly European construction that France wanted. But the general was clever enough to foresee that time would bring Britain closer to Europe.

1.

The "special relationship" with the United States is not what it was. America's need for its trusty British ally in Europe has drastically dwindled with the end of the cold war. Other relationships – with Germany, and with the Community itself – have taken on greater weight.

2.

Extrapolate from these and other trends, and you get the sort of extreme view of British interests expressed by Christopher Coker, a lecturer in international relations at the London School of Economics, in the latest issue of International Affairs. Mr Coker argues that, in a future that clearly lies with Europe, Britain's special relationship with the United States is doomed. America lacks the will to remain a great European power; its troops will go home. George Bush will almost certainly be the last president who served in the second world war and treats Britain as a special ally. America itself is changing fast, as the old Anglo-Saxon elite declines. "In America's transmutation from a predominantly white to a non-white society", he concludes, "many of its citizens may cling to England for some time yet."

3.

The truth is that Britain is still pulled both ways. It is not "at the heart of Europe"; geographically and temperamentally, it is on the periphery.

4.

Hence the British dilemma: its real interest lies in straddling the continents, keeping a privileged relationship with both Europe and America. But that is getting harder. Germany presented the Maastricht treaty as a step on the way to a United States of Europe; France saw it as a prelude to a European super-power to counterbalance the United States.

5.

History might fail to repeat itself in one or two ways. Either Britain decides that, despite all the Maastricht misgivings, it cannot afford to stand aloof from the continent this time; so it ratifies the treaty. Or else, unlike in the 1950s, the latest Euro-plan ends in tears.

6.

- A. If so, sooner or later Britain would face a straight choice between its American and European connections.
- B. The Americans have anyway wanted Britain to be "at the heart of Europe" (where it could have real influence) rather than on the periphery (where it was under Lady Thatcher).
- C. Clearly, Great Britain has decided not to vote Maastricht and to take time to choose.
- D. In which case Britain might carry on straddling the continents for years to come.
- E. It is an embrace the British should resist.
- F. Its application to join the EC was a first step that "one day perhaps will lead it to anchor itself to the continent".
- G. Its trading and other interests have over the years moved far closer to the European continent, but its ties to the wider world and to America in particular, remain too strong to sacrifice lightly.

c. *Find the appropriate correspondences of the following sentences and the words given below:*

Blue-collar worker, white-collar worker, workman, work force, labourer, operator, operative, hand, factory hand, shift

1. a group of workers who take turns with one or more other groups
2. a person working at a factory in a simple job.
3. a workman
4. one of the sailors on a ship
5. a worker who does hard or dirty work with his hands and has to wear special clothes for it
6. a person who does not work with his or her hands; an office worker, indoor worker
7. worker whose job needs strength rather than skill
8. worker or operator
9. a man who works with his hands, in a particular skill or trade
10. a person who works a machine, apparatus, etc;
11. the people who work in factories and industry generally, considered as a body

d. *In most lines of the following text, there is one word which is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1-9, find this word and correct it. Some lines are correct. Indicate these lines with a tick:*

1. Industry needs both capital and work.
2. A factory may be owned by a unique person, the industrialist or the
3. manufacturer (or mill-owner). Or several persons may enter into partnership
4. (become partners) to run a single concern: this is a company (Am. cooperation),
5. or a business. The operation of making goods is called the manufacture.
6. Generally unprocessed materials are turned into manufactured goods. Be sure
7. you always buy the natural article and not some adulterous imitation.

8. Unfortunately, shoddy (or trumpery) goods are not uncommon.
9. All false items should be returned to manufacturers.



Problem-solving Activity

*Imagine **FOREST** wished a television ad on the same issue. What would it be like? Describe it.*

feedimos.gr