

# Visiting Time Context

## The Author - Emma Brockes



“I have interviewed Jude Law in Berlin, Doris Lessing in North London, and am off to Kosovo to spend a week shadowing bricklayers from Tyneside as they help to rebuild Pristina. When I won, I had never won any money – for anything – and the sum involved was great enough to give my confidence a massive boost. It enabled me fly to the United States and make those initial job contacts which led my becoming a junior arts journalist on the Wall Street Journal; and it stood out on my CV as some kind of assurance of quality. “

Emma Brockes on winning the Philip Geddes Prize

### 1. Read the text and answer the following questions:

1. What does Emma do for a living?
2. How old do you think she is?
3. What kind of prize do you think she won?
4. Why was it important for her career?

### 2. Use the following information to write Emma Brockes' biography:

<b>Year of birth:</b>	1975
<b>Education:</b>	Oxford University / English
<b>Career:</b>	“The Scotsman” “The Guardian” (from 1997)
<b>Awards:</b>	Philip Geddes Prize Oxford University Annual Awards 2001 Young Journalist of the Year – British Press Award. 2002 Feature Writer of the year.

# Visiting Time

## Context

### The British Press

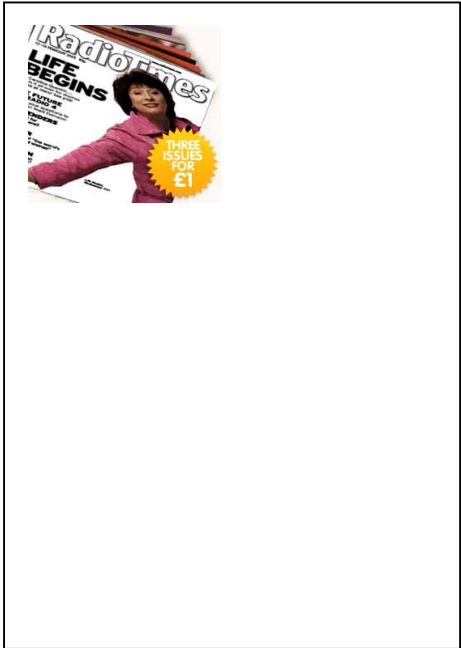
After studying English at Oxford, Emma Brockes joined *The Scotsman* as a feature writer and moved to the *Guardian* at the age of twenty-two.

"I try to keep her in the dark, like if there's a programme on TV about murder, I'll tear the page from the *Radio Times*." Emma Brockes, *Visiting Time*

The British Press

British Newspapers  
(add some more titles)

British magazines  
(add some more titles)



## 1. Read the texts.

### TEXT 1

In Britain, you can read **national** (distributed nationwide) and **local** newspapers, as many towns and cities have at least one local newspaper (Evening Post in Bristol, The Echo in Cardiff, The Evening Standard in London). Most newspapers are **daily** (published every day) but a few only come out on Sundays; some are called **tabloids** (small in size) and others **broadsheets** (larger in size). In general, the tabloids represent the **popular press** and the broadsheets represent the **quality press**.

The largest **circulation** (number of readers) is The Sun.

#### Quality newspapers

These are larger newspapers with a lot of longer and more serious news stories, based on serious research; the five main daily broadsheets are: The Daily Telegraph, The Financial Times and The Guardian, which are quality broadsheets (large-sized paper format) and The Times, The Independent and The Financial Times (daily quality compacts)

#### Tabloids

A tabloid is both a paper size and a term for the style of the newspapers that – especially in the UK – tend to use that format. They are full of short articles and photographs, emphasising sensational stories about celebrities, sport, etc, but not much serious news.

Examples of tabloids are Daily Express/ Sunday Express, Daily Mail/ Mail on Sunday, Daily Star, The Daily Mirror/ Sunday Mirror, The Sunday Sport, and The Sun.

### TEXT 2

“Radio Times” is the BBC’s weekly television and radio programme listings magazine. It was founded in 1923 and originally carried details of BBC radio programmes in response to a newspaper boycott of radio listings.

It was at one time the magazine with the largest circulation in the United Kingdom. A number of similar magazines, from independent publishers, also exist. However, the magazine still lives up to its name by being the most comprehensive source of UK radio listings in print.

It’s currently published on Tuesdays and carries listings for the following Saturday until the next Friday.

**2. Who Does What in a Newspaper**

a) Match the words with their definitions.

- The proprietor
- The editor
- A columnist
- A correspondent
- A reporter/ journalist

- .....controls what goes in a newspaper or magazine;
- .....reports from a different part of the world or about a particular subject;
- .....owns the newspaper or magazine;
- .....finds and writes interesting news stories and articles;
- .....writes a regular column in a newspaper or magazine.

**3. Newspaper Sections And Texts**

a) Complete the sentences below with the following words: *supplement; headlines; front page; article.*

- “Did you read that fantastic \_\_\_\_\_ about divorce in the Times last Tuesday?”
- “-I saw on TV that there was a plan to kill the Prime Minister!  
- Oh, I’ve already read that on the \_\_\_\_\_ of several newspapers. It made the \_\_\_\_\_.”
- The interesting thing about the Sunday papers is that they usually have a colour \_\_\_\_\_.

**4. Headlines**

These are the meanings of the underlined words used in the headlines below. Match them.

- have a bad effect on
- leave (a job)
- support
- reduce
- a disagreement, an argument
- an attempt, an effort
- very important



Presco Ltd director quits

Strike to hit travellers at Heathrow airport

Britain backs U.S. plan

Government bid to cut teenage pregnancy

Phil Mulder case: key witness disappears

Rebels and government in ceasefire row

**5. Common Verbs Used In A Newspaper**

a) Decode these scrambled words and make into correct verb forms:

- debircsed                    -----
- decnuonna                 -----
- dednamed                 -----
- demialc                    -----
- delaepa                    -----

b) Use them in the sentences below.

- A poor woman \_\_\_\_\_ how the robbers hit her as they stole her bag.
- Police in Boston \_\_\_\_\_ for witnesses after a young man was killed in the town centre late last night.
- Parents have \_\_\_\_\_ an inquiry after their son died in American hospital last week.
- The Government \_\_\_\_\_ yesterday that taxes will be reduced next year.
- The responsibility for the bomb which exploded in a Dutch shopping centre yesterday hasn't been \_\_\_\_\_ yet.

**6. Contents Of A Newspaper**

a) These are parts of a newspaper with the corresponding pages. Using a dictionary try to find what they refer to.

NEWS AND FEATURES	REGULAR FEATURES
2-4 Home news	7-10 Health, fashion, food
5-6 Foreign news	11-12 Reviews
24-25 Business and Money news	13 Editorial and readers' letters
26-30 Sports news	14-15 Obituaries
	16-22 Classified
	23 Personal
	31 TV and entertainment guide
	32 Weather forecast

b) Which part of the newspaper would you look in if you wanted to find out about the following?

1. Temperature in Oslo \_\_\_\_\_
2. A train crash near Oxford \_\_\_\_\_
3. The latest news about Iraq \_\_\_\_\_
4. The editor's opinion about something in the news \_\_\_\_\_
5. The result of a football game \_\_\_\_\_
6. A TV programme \_\_\_\_\_
7. A new house to buy \_\_\_\_\_
8. What readers think \_\_\_\_\_
9. A new boyfriend or girlfriend \_\_\_\_\_
10. People who have just died \_\_\_\_\_
11. What a new film is like \_\_\_\_\_
12. The stock exchange \_\_\_\_\_
13. Italian shoes \_\_\_\_\_

## 7. Newspapers In Portugal

a) Think about newspapers in Portugal and answer the questions.

1. How many daily national papers are there?
2. How many are tabloids?
3. How many are broadsheets?
4. Are there quality papers in tabloid form?
5. Which newspaper has the largest circulation?
6. Which magazine has the largest circulation?
7. What kind of magazines do you usually read?
8. Name a magazine with television and radio programme listings.
9. Are there any newspapers that only come out on Sunday?
10. Can you name at least two or three famous journalists who write for daily or weekly papers?
11. How often do you read the newspaper?
12. How often do you buy a newspaper or a magazine?
13. Do you ever read a newspaper on-line? If so, which one?



# Visiting Time

## Context

### An Interview with Emma Brockes

#### Part 1



A group of students from Aveiro interviewed the author of 'Visiting Time', Emma Brockes, when she visited Portugal. They asked her about her career as a journalist. *When you hear the extract from the interview, the questions have been edited out and a short silence put in their place. The questions asked are written below. Can you match the question with the answer? (There is one extra question which doesn't fit anywhere!)*

1. Would you give us some personal information about yourself?
2. How did you first become involved in journalism?
3. Why do you enjoy being a journalist?
4. Do you like working under pressure?
5. What was the best interview you have ever given?
6. What are the best and worst things about your job?
7. Can you tell us about the time you met a gang leader?
8. Has any celebrity hated being interviewed?
9. Have you ever found yourself in a dangerous situation as a journalist?
10. Do you have to work to a schedule?
11. How do you manage to talk to people whose language you don't speak?
12. What world leaders have you met?
13. Have you ever interviewed anyone too shy to speak?
14. Is Portugal very different to England?

*Listen again, and answer the following questions: (they occur in the order you hear the information)*

15. Who pretends to be nice when they often aren't?
16. Who showed his bullet wounds?
17. Who hates women?
18. Who prefers Burger King burgers to McDonald's?
19. What has Emma become addicted to?
20. Why does she travel to America a lot?
21. What is good about being a journalist?
22. What did the gangs say that the police think about them?
23. Where are journalist's jobs advertised?
24. Why is journalism competitive?
25. Why did she get chosen to interview Ariel Sharon?
26. What is her opinion of Tony Blair?
27. Who did she want to find in Romania?
28. Where does she have to keep her passport?
29. Who does she a) describe as polite and b) imply are polite?





## Part 2

You are going to hear some more extracts from the interview with Emma Brockes. Be prepared to talk about some of the following points she discusses:

1. How does Emma react to personal criticism? Why is this ironical?

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2. What has been her experience of appearing on television? Why does she think writers aren't good on TV?

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3. What did she feel about the war in Iraq, and what does she think now?

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4. What was her reaction to the prospect of becoming a teacher? What was experience of working (briefly) in the film industry?

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5. How free is she to choose the people she interviews? What criteria are used to choose people?

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6. Who are her idols, and why?

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# Visiting Time

## Context

### Law and Crime

#### 1. “Crime don’t pay”

1. Read this piece of news and then answer the questions on it, according to Portuguese law.

Three fourteen-year-old boys broke into a house of an old lady in the middle of the morning when she was in the backyard. They took silverware worth about £1000. The old lady reported the crime to the police when she found out about it at midday.

1. Do you think the police should investigate this crime? Why?
2. What will the normal procedure be?
3. Will the boys be caught?
4. What crime will they be charged with?
5. Should the boys be sent to prison?
6. If you were the judge, what would your sentence be? Why?

2. All these words are connected with crime and law. Divide them into three logical groups. If necessary use a dictionary to find out the correct meaning of the words.

Traffic warden	Detective	Probation
Rape	Hi-jacking	Community service
Witness	Judge	Flogging
Fine	Smuggling	Theft
Death penalty	Prison	Lawyer
Bribery	Member of a jury	Drunken driving

3. Now answer these questions:

1. What do we call a person who investigates a crime?
2. And the ones who are put into cells?
3. Who commits crimes?
4. What’s the name of the person(s) who sentence people?
5. In court who decides if a person is guilty or not?
6. And who presents evidence and defends people?

4.

She read all this out in court and the murderer’s solicitor asked her a question”

In the chart below, you’ll find different words and expressions associated with the world of the courtroom. Fill in the missing words in the passage. Note that two of the words are used twice.

Accused	Guilty	Put on probation
Acquitted	Imprisonment	Sentence
Barristers	Judge	Testimony
Crown Court	Jury	Trial
Defence	Justice of the Peace	Verdict
Dock	Magistrates’ Court	Witness box
Evidence	Oath	Witnesses
Fine	Prosecution	

### In Court

There are two main courts of law in Britain – the (1) \_\_\_\_\_ for minor offences, such as speeding, shoplifting, etc, and the (2) \_\_\_\_\_ for more serious offences such as fraud and murder. The magistrate or (3) \_\_\_\_\_ who tries cases in the lower court does not have special education or training in law and does not get a salary. (The job is voluntary and part-time).

At a (4) \_\_\_\_\_ in a Crown Court, the (5) \_\_\_\_\_ or defendant stands in the (6) \_\_\_\_\_ while lawyers question (7) \_\_\_\_\_ who have to say what they have seen or know and who stand in the (8) \_\_\_\_\_. They have to swear an (9) \_\_\_\_\_ to “tell the truth, the whole truth and nothing but the truth”. What they say is known as their (10) \_\_\_\_\_.

There are usually two lawyers or (11) \_\_\_\_\_ in the courtroom. One is known as Counsel for the (12) \_\_\_\_\_ who speaks for the defendant, and the other as Counsel for the (13) \_\_\_\_\_. This person has to try to prove that the person accused of the crime really committed it.

The (14) \_\_\_\_\_ sits in a large seat facing the defendant and wears a special gown and wig. He or she does not decide whether an accused person is guilty or not. This is left to the (15) \_\_\_\_\_, made up of twelve members of the public, to decide. During the trial they sit in silence, listening carefully to all the (16) \_\_\_\_\_. Then, they are locked away until they can decide whether the person is (17) \_\_\_\_\_ or not (18) \_\_\_\_\_. This decision is called the (19) \_\_\_\_\_.

The (20) \_\_\_\_\_ now decides the punishment (21), the \_\_\_\_\_ as it is called. If the person is innocent, he or she is (22) \_\_\_\_\_, which means that he or she is released immediately and is free to go home. If the person is guilty and the crime is serious, he or she could be given several years (23) \_\_\_\_\_. However, if it is a first offence, the person might be given a (24) \_\_\_\_\_ instead, for example £ 1,000, or (25) \_\_\_\_\_.

#### 5. What is the correct name for these crimes?

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Faking money</li> <li>2. Threatening to reveal secret things</li> <li>3. Selling drugs</li> <li>4. Killing people</li> <li>5. Taking something illegally into another country</li> </ol> | <ol style="list-style-type: none"> <li>6. Stealing things from a shop</li> <li>7. Driving after drinking alcohol</li> <li>8. Taking a child and asking its parents for money</li> <li>9. Stealing from pockets</li> <li>10. Controlling a plane illegally</li> </ol> |
|--|--|

**6. Now read these newspaper articles and identify the crimes described.**

<p><b>1.</b> Today, at 9.30, a woman walking in the park discovered the body of a 15-year-old boy.</p>	<p><b>2.</b> A bomb went off in a busy railway station. Four people were killed and fifteen injured in the explosion.</p>	<p><b>3.</b> A woman forced a pilot of a 747 plane to fly to Paris. She was armed with a gun and two grenades. Six children were allowed to leave the plane</p>
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<p><b>4.</b> A thirty-year-old woman was dragged into the woods and attacked with a knife</p>	<p><b>5.</b> On his way to school this morning a girl was snatched. Two hours later the family received a ransom demand of £ 2000,000</p>	<p><b>6.</b> 75-year-old Peter Parker was knocked down to the ground by three youths. They ran off with his wallet and watch</p>
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**7. To find out more about *punishments*, match the half sentences.**

- |  |  |
|--|--|
| <b>1.</b> They were sent ...             | <b>a)</b> ...to death/ life imprisonment |
| <b>2.</b> She was sentenced ...          | <b>b)</b> ...from driving for two years. |
| <b>3.</b> First offenders can be put ... | <b>c)</b> ...to prison for six months.   |
| <b>4.</b> They were fined ...            | <b>d)</b> ...on probation.               |
| <b>5.</b> He was banned ...              | <b>e)</b> ...£300                        |

**8. Now let's consider life in prison.**

**Complete the sentences with words from the box.**

recreational    cells    criminals    inmates    society    released    integrate  
rehabilitate

1. The \_\_\_\_\_ of most prisons spend most of the day locked in their (2)\_\_\_\_\_ .
2. Most of the prisons, don't have many (3)\_\_\_\_\_ facilities.
3. Prison is supposed to (4) \_\_\_\_\_ criminals.
4. But in many cases they get to know other more hardened (5)\_\_\_\_\_ , and so they even get deeper into the world of crime.
5. They find it hard to \_\_\_\_\_, when they are \_\_\_\_\_ back into \_\_\_\_\_.

**9. In "Visiting Time", John .....**

.....stepped forward and was stabbed directly in his heart.

**A crime was committed. Let's discover some crime collocations.**

**a) Match the words on the left with those on the right:**

- |              |             |
|--------------|-------------|
| 1. the black | a. £10 note |
| 2. a forged  | b. goods    |
| 3. stolen    | c. market   |
| 4. tax       | d. limit    |
| 5. the legal | e. evasion  |

**b) Use each expression above in one of these sentences:**

1. Somebody gave me \_\_\_\_\_ in my change yesterday.
2. My brother's lost his driving licence. He was three times over \_\_\_\_\_, so he was lucky to get away with only a two-year-ban.
3. The police say that if everybody refused to buy \_\_\_\_\_, it would help to reduce the number of burglaries.
4. It's quite easy to buy tapes of new films on \_\_\_\_\_.
5. The Government loses millions of pounds a year because of \_\_\_\_\_.

## 10. The verdict is yours!

Work in pairs or in small groups.

a) First read through this list of possible sentences:

### **The death penalty**

You could sentence the person to death (by hanging, the death chamber, electric chair, guillotine, etc.) Note: The death penalty has been abolished in the U.K.

### **Life imprisonment**

You could imprison the person for life.

### **Imprisonment**

You could imprison the person for a set period (decide how many months or years).

### **Fines**

You could fine the person some money (decide the amount).

### **Put on probation**

You could put the person on probation for a period of time, e.g. for 3 years. (This means you don't go to prison. Instead you have to keep out of trouble and report to a probation officer every week during the period of the sentence.)

### **Suspended sentence**

You could give the person a suspended sentence, e.g. 2 years suspended sentence. (This means the person is given a two year prison sentence but only has to serve it if he or she commits another crime during that period).

### **Acquit/ let off**

You could let the person off with a caution.

### **Do community service**

You could give the person community service. (He or she has to do socially useful work, e.g. helping handicapped children or old people instead of going to prison).

### **Driving ban / endorsement**

In a driving offence, you could ban the person from driving (decide how long) or endorse his or her licence, which means that you mark in it that the person has broken the law.

### **Acquit/ let off**

You could let the person off with a caution

**b) Now read through the list of crimes below and then decide the type of sentence (above) you think the person ought to get. (If you wish, you can choose another sentence not listed above)**

1. A person who robbed a shop and wounded the owner with a knife.
2. A person who set fire to his or her flat for the insurance money.
3. A person in the government who has been spying for a foreign power.
4. A person who took a bar of chocolate from a shop without paying for it.
5. A person who bought a camera with a false cheque.
6. A person who murdered a policeman in cold blood.
7. A person who kidnapped a small child and held him to ransom. (The child was unhurt).
8. A person who hi-jacked a plane. In the rescue attempt one passenger died of a heart attack.
9. A person caught selling cocaine and heroin.
10. A person who saw a woman being attacked, went to her aid and accidentally killed her attacker.
11. A person who refuses to do military service.
12. A person who stole a car, then crashed into another one, seriously injuring the driver.
13. A football supporter who threw a brick at a referee during a football match. (The brick struck the referee on the leg).
14. A person who drove through a traffic light when it was showing red.
15. A person who got married when he already had a wife.

**When you have finished, compare your verdicts with other pairs or groups. Discuss how fair or unfair you are as judges.**



# Visiting Time

## Context

### Law and the Legal System

#### 1. Restorative Justice

Eventually I decided, I wanna meet it direct, John's murderer ..... they'll give it a different name. .... Restorative Justice they call it now .....

#### Restorative Justice

In North America, Europe, Australia and New Zealand today, the concept of restorative justice is tied to diverse practices, including conferencing, sentencing circles, and victim-offender meditation schemes. These practices focus on repairing the harm caused by crime, by holding moderated meetings of crime victims, offenders, and others affected by crime. They can be used at different sites in the justice system: as a diversion from court, as a pre-sentencing option, and following the release of a person from prison. Restorative justice practices are also used in the handling of family welfare and child protection matters, and in workplace disputes.

Justice practices in pre-modern societies may have contained elements of restorative principles (such as restitution and compensation). Current applications of the idea began to develop and proliferate in the 1970s in North America, beginning with a victim-offender reconciliation program in Ontario, Canada in 1974. Hundreds of similar programs subsequently emerged in other North American sites and in Europe.

#### 2. The Legal System

**A. Read the following information about the law in England and Wales**

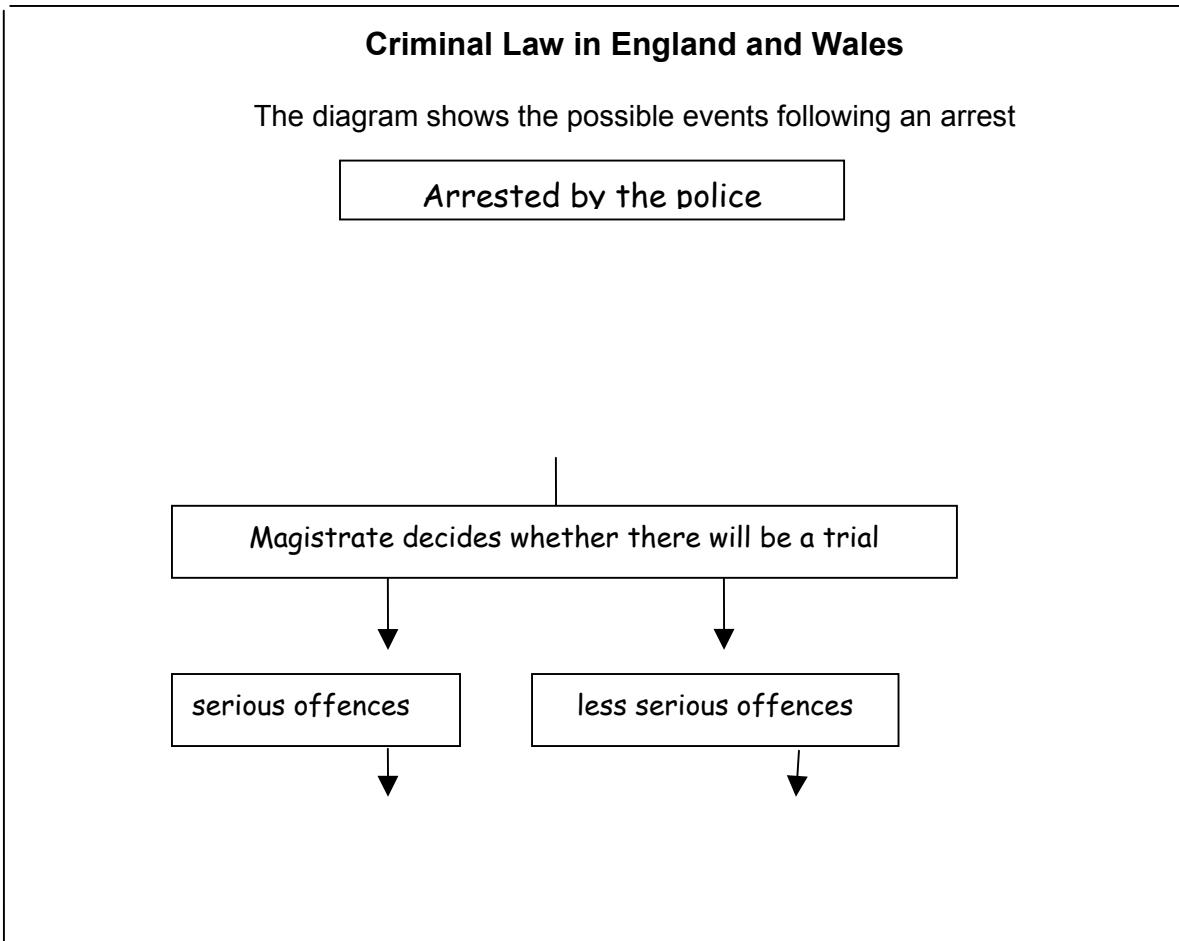
**The Law**

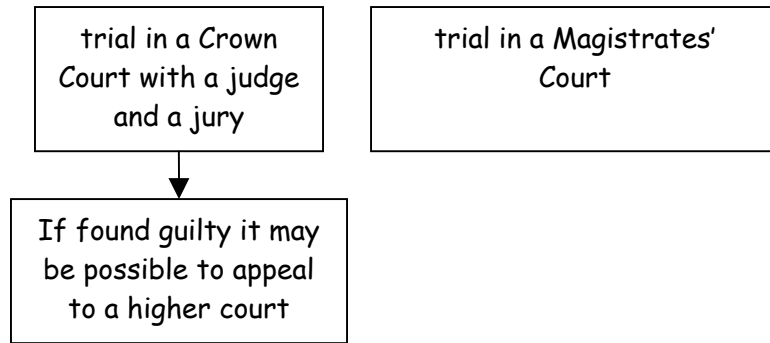
In Britain, when a person is accused of a crime, it must be shown that they are guilty “beyond reasonable doubt”. A person is always innocent in the eyes of the law until they have been proved to be guilty. If a person is found guilty by a court, they can sometimes ask for permission to appeal to a higher court in the hope that it will change this decision.

**Criminal Law in England and Wales**

When someone is arrested by the police, a magistrate decides whether there is enough evidence against the person for the case to go to court. If there is enough evidence and the case is a serious one, the person accused of the crime is sent to a crown court for a trial with a judge and a jury. If the verdict of the jury is that the accused is guilty, then the judge decides the sentence. If there is enough evidence against the accused but the crime is not a serious one, then the case is heard in a magistrates’ court.

If found guilty in the crown court the accused may apply to the court of appeal where he or she will be heard by a judge. Sometimes a high court judge from the Queen’s Bench Division assists in dealing with criminal matters in the court of appeal or crown court.(see the diagrams below)

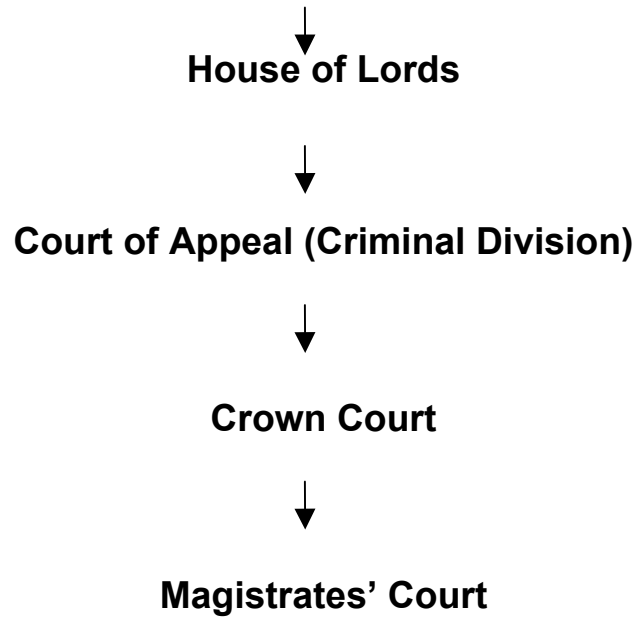




## The Appeals System

The diagram shows the courts in order of importance, with arrows representing the appeals' system:

### Criminal Courts in England and Wales



*From Dictionary of English Language and Culture, Longman, 1992, pp 742*

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**B. Now, after reading about the English legal system, write a similar text, with diagrams, about the Portuguese legal system.**



**D. Alcohol and Behaviour**

1. Let's test your knowledge and see if you know as much as you think you know about alcohol. Answer the following questionnaire.

*(Warning – there may be more than one 'right' answer!)*



**So you think you know about booze?**

**1. Which has the most alcohol?**

- a) a typical bottle of ordinary strength beer
- b) a typical bottle of alcoholic lemonade ('alcopop'\*)
- c) pub measure (25 ml) of Jack Daniels whiskey
- d) a glass (100 ml) of red wine

**2. A friend has a hangover what's the cure?**

- a) loads of black coffee
- b) raw eggs beaten in milk
- c) another alcoholic drink
- d) time

**3. How many people die each year in the UK because of alcohol-related causes?**

- a) 33,000
- b) 14,000
- c) 5,500
- d) 500

**4. When is drinking alcohol dangerous?**

- a) only when you are addicted to it
- b) when driving or on a bike
- c) when people take risks with unprotected sex
- d) mixing it with drugs

**5. In the UK, it's legal to buy alcohol – when?**

- a) at 18 - anywhere
- b) at 18 in pubs but at 16 in off licences and supermarkets
- c) at 18 in pubs but at 14 in off licences and supermarkets
- d) at 16 in pubs, if you buy beer or cider with a meal

**6. Which has the most calories?**

- a) pub measure (25 ml) of gin
- b) a glass (100 ml) of champagne
- c) a bottle of Super Bock stout
- d) a glass (50 ml) of Port wine

## Answers

1. Score 5 points if you said b). Most alcoholic lemonades ('alcopops') are stronger than ordinary beer or lager - some can be half as strong again!
2. Score 5 points if you said d). The only cure is time - although drinking some water might make you feel less fragile. Lose 3 points for c). Another drink is never a good idea. No points for a) and b).
3. Score 5 points for a). Yep, the grim reaper is a good friend of booze.
4. Lose 2 points if you answered a) - there are loads of times when drinking is risky and not just when addicted. Score 3 points each if you answered b), c) or d). Remember it's not just illegal drugs and alcohol that don't mix - some drugs from your doctor should not be mixed either.
5. Only a) and d) are correct - score 3 points each. You cannot buy alcohol until you're 18. The only exception is if you are having a meal, when you can buy beer or cider at 16.
6. Score 5 points for c). A bottle (330ml) of Super Bock stout has 140 cals, a glass (100 ml) of champagne 126, a glass (50 ml) of Port wine 80 and a measure of gin 40 cals.

**(Max. score = 35 points)**

- The term is a combination of 'alcohol' and 'pop' in the sense of fizzy drink. The classic alcopops can be considered alcoholic versions of soft drinks, even if the non-alcoholic versions don't exist. More formal names for alcopops are 'pre-mixed spirits', 'alcoholic carbonates' and alcoholic 'ready-to-drinks' (RTDs).

<p>Score:            30 + points – you're a genius!                               22-30 points – you're up to the mark!                               10-21 points – you need some serious homework!                               10 points or less – you're definitely someone to avoid at parties!</p>
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2.

They were standing, the five boys, at the bus stop. Just up the road was a pub called the Queen's Head. These twelve adults had been drinking and came out of the pub and headed to the bus stop to start trouble.

As you know the amount of alcohol people drink can influence the way they behave. Try to find in the grid below 12 words related to alcohol and behaviour.

A	G	G	R	E	S	S	I	V	E	A	R	R	U	K	D
I	X	L	B	W	U	F	J	L	C	Q	V	Z	A	U	E
J	V	M	Z	O	G	N	N	A	T	H	J	B	R	P	S
H	Q	U	I	X	V	R	S	W	J	O	X	F	G	I	S
C	T	X	Q	U	E	S	A	B	W	K	M	Q	U	Y	E
O	N	Z	A	L	E	G	R	R	I	U	H	I	M	W	R
A	K	B	M	R	M	P	L	E	A	S	U	R	E	X	P
R	E	J	N	D	R	O	G	A	N	O	I	I	N	T	E
Z	T	R	O	U	B	L	E	K	A	D	E	L	T	N	D
H	Y	C	V	Q	A	O	B	I	H	T	V	U	S	B	D
B	I	N	G	E	D	R	I	N	K	I	N	G	O	E	J
O	W	U	E	B	I	T	F	G	Q	J	Z	V	X	C	A
R	U	J	M	S	T	N	E	D	I	C	C	A	D	Y	O
G	B	Q	F	K	W	O	G	U	Z	K	L	E	F	H	I
A	R	V	Z	O	Y	C	Q	K	M	E	U	Z	B	M	C
S	E	N	S	I	B	L	E	D	R	I	N	K	I	N	G

2. Read the text “Alcohol and behaviour” and then complete the sentences below according to the information in the text.

## Alcohol and behaviour

For most people who drink, alcohol is a source of pleasure and enjoyment. Sometimes, however, when drinking we may behave in ways that can get us or others into trouble.

### ‘Go on, take a drink’

In Northern Europe, including Scotland, England, Wales and Ireland, it is often seen as acceptable, to ‘binge’ drink, an ‘all or nothing’ approach to alcohol. We may drink a lot on certain occasions (often weekends and holidays). This sudden large consumption of alcohol leads to becoming very drunk and our behaviour becomes less controlled.

People are often unable to perform simple tasks after relatively modest amounts of alcohol, so the combination of less control of what we do and less ability to do it can be lethal!

Alcohol makes us feel more relaxed, but also less inhibited, and in some situations this leads to fights and arguments, ill-considered sexual contact, law breaking and accidents. A ‘sobering’ fact is that alcohol is a factor in many assaults, murder and rape cases.

### Is alcohol to blame?

It’s not true to say that alcohol causes crime or makes us get into trouble. That’s something that only we can do. The effect alcohol has on our behaviour is not only related to the amount of alcohol but also the situation and feelings at the time. Some people become excitable, ‘wild’ or angry when they are intoxicated but others feel depressed, ‘love everyone’ or fall asleep.

It appears that in different cultures we learn different ways of behaving which we associate with drinking alcohol. In British culture we often link drinking with acting aggressively, shouting, flirting and ‘letting our hair down’ or

emotional outbursts. This contrasts sharply with our more controlled way of behaving in general. It could be why we use the ‘excuse’ of drinking to let off steam!

Not thinking about how and when we drink can make us a nuisance to other people and put ourselves at risk of experiencing a range of problems. The only way to avoid this is to take care in the way we drink.

### Take it easy

There are some simple guidelines that enable us to enjoy alcohol and not experience harm. If men drink no more than 21 units of alcohol each week and women 14 units – and spread this drinking over a few occasions – they’re less likely to experience any problems. Over this level the chances of problems being experienced start to increase.

### Something to think about

- a. Drinking alcohol reduces our inhibitions and we may behave differently.
- b. Many intoxicated people make decisions or behave in ways which they later regret.
- c. Acting ‘silly’ may be soon forgotten, but the consequences of breaking the law, fighting and arguing or unwise sex may be more serious.
- d. The day after drinking we may feel anxious and depressed, which also affects our behaviour and may make us drink again to cope.
- e. We need to make sure we only drink sensible quantities at suitable times and places. Binge drinking (e.g. getting ‘bloated’ at the weekend) resulting in intoxication, or at all when driving, should be avoided.

*(Source: Alcohol Focus Scotland  
Reprinted with kind permission)*

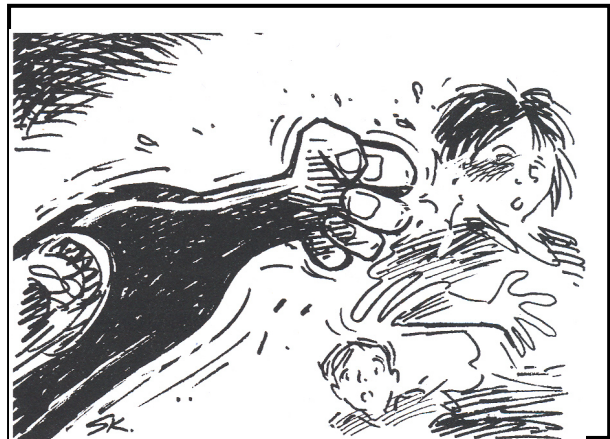
1. Alcohol can be a source of either .....
2. Although it is often seen as acceptable in Northern Europe, binge drinking can .....
3. The way we behave depends not only on our consumption of alcohol .....
4. British people generally behave in a controlled way. However, .....
5. People should take care in the way they drink in order to .....
6. To enjoy alcohol and not experience harm people should .....
7. The best thing to do is .....

3. a) Read the first part of this text about the results of a survey on public attitudes to drinking conducted by MORI for the Portman Group.

## One in four 'a victim of drink-fired violence'(I)

One-quarter of all British adults have been the victims of alcohol-related violence, according to the biggest survey yet on public attitudes to drinking published today.

The MORI poll found that one in seven adults had been attacked in a pub and one in eight had been assaulted by drunks on the street. Most people believed that alcohol-related violence was on the increase, particularly in the street.



People under the age of 35 are five times more likely to have experienced drunken attacks in the pub than those over 65, suggesting that drinking patterns are driving up levels of violence. Four out of five would support some form of public drinking ban but half of those questioned doubted that police could effectively enforce one.

According to the MORI poll, people in Scotland were most likely to be the victims of pub violence, with most street attacks occurring in London and the South-east and in Scotland. One person in 14 said they had suffered alcohol-related violence in the home, with two-thirds of the victims being women.

The poll was commissioned by the Portman Group, set up by brewers to promote sensible drinking, which admitted yesterday that it had been 'surprised' at the scale of the violence uncovered. Jean Coussins, the

Portman Group's director, said: 'I don't think you can brush aside findings that 14 per cent of people say they have been victims of pub violence.' She called on the Government to commission more research on alcohol-related crime and implement proposals to give police greater powers to dose down pubs with a track record of violence. Ms Coussins said: 'We also need pub companies to promote more friendly pubs so that civilised sensible drinking becomes the norm.'

*(The Independent Newspaper Ltd, 2000)*

**b) Order the findings of the MORI survey listed below according to their sequence in the text.**

1. 14% of the people questioned said they had been victims of pub violence.
2. One in eight adults said they had been assaulted by drunks on the street.
3. Two-thirds of the victims of alcohol-related violence in the home were women.
4. One in seven adults said they had been attacked in a pub.
5. Four out of five people questioned would support some form of public drinking ban.
6. One quarter of all British adults have been the victims of alcohol-related violence.
7. 50% of the people questioned doubted that police could effectively enforce a public drinking ban.

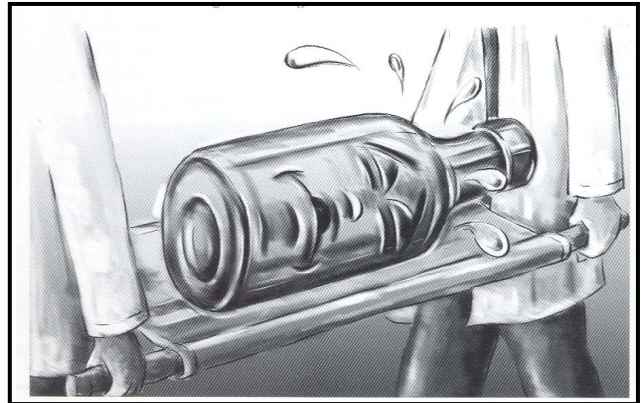
**5. Now read the second part of the text – the results of a study conducted by researchers at Durham University – and then answer the questions.**

## One in four 'a victim of drink-fired violence'(II)

The MORI findings follow those of a study by researchers at Durham University, which concluded that many town centres were becoming alcohol-fuelled battlegrounds. The Durham team warned that projects by local authorities to transform decaying urban centres into 24-hour café societies were being undermined by planners allowing dense concentrations of late-night bars catering for young people.

The potential for violence has been recognised in Burnley, Lancashire, which has become a vibrant regional centre for nightlife. To minimise the risk of trouble in the town centre, Lancashire Police drew up an action plan in conjunction with licensees, taxi drivers and the town council, which reduced the number of reported incidents by 20 %.

Officers sent letters to the homes of known violent offenders giving them ‘crime-prevention advice’ and warning that violence would not be tolerated in the town centre. Posters were also placed in pubs and taxis advising that 80 per cent of assaults were related to drink. The force also decided to deploy large numbers of officers on foot, wearing high visibility clothing to reassure people using the centre at night.



Inspector Steve Hartley of Lancashire Police said: ‘There are no easy answers . . . But the feedback we have had is that the town centre now feels safer.’

1. What is happening to many town centres?
2. What measures were taken to reduce violence and make town centres safer?
3. What about your town? Is it a ‘vibrant centre for nightlife’? Is there much trouble in it? Are there many alcohol-related incidents?
4. How, in your opinion, can sensible drinking be promoted?
5. Do you agree that ‘some form of public drinking ban’ is necessary? Why / why not?