

# 3

## What do you think?

Where would you expect to see this kind of text?

Who would normally read it?

What is its purpose?



### BEAT THE BURGLAR!

- How would a burglar look at your home?
- Are there places where it is easy to break in?
- Are there strong locks fitted on your windows and doors?

Reduce the risk of burglary by taking some simple precautions. Ask your local police for advice and make your home more secure.

### What you will do

This unit looks at how writers and speakers express a point of view and try to persuade others to agree with them. You will practise some of the skills you studied in earlier units. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

### Listening and speaking

#### Skill

- ☐ Listening to what other people have to say
- ☐ Listening to and taking part in discussions
- ☐ Speak clearly to be heard and understood

#### Skill code

SLlr/E3.5  
SLd/E3.1, 2, 3  
SLc/E3.1

### Reading and writing

#### Skill

- ☐ Reading and understanding persuasive texts and words
- ☐ Planning what you want to say and writing in paragraphs
- ☐ Writing good grammatical sentences
- ☐ Spelling correctly and writing neatly

#### Skill code

Rt/E3.1, 2, 4; Rs/E3.2; Rw/E3.1  
Wt/E3.1, 2  
Ws/E3.2  
Ww/E3.1, 3

### Project work

At the end of this unit, you will be able to find information to support a point of view on a subject of interest. You will be able to plan and write a balanced point of view and take part in a group discussion.

# What do you think about your mobile phone?

## Activity A • Reading

Read the following passage with your teacher.

Advertisement feature



# DANGER!

**We are all in danger – from mobile phones!**  
**Mobile phones can damage our health.**

When we use a mobile phone, it gives out harmful electrical rays known as radiation. These can cause cancers and tumours. The rays from mobiles can also destroy brain cells and affect memory and learning power. A recent study shows that these rays may damage the white blood cells that stop infection – from the common cold and mild headaches to life-threatening brain illnesses.

Recently scientists took white blood cells from a human being and exposed them to mobile phone rays. After seven hours, only 13 per cent of the cells were working. A second group of white blood cells were exposed only to the natural rays

produced in the body. After seven hours, over 70 per cent were still working. Now scientists worldwide believe mobile phones should carry health warnings like those on cigarette packets.

One answer is to give up our mobiles. Another is to talk to *Phone Safe*. *Phone Safe* have produced a new ear cover which blocks all radiation rays from the unprotected ear. The ear shield fits on all mobiles in seconds. It is soft and comfortable. It does not affect sound. Most importantly, it is at a bargain price! Are you in danger? Call *Phone Safe* today, or fill in the freepost form on page 32.



**Phone Safe...**  
a new safety guard  
to cover your ear  
and protect you  
from harmful  
radiation rays!

## Activity B • Reading and speaking

Discuss the following issues.

- 1 What is the aim of the passage?
- 2 What are the main points that are meant to make you feel concerned?
- 3 Pick out the verbs in each sentence.

## Activity C • Reading and speaking

- 1 Look at the boxes below. See how the passage **Danger!** has been developed in each paragraph.
- 2 In each box below, write a sentence that explains the content of each paragraph. (The first one has been completed for you.)
- 3 Talk with another person about how each word or statement helps to persuade you.

Heading

# DANGER!

The main points

Mobile phones are dangerous because they emit radiation.

A scientific experiment shows that radiation damages health.

*Phone Safe* offers a shield that blocks radiation from mobiles and protects health.

The paragraphs

1 Mobile phones are dangerous.

2

3

- 4 Do you want to buy a phone shield? Why?
- 5 Write the key words or phrases that may persuade you to buy one.

.....

.....

.....

.....

.....

.....

.....

- 6 Talk to another person about the effect of each key word.
- 7 Are you suspicious about any of the facts claimed in the article?

### Key words

*Key words* are words that give clues to help you understand the passage, e.g. danger, mobile phones, damage, etc.

To understand the passage, you must understand the **meaning** of key words and the **aim** of the passage.

The aim can be to **persuade** you.

# What do you think about a trip to Ireland?

## Activity A • Reading and speaking

- 1 Read the first paragraph of *The Land of the Green*.
- 2 Discuss it with your group. What is it about?
- 3 What do you think it is trying to persuade you to do? What is the main point?

### The Land of the Green



Ireland is a wonderful place to visit. It offers perfect, clean countryside, lovely old towns and excellent pubs, where people go to drink, to talk and to catch up with friends. Best of all, Ireland is a country with charming and friendly people, who welcome their many visitors with open arms.

## Activity B • Reading and writing

Look at the table below. See how the paragraph has been built up.

1	main point	Ireland is a wonderful place to visit.
2	explanation	It offers perfect, clean countryside, lovely old towns and excellent pubs, where people go to drink, to talk and to catch up with friends.
3	examples	Best of all, Ireland is a country with charming and friendly people, who welcome their many visitors with open arms.

Read the next paragraph from the passage and fill in the table on the next page.



Cork is the perfect centre for a visit to Ireland. It is situated in the south-west of the country. It is the largest of all the Irish counties. Cork has rich farmlands and river valleys and the wild sandstone hills of the west. The magnificent coastline is lined with great bays and secret coves. There are rocky cliffs, long golden beaches and breath-taking scenery to enjoy.

1	main point	
2	explanation	
3	examples	

### Activity C • Reading and writing

This is the final paragraph of the passage. The first sentence gives you the writer's main purpose.

The remainder of the sentences are not in a good order. Using the pattern of main point, explanation and example to plan a paragraph, rewrite the paragraph.



You can travel to Ireland by plane, ferry, bus or train. Treat yourself and have the holiday of a lifetime. Tour operators offer cheap trips at all times of the year. Hotels and farmhouses cater for all tourists. Travelling to Ireland is the easiest thing in the world. Rail and air links from Dublin to Cork are excellent. A good bus service takes you to the towns and villages you want to visit.

### Activity D • Reading and speaking

In pairs, read the three paragraphs again. Discuss with another person why paragraph 1 comes first, paragraph 2 second and paragraph 3 third.

### Activity E • Reading and writing

Choose four key words, or groups of words, from each paragraph which persuade you to visit Ireland. Write them in the table below.

1	
2	
3	

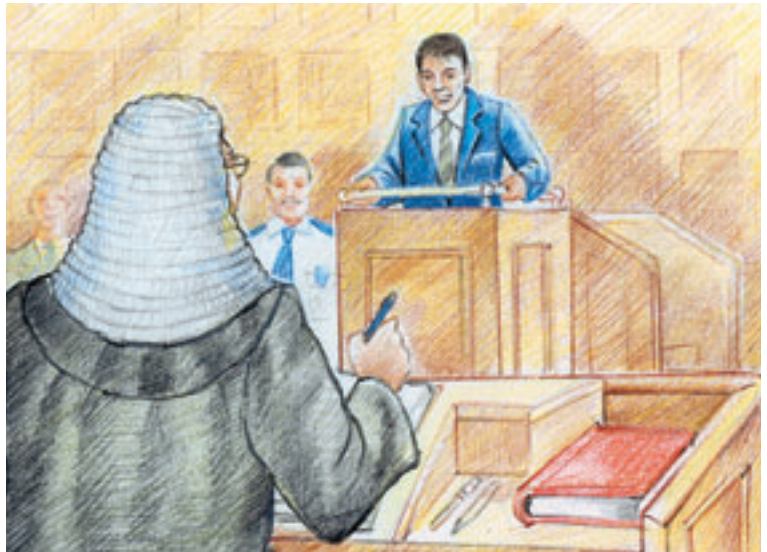


# What do you think about capital punishment?

## Activity A • Reading and speaking

Here are some key words about capital punishment. Capital punishment is when someone is punished by death for a crime they committed.

capital punishment	serious
believe	commit crime
many	put to death hanging
electric chair	murder
death penalty	people



- 1 Work out the words with another person and talk about the meaning.
- 2 Work out what class of word each one is (verb, adjective, noun, etc).
- 3 Take turns to use each word in a sentence about capital punishment. Say the sentence aloud to each other.
- 4 Discuss what you think the point of view of the passage will be from the words given.

## Activity B • Writing

- a) Write two or more sentences, using some of the key words from Activity A.

Start: Capital punishment is ...

b)

- 1 Use each other's ideas to make the sentences as clear as possible and to write an opinion about capital punishment.
- 2 Edit your sentences and add adjectives and adverbs to make your opinion more convincing.
- 3 Rewrite neatly or use a word processor.

### Word classes

noun	the name of a thing, person, place, feeling, etc. <i>For example:</i> criminal, judge
verb	a doing, being or experiencing word <i>For example:</i> murder, believe
adjective	a describing word <i>For example:</i> the <b>serious</b> crime, the <b>electric</b> chair
adverb	a word that gives more information about a verb. <i>For example:</i> He was sentenced <b>yesterday</b> . She was murdered <b>brutally</b> .

### Activity C • Reading

From the sentences you have written, and the key words, complete a plan for the first paragraph of your view about capital punishment. Enter it in the boxes below.

1	main point	
2	explanation	
3	examples	

### Activity D • Reading

- 1 Read the text below on the problems with capital punishment. This will continue from the paragraph you have written for Activity B.

The problem with capital punishment is that it is so final. Once you have taken a life, you cannot give it back. If a man is guilty, hanging makes sure he will not commit the crime again. If it becomes clear later that he was not guilty, no appeal court in the land can change the sentence. There are many famous cases of the courts convicting the wrong people. The Birmingham Six were accused of being Irish terrorists and bombing a pub. In the fifties young Derek Bentley was hanged for the fatal shooting of a policeman though he did not fire the gun. The last man to be hanged in Britain, James Hanratty, is still believed by many people to be innocent of murder.



- 2 Discuss the problems of capital punishment with your teacher and group. You may not agree with this paragraph.
- 3 Think about your view on capital punishment.
- 4 Decide what you think the last paragraph should say.
- 5 Draw up a list of key words and write them on the right.

#### Key words

### Activity E • Writing

Using your key words and the text given, write a final paragraph about capital punishment. Use the paragraph frame to plan.

.....

.....

.....

.....

# What do you think about alcohol?



## Activity A • Speaking and listening

Listen to the audio clip about drinking and driving. Discuss your views about alcohol with others in your group. To plan a persuasive piece about your point of view, begin by listing points for and against, as illustrated below.



Is alcohol good for you?

### For

It makes you feel happy.  
It helps you make friends.  
It helps you sleep at night.

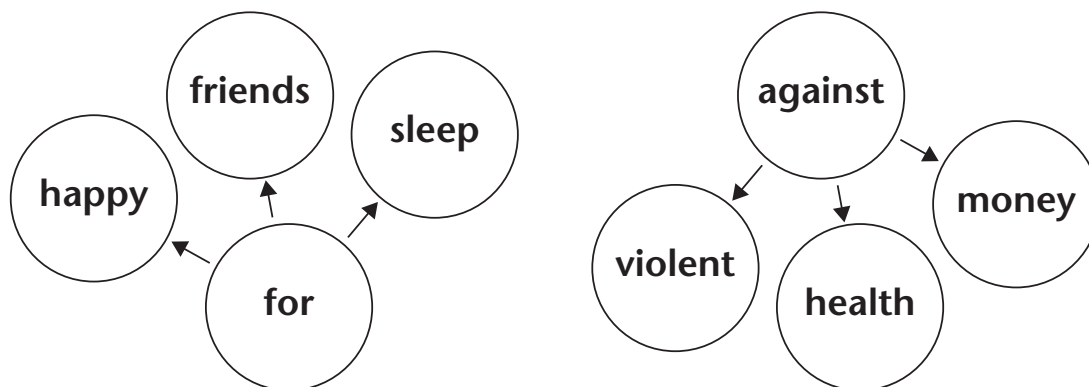
### Against

It ruins your health.  
It costs a lot of money.  
It can make people violent.

Look at the points. Which do you think are more important? Those on the right or those on the left? The points you think important will be the persuasive points in your text.

## Activity B • Speaking and listening

To prepare an argument, you can plan your ideas using key words in a word web.



- 1 Can you think of any more key words? Discuss them with another person.
- 2 Make new circles and add some more words of your own, using the headings 'for' and 'against'.



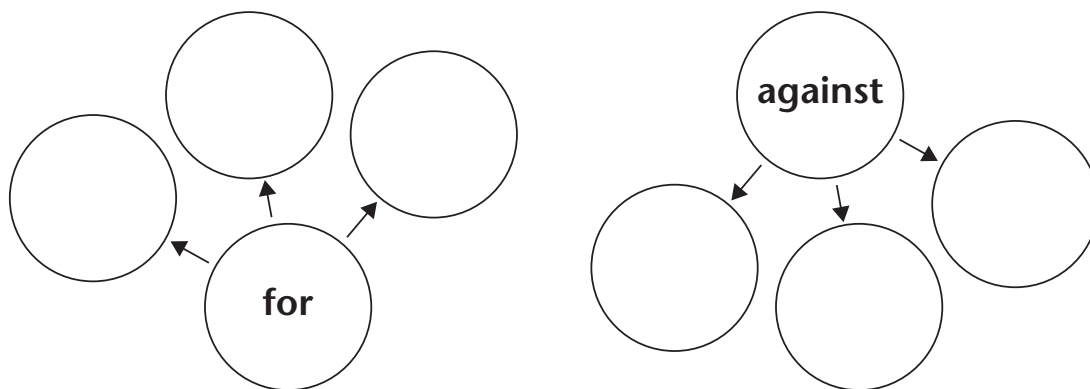
## Activity C • Writing

With another person, choose a subject on which people have different points of view. There are some examples in the texts on page 1, but your teacher will help you with other ideas.

- 1 Write the title of the subject you have chosen and who you want to persuade.
- 2 Complete the word web below by entering a key word for each point.
- 3 Stick to facts. Do not use words like 'stupid' or 'great'.
- 4 You may add more circles and words if you wish.

Subject .....

Who you want to persuade? .....



### Fact or opinion?

#### Fact



Alcohol is a depressant.

#### Opinion



Alcohol is for idiots.

## Activity D • Writing

Write one paragraph from your plan.

Use your paragraph plan to help you.

You may wish to use the example as an opening sentence.

*e.g. In my opinion alcohol should be banned from public places.*

*My reasons for believing this are...*

.....

.....

.....

.....

.....



# What do other people think?



## Activity A • Listening

Listen to the audio clip. It is of a woman speaking her mind in a radio interview.

- 1 What was the woman speaking about?
- 2 Did she persuade you to agree with her?
- 3 Did the subject interest you?

## Activity B • Listening and speaking

Your teacher will put you into two groups – those who agreed with the speaker and those who did not.

- 1 Listen again to the audio clip and, in your groups, fill in the table below.

The problems with traffic	Words that help to persuade you to agree or disagree

- 2 Which group remembered the most from the audio clip? Was it a group that was interested in the subject or one that agreed with the speaker?
- 3 Suggest ways of helping yourself listen when you are not interested, or when you disagree.



## Activity C • Listening

- 1 Listen to the next interview.
- 2 Discuss with your group:
  - a whether you think the interviewer was listening;
  - b what clues told you he was listening;
  - c what more you can do to show a speaker that you are listening;
  - d any further tips to develop listening skills.

# What do you think about traffic control?

## Activity A • Reading

- 1 Read the following passage.
- 2 Check the meaning of words that are new to you. Use a dictionary to find meanings.
- 3 Highlight the points **for** speed bumps in one colour.
- 4 Highlight or underline the points **against** speed bumps in another colour.

## Speed bumps

No one denies that speed bumps help to control traffic. Not only do they reduce traffic speed but they also cut the number of vehicles in the area of the bumps.

However, speed bumps are unpopular. They are a danger to cyclists and cause problems for emergency vehicles, which need to travel at speed. Local residents complain about the extra squealing noise as drivers brake. Exhaust fumes fill the air as cars slow down and then speed up again. Bus services suffer and people taking children to school find it difficult.

While solving one problem, speed bumps create another difficulty somewhere else. The traffic simply moves to other streets and causes traffic jams there!



To control the speed and amount of traffic, local councils should look for new ideas. They must aim to reduce the number of drivers and improve public transport so that people travelling to work can do so easily, without using a car. Why build good roads, only to spoil them with bumps? It is far better to keep the roads clear for vital road users and to persuade other people to use the train or bus.

## Activity B • Speaking and listening

- 1 Divide into pairs. Discuss the overall view of the writer.
- 2 Add any other points of your own for or against speed bumps.
- 3 After discussion, agree as a pair whether you think speed bumps are a good thing or not.

## Activity C • Writing

Use the points from the passage and your own ideas to prepare for a group discussion. Write four key points under each of the following headings.

**Speed bumps are good because...**

.....

.....

.....

.....

**Speed bumps are bad because...**

.....

.....

.....

.....

# What do you want to say?

## Activity A • Speaking and listening

- 1 Take part in a group discussion about the good and bad points of speed bumps.
- 2 Stick to the point of view you agreed with the person you were working with.  
At the end of the discussion, decide whether you have changed your mind.
- 3 Tick the appropriate boxes.

After discussion, I think speed bumps are a good thing. ☐ I have changed my mind. ☐

After discussion, I think speed bumps are a bad thing. ☐ I have not changed my mind. ☐

- 4 Look at the list below. Tick the points that persuaded you to make up your mind.

From the text	From the discussion
The facts	The facts
The key words that persuaded you	The key words that persuaded you
Clear text in paragraphs	People's real life experiences
	The way people spoke to persuade
	The speaker was clear and easily understood

- 5 Add further points if you wish.
- 6 In your groups, discuss the differences between persuasive language in speech and writing.

## Activity B • Speaking

Review your group discussion. Consider these questions.

- 1 Did everyone speak clearly?
- 2 Did some people speak more than others?
- 3 Why did some people not speak?
- 4 Did anyone speak too late or too early?

## Activity C • Speaking and listening

- 1 Listen to a pre-recorded discussion.
- 2 Discuss the words each speaker used to begin speaking.
- 3 With your teacher, make a list of words to use. Write them on a separate sheet of paper.
- 4 Talk about what made each speaker stop speaking at each point and when they interrupted.
- 5 From your own experience and the pre-recorded discussion, talk about when you should let other people speak in a discussion.
- 6 Add your ideas to the whiteboard.



# The right tense

## Activity A • Reading

Every sentence must have a main verb. Read about verbs in the box and then highlight the verb in the following sentences. The first one has been completed for you.

- 1 Mobile phones **expose** us to huge numbers of diseases.
- 2 In a recent scientific experiment doctors took white blood cells from a donor.
- 3 Ireland offers perfect, clean countryside.
- 4 Alcohol ruins your health.
- 5 Speed bumps are a danger to cyclists.

### Verbs

A verb is a 'doing' or 'being' word.

Verbs change to show the tense.

I **am** a student.

I **was** a student.

I **will be** a student.

The verb changes to agree with the subject. The subject can be singular or plural.

The road **is** clear.

The roads **are** clear.

The roads **will be** clear.

## Activity B • Reading

Verbs have different forms to show the past, the present and the future.

We use the basic form of the verb to show the present e.g. I see.

This form of the verb changes to show the past e.g. I saw.

We show the future in different ways, usually by putting other verbs in front of the basic form of the verb e.g. I will see.

Read the box on tenses below. Tick the sentence in Activity A that is in the past tense.

## Activity C • Reading

The subject is who or what the sentence is about.

- 1 Review each sentence in Activity A and underline the subject.  
Ireland offers the charm and friendliness of its people. The subject is **singular**.  
Tour operators offer cheap trips. The subject is **plural**.
- 2 Find the subject in each of the sentences in Activity A. Write 'S' beside singular and 'P' beside plural.

### Tenses

When you say what you think, you often use the present tense.

I **think** that... My view **is**... I **agree with**...

When you talk about something that happened in the past, you use the past tense.

I **thought** that... My view **was**... I **agreed** with...  
England **won** the World Cup in 1966.

When you talk about something in the future, one way is to use 'will' in front of the verb.

I think that England **will win** the next World Cup.





# Spelling

## Activity A

- 1 Look at the words below. They all relate to this unit.
- 2 Read them and identify any that you do not know. Practise reading them aloud.

opinion   persuade   purpose   discuss   believe   example  
explanation   disagree   observe   subject   interested

## Activity B

- 1 Look at the spelling of each word.
- 2 Underline the vowels.
- 3 Can you work out how many beats or syllables are in each word?
- 4 With another person, work out some ways of remembering how to spell the words.

## Activity C

One way to read and spell long words is to break them up into smaller parts. Here is an example.

interested → in-ter-est-ed

There are **four** easier parts to remember. Read the word aloud. Listen to the four parts.

- 1 Go back to the words in Activity A and put hyphens between each part, as in the example.

- 2 What do you notice about where the vowels are placed?

A syllable is a beat in a word. A syllable must have a vowel sound. Sometimes a syllable has two vowel letters but only one vowel sound.

- 3 Look at the words below. Underline the vowels and divide the words into syllables.

information   dictionary   punctuation   obstruction  
presentation   radiation   pollution

- 4 With another person, take turns to read the two sets of words aloud. Take turns to write them down in your own spelling book.
- 5 Aim to spell the words correctly from memory.
- 6 Help your spelling by writing neatly.



### Activity D

The word *interested* is often spelt wrongly. This may be because it is often pronounced as *in-tres-tid*.

- 1 Look at these other words that are often spelt incorrectly.

Wednesday    necessary    government    diamond    definitely    medicine

- 2 Say them aloud.
- 3 Break them up into syllables or beats.
- 4 Practise saying them and spelling them correctly when you write them.

### 5 Word bank

Write down any new words and spellings from this unit.



# Integrated skills

## What do you think?

- 1 Find some text about a topic that interests you. It can be in a newspaper or magazine or from the Internet. It must contain information to support a point of view.
- 2 Use a copy of the text to highlight the main points.
- 3 Write down the key words in a list. Work out any difficult words.
- 4 From the list and from your own ideas, plan your point of view. You should include the following.
 

A word web    A list *for* and *against*    A paragraph plan  
 A list of key words    One or two examples
- 5 Check the spellings of your key words. Use a dictionary to help you.

### Using a dictionary

Before you start to write, collect a list of words about your subject. If you know the first letter of the word, you can check the spelling in the dictionary, where the words are in alphabetical order.

Sometimes working out the second letter helps you to find the word. For example, *shocking*, *strength* and *skilful* all begin with 's'. In the dictionary the order is *shocking* *skilful* *strength*.

- 6 Decide who will read your written point of view.
- 7 Plan your work. Think of words and expressions to persuade your readers.
- 8 Draft your point of view. (Use the template from the teacher's notes to help you.)
- 9 Change any parts of your writing which are unclear. Add words to help make your argument stronger.
- 10 Check for spelling and punctuation.
- 11 Produce a neat presentation copy. This may be handwritten or word processed.
- 12 Read your finished work to another person or the full group. Discuss your point of view.
- 13 Listen to other learners in the group as they read. Discuss their points of view. Check whether they have changed their minds at the end. Talk about what you found most persuasive in their text or in the discussion. Decide whether you have changed your mind after the discussion.

### Planning your work

To help plan your work, divide a sheet of paper into two columns and write out points of view **for** and **against**.

FOR	AGAINST



# Check it

## Activity A

- 1 Choose a subject in the news on which you have a point of view. Your teacher will suggest ideas to help you.
- 2 Discuss the subject in your group. Remember to listen, speak and allow others to take turns.

## Activity B

In the table below, write a list of sentences for and against the argument you have chosen. You may use ideas from other group members as well as your own.

Subject .....

For	Against
..... .....	..... .....
..... .....	..... .....
..... .....	..... .....

## Activity C

Plan one paragraph from the points above.

1	main point	..... .....
2	explanation	..... .....
3	examples	..... .....

# How am I doing?

Now look back at the skills listed on page 1.

Then finish the sentences below.

I am confident with

.....

.....

.....

I need more practice with

.....

.....

.....

Date .....





# Answers

## Page 2 Activity B

- 1 The aim is to persuade you that mobile phones are a danger to your health so you should buy an ear shield.
- 2 Rays may destroy brain cells and damage blood cells.
- 3 Use, cause, destroy, show, damage, stop, etc.

## Page 3 Activity C

2

1	Mobile phones are dangerous.
2	A recent scientific experiment has proved the effect of radiation <b>rays</b> on white blood cells.
3	<i>Phone Safe</i> will sell you a shield that claims to block radiation.

- 5 **Ten** from: radiation, expose, health warnings, ear shield, soft, comfortable, bargain, *Phone Safe*, cancers, tumours, destroy, memory, learning power, harmful, electrical rays, damage, life-threatening, brain illnesses and white blood cells.

## Page 4 Activity A

- 2 It is about Ireland.
- 3 The aim is to persuade you to visit Ireland. The main point is that Ireland is a wonderful place to visit.

## Page 5 Activity B

1	main point	Cork is perfect.
2	explanation	Situated in the south-west of the country, it is the largest of all the Irish counties.
3	examples	Cork has rich farmlands and river valleys and the wild sandstone hills of the west. The magnificent coastline is lined with great bays and secret coves. There are rocky cliffs, long golden beaches and breath-taking scenery to enjoy.

## Page 5 Activity C

The main point is that travelling to Ireland is the easiest thing in the world.

## Page 5 Activity E

Sample answer

- 1 Clean countryside, lovely old towns, friendly.
- 2 Magnificent coastline, breath-taking scenery.
- 3 Travel by plane, ferry, bus, or train, links are excellent.

## Page 6 Activity B

Sample answer

- a) Capital punishment is the official term for the death penalty. Many people believe that people who commit a serious crime like murder should be put to death. In this country, this would mean hanging, although in America it would normally be the electric chair.

## Page 13 Activity A, Activity B and Activity C

Mobile phones (P) **expose** us to huge numbers of diseases.

A recent scientific experiment (S) **took** white blood cells from a donor. ✓

Ireland (S) **offers** perfect, clean countryside.

Alcohol (S) **ruins** your health.

Speed bumps (P) **are** a danger to cyclists.

## Page 13 Activity C

- 2 **P** phones, diseases, cells, bumps, cyclists  
**S** Experiment, donor, alcohol, health, danger

## Page 14 Activity A

op-in-ion    pers-uade    pur-pose    dis-cuss  
 be-lieve    ex-am-ple    ex-pla-na-tion  
 dis-a-gree    ob-serve    sub-ject    inter-es-ted

## Page 14 Activity C

in-for-mat-ion    dic-tion-ary    punc-tua-tion  
 ob-struc-tion    pre-sen-tat-ion    rad-ia-tion  
 pol-lu-tion



## Audio scripts

### Page 8 What do you think about alcohol?

- Man 1: Nice party. I had a great time.
- Woman 1: Are you leaving already?
- Woman 2: That's a shame, we've only just met.
- Man 1: I've got to get back. Do either of you two need a lift anywhere?
- Woman 1: Are you sure you're OK to drive?
- Man 1: Well, I might have had one or two over the limit. But I can take my drink.
- Woman 2: I'm sure you can but, when you drink and drive, your reflexes slow down a lot.
- Man 1: That's why it's important to drive slowly!
- Woman 1: What if you get caught?
- Man 1: There aren't many police on the roads tonight; the local team has a home match. I should be fine.
- Woman 2: But that's not the point! You could have an accident and hurt someone.
- Woman 1: I agree. What if you end up killing someone?
- Man 1: I understand what you're saying but I really have to get home – my son's waiting for me.
- Woman 2: Personally, I wouldn't like to live with that on my conscience.
- Man 1: Can I just make something clear? I only live down the road.
- Woman 1: It's still very risky, you could lose your licence, your job ...
- Man 1: All right, all right. I take your point. I'll order a taxi. Get me another beer, will you?

### Page 10 What do other people think?

#### Activity A

Jenny

You should live where I live. You'd see what we're on about. It's cars, cars, cars all night long and in the daytime... you can't *breathe*, never mind move. It's a residential street and people treat it like a motorway or something. It's a racetrack...that's what it is! But when you've got kids it's just not fair. You can't let them out ... they wouldn't have a chance! They'd be under one of those things before the driver had time to see them. And the drivers don't care!

And then there's the noise. We haven't got double glazing. The council won't put it in. They're living in the dark ages. I can't sleep at night. Just when I'm dropping off...every time...some idiot comes tearing down our road, brakes squealing, tyres skidding. At least they can't do that in the daytime! In the daytime, they can't move ... they're just stuck outside our house in queues.

Then we get the pollution. My mum doesn't come to our house any more! She says you should have warning notices...you know...about health hazards before you turn into our street. The smell is awful but it's not just the smell; it's the fumes! They get into your tubes and...what can I say? They choke you! It can't be healthy...all that muck collecting in your lungs. No wonder all those kids have asthma! They like to call it hayfever...the doctors... but I know what it is... car fever...that's what it is...and we talk about cleaning up the streets!

If I could, I'd keep every car out of our street. I'd have road blocks so they couldn't come in. That'd put a stop to it. No noise, no smell. It could be a play street... with trees in the middle. That would be nice!

### Page 10 What do other people think?

#### Activity C

- James: I believe in discipline in schools.
- Interviewer: And you don't think there is discipline? Or not enough anyway?
- James: There isn't enough, no. Why do we get so much bad behaviour? Why all these teenage pregnancies? Why drugs? Because children don't respect adults enough. If they did, we'd have a much more orderly world and the crime rate would drop.
- Interviewer: How does discipline affect the crime rate?
- James: Children are too free. Freedom allows them to stray. (Noise of assent from the interviewer.) Children need rules. Rules are like the walls round a house. They make you feel safe.
- Interviewer: They also pen you in.
- James: Look, my son did badly in his GCSEs. At the age of ten he was top of the class. Nobody could beat him at maths. By fifteen, he was a dropout, bunking off and doing no homework. I blame the school. In my day, we'd have been afraid to bunk off. We'd have got the cane. Children today need to be afraid of something. They need to know who's boss.
- Interviewer: So bring back the cane! That's what you are saying.
- James: Well, why not? Better violence in the classroom than on the street! It's been proven. Only armies that are disciplined win wars. We're producing a bunch of losers!
- Interviewer: I see.