

### EXTRA EXERCISE 1

*Read the passage below and answer the questions that follow*

## Children at Work

Children have been used as workers for thousands of years in countries around the world. The rise of child labor in the United States began in the late seventeen and early eighteen hundreds. Industrialization was a strong force in increasing the number of working children. By 1900, more than two million U.S. children were at work. The 1900 census, which counted workers aged 10 to 15, found that 18.2 percent of the country's children between those ages were employed. Children worked in factories, mines, fields, and in the streets. They also picked cotton, shined shoes, sold newspapers, canned fish, made clothes, and wove fabric. Children worked to help support their families.

Working conditions were often horrendous. Children would work twelve hours a day, six days a week throughout the year. The hours were long, the pay was low, and the children were exhausted and hungry. Factory children were kept inside all day long. Children who worked the fields spent long, hot days in the sun or went barefoot in mud and rain. These young workers could not attend school and rarely knew how to read or write.

Children in the United States continued to work under deplorable conditions until well into the mid-twentieth century. In the early nineteen hundreds, reformers began working to raise awareness about the dangers of child labor and tried to establish laws regulating the practice. In 1904, the National Child Labor Committee was formed. In 1908, the Committee hired Lewis Hine as its staff photographer and sent him throughout the country to photograph and report on child labor. Documenting child labor in both photographs and words, his state-by-state and industry-by-industry surveys became one of the movement's most powerful tools. Often photographing the children looking directly into the camera, Hine brought them face to face with people throughout the country who would rather believe that such poverty and hardship did not exist.

The movement against child labor confronted its biggest obstacle when it lobbied for the creation of a federal child labor law that would prohibit the use of child labor nationwide. At the time, the federal government did not have clear authority to regulate child labor. Legal scholars believed that the U.S. Constitution left the matter of child labor to each State to regulate as it saw fit. Nevertheless, the movement was able to generate strong public support for the federal regulation of child labor. It also succeeded in establishing a Children's Bureau within the United States government in 1912.

By 1916, the U.S. Congress had passed its first federal child labor law, which effectively prevented factories and mines from using children under the age of 14. However, the U.S. Supreme Court struck down the law and ruled that it was not within the federal government's authority to regulate child labor. In December of 1918, Congress tried again and passed a second child labor law. This time, it based the law on its powers of taxation rather than its powers of interstate commerce. However, the U.S. Supreme Court again struck down the law for the same reasons.

For the next twenty years, the U.S. Congress and the U.S. Supreme Court remained at odds over federal regulation of child labor. It wasn't until 1938 that federal protection of working children would be obtained through passage of the Fair Labor Standards Act. Like the first child labor bill, it prohibited the interstate commerce of products or services that were made using children under a certain age. It also established minimum standards and working conditions for the employment of children above a certain



age. The law was again challenged in the U.S. Supreme Court. However, in 1941, the U.S. Supreme Court reversed its earlier ruling on the 1918 law and upheld the right of the federal government to use its interstate commerce powers to regulate child labor.

With the Fair Labor Standards Act and its amendments, the movement to end child labor in the United States accomplished most of what it initially set out to do. The worst abuses of child labor as it existed in the first few decades of the twentieth century are now history. Countless children and their children were saved from deadening exploitation in mines, mills, and factories. But new challenges have arisen both in the United States and abroad. Young people around the world continue to toil as child laborers. Internationally, two hundred fifty million children work to help support their families. Africa, Asia, Central America, and South America have the highest rates of child labor. There are also a significant number of children who are migrant farm workers and sweatshop workers in the United States.

### Questions 1-9

Do the following statements agree with the information given in the reading passage? Write:

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

1. The rise of child labor in the United States began between 1790 and 1810. ....
2. By 1900, two million U.S. children were at work. ....
3. Children who worked the fields suffered from harsh working conditions. ....
4. Most child laborers were illiterate. ....
5. It was not until the mid-twentieth century that reformers began working to raise awareness about the dangers of child labor. ....
6. Lewis Hine photographed the child laborers to prove that such hardship and poverty did not exist. ....
7. Presently in America, nearly 28 percent of the children between 16 and 18 are employed. ....
8. Initially, the first federal child labor law was successful in preventing factories and mines from using workers under 14 years of age. ....
9. The issue of child labor in the US has been completely eradicated. ....

## EXTRA PRACTICE 2

Read the passage below and complete the exercises that follow

### Graffiti - Art or Crime?

**A** People love to make their mark, and graffiti such as initials or drawings written or spray-painted onto subways, walls, or footpaths is a universal phenomenon. It has existed since ancient times, and one of the oldest pieces of still-existing graffiti is an advertisement for a brothel in the ancient town of Ephesus, in Greece. There are many types of graffiti, and also a variety of views about it. Some see it as an art form, some use it as a form of protest against authority, others regard it as needless and destructive vandalism, and it is often seen as the precursor of gang-related crime in a neighbourhood.

**B** The heyday of graffiti was in New York City in the 1970s. At that time, there was little money for the policing of graffiti, and artists targeted the subways and subway cars in particular. Graffiti became so popular at this time that artists wanted to identify their own particular work. They began to create distinctive stylised signatures, and thus, the art of tagging was born. Sales of spray paint increased significantly at this time, as more and more street artists began to explore this new medium of expression, and graffiti became bigger and more elaborate. Artists were competing to cover the whole city of New York with their work, and finally, the Metro Transit Authority (MTA) began to battle with graffiti artists, locking gates and removing pictures from subway trains. At the same time, graffiti began making its way into art galleries, as the established art world began to recognise it as a legitimate modern art form.

**C** By the 80s, graffiti culture in New York was beginning to decline. It was becoming associated with the local drug scene, and legal penalties for vandalism became more severe at this time. In particular, the MTA hugely increased its anti-graffiti budget, and it became much harder for artists to create elaborate pieces on subway cars, so graffiti was restricted to the streets, where it has stayed until today. By mid-1986, the 'war on graffiti' was being won, and there were fewer graffiti artists in New York. In the 90s, under Mayor Rudolph Giuliani, the anti-tagging task force set out to eradicate graffiti vandals by banning sales of spray paint to under 18s and by hugely increasing fines for the offence.

**D** Of course, graffiti is not only a North American phenomenon, and there are thriving cultures throughout the world, especially in Brazil where graffiti is endemic. Some people say that the huge gap between rich and poor in the country has fuelled the growth of graffiti as a form of anonymous political protest against economic injustice. It is also becoming more common in various countries in the Middle East, probably also as a protest by people who feel marginalised or repressed by existing political regimes. In general, cities around the world have problems with graffiti artists, who are often seen by the establishment as mindless, drug-fuelled vandals.

**E** This is particularly the case with tagging, as one common use of tags is as turf markers for gangs, who use them to mark out territory in a neighbourhood. Tagging is seen as the first sign of gang activity in an area and, consequently, many cities seek to stamp it out to prevent the growth of crime and lawlessness. Common methods for fighting graffiti include banning sales of spray paint, the creation of online tagging databases, fines, and even imprisonment, but the taggers continue, seeing an arrest as a



badge of honour rather than as a deterrent. At the same time, graffiti has become a recognised art form with commercial uses by companies such as Sony and even ultraconservative IBM, which was recently fined to pay for the cleanup of a graffiti-based advertising campaign.

F So is graffiti a form of mindless, criminal vandalism, or is it a vibrant and exciting modern art form? As with so many phenomena of modern life, this is all in the eye of the observer.

### Questions 1 - 7

Do the following statements agree with the information given in the reading passage?

Write:

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

1. More and more graffiti artists were creating graffiti in New York in the 1980s. ....
2. During the 1980s, the fines for graffiti became a lot higher. ....
3. During the 1980s, many graffiti artists were imprisoned because of their graffiti activities. ....
4. The MTA spent a lot more money on graffiti removal. ....
5. Because of the MTA's increased budget, more detailed graffiti appeared on the subways. ....
6. During the 1990s, laws were passed to prevent young people buying spray paint. ....
7. The fines for graffiti under Mayor Giuliani were unchanged. ....

### Questions 8 - 12

Write the correct letter, A-E. According to the information in the reading passage, classify the following as being:

- A. graffiti as personal art expression
- B. graffiti as a marker of territory
- C. graffiti as protest against political repression
- D. graffiti as protest against economic inequality
- E. graffiti as an advertisement

8. .... graffiti in Ephesus
9. .... graffiti in New York in the 1970s
10. .... graffiti in Brazil
11. .... graffiti in Middle East
12. .... graffiti used by gangs