

The Green Berets

At the end of December 1965, President Lyndon Johnson received a letter which began: "Dear Mr President. When I was a little boy, my father always told me that if you want to get anything done, see the top man—so I am addressing this letter to you." The author was a fifty-eight-year-old John Wayne, the Hollywood legend, born Marion Morrison and by then veteran of around 140 films including, most famously, westerns and war movies. He went on to propose a patriotic movie about America's growing involvement in the Vietnam war. The eventual result was *The Green Berets* (1968) directed by, and starring, Wayne. It was the most blatantly propagandist contemporaneous American feature film made about the Vietnam war.

Not that there were many to choose from. Apart from a number of documentary films made about the war and a very few features dealing with crazed Vietnam veterans going on the rampage on the home front (*The Angry Breed*, 1969; *The Stone Killer*, 1973) or motorcycle gangs recruited to rescue a US diplomat from the Communists (*The Losers*, 1971), the reluctance of the American film industry to tackle Vietnam during what was, after all, a period of at least ten years (c. 1963-73) is striking. All the more so when compared to the battery of Vietnam films produced *after* the war, of which the best known are *The Deer Hunter* (1978), *Apocalypse Now!* (1978), *Rambo: First Blood, Part Two* (1985), *Platoon* (1986), *Full Metal Jacket* (1987), *Good Morning, Vietnam* (1987) and *Hamburger Hill* (1987). Even the North Vietnamese were more prolific producers of films about the war while it was being waged, from *The Young Woman of Bai-Sao* in 1963 to *The Girl from Hanoi* in 1975.

Such films, like anything a wartime enemy says or shows, could easily be

dismissed as propaganda. But in his letter to the president Wayne wrote: "Some day soon an American motion picture will be made about Vietnam. Let's make sure it is the kind of picture that will help our cause throughout the world ... We want to tell the story of our fighting men in Vietnam with reason, emotion, characterization and action. We want to do it in a manner that will inspire a patriotic attitude on the part of fellow Americans—a feeling which we have always had in this country in the past during times of stress and trouble."

The problem, as Wayne recognised, was that Vietnam was not "a popular war", which was all the more reason why he felt it was "extremely important that not only the people of the United States but those all over the world should know why it is necessary for us to be there." In fact, this very line was to cause considerable controversy when the film was released at the height of the anti-Vietnam war demonstrations in 1968.

By December 1965, American troop strength in Vietnam was approaching 200,000 men. The president therefore proved enthusiastic about the project but some doubts were expressed by his staff over the political relationship between Wayne's well-known right-wing sympathies for the Republican Party and the Democratic administration of Johnson. Another Hollywood studio, MGM, described by one official as "our friends politically", was also interested in making a Vietnam film, as was Columbia. White House staff member Jack Valenti was of the view that "Wayne's politics are wrong, but insofar as Vietnam is concerned, his views are right. If he made the picture he would be saying the things we want said."

Philip Taylor, History Today, March 1995

1 What made John Wayne present his idea to the President, according to the text?

- A He knew that the President was worried about public opinion against the war
- B He knew that the President shared his political views
- C The President was the most powerful person he could think of
- D The President was his last hope of finding support for a film about the war

2 In what way did *The Green Berets* differ from other Vietnam films made in the U.S. during the war?

- A It took sides a great deal more openly
- B It gave a more balanced picture of the war
- C It made public opinion turn in favour of the war
- D It was a fiction film, not a documentary

3 What was Wayne's *main* motive for making the film?

- A He wanted to show his loyalty to his home country
- B He wanted to justify the presence of American troops in Vietnam
- C He wanted to encourage the soldiers fighting in Vietnam
- D He wanted to correct the picture given in previous films

4 What was the situation like at the time when Wayne presented his idea to the President, according to the text?

- A America was becoming more and more involved in the war
- B The world knew little about what was happening in Vietnam
- C The anti-war movement in America was at its peak
- D The Americans had begun to suffer military defeats in Vietnam

5 Some of the President's advisors were not in favour of Wayne's idea. Why?

- A They disliked Wayne's overly patriotic attitude to the war
- B They felt the time was not right for this kind of film
- C They feared there might be political controversies
- D They thought public opinion might turn the wrong way

Horse Breeding

Austere, brainy Cambridge and its hearty, horse-mad neighbour Newmarket have eyed each other with incomprehension for centuries. But they have drawn a bit closer with the appointment of Cambridge's first-ever professor of equine reproduction—i.e., racehorse breeding.

Worth £650,000 (about \$1m) over ten years, the professorship was the brainchild of Jim Joel, a South African diamond merchant and leading racehorse owner who died in 1992 leaving a biggish chunk of his fortune to equine good causes. The first occupant of the post is William ("Twink") Allen, a bluff New Zealander who for the past 20 years has run the Thoroughbred Breeders' Association's Equine Fertility Unit, which is housed on a trim 114-acre (46-hectare) stud farm just outside Newmarket.

Many of Mr Allen's techniques are already used in thoroughbred studs. Left to themselves, mares are sexually active from April to October. This does not suit the breeders. A racehorse's birthday is taken to be January 1st of the year in which it was born, so to be bigger and better than its competitors, it must be born as soon after that date as possible, but not before. With a gestation period of 11 months, this means that breeders want mares to conceive between February and July. Hormone injections and fluorescent lights mimicking the arrival of spring—both pioneered by Mr Allen's unit—are now routinely used to bring mares into oestrus early.

Another product of Mr Allen's stable is the ultra-sound scanner for pregnant mares. One of its most useful applications is the detection of embryo twins. The horse's uterus cannot usually support more than one fetus at a time: a mare that has conceived twins almost always

miscarries. By "pinching out" one of the embryos at an early stage in pregnancy, vets can now improve the chances of the mare giving birth to a single, healthy foal.

Overall, techniques like these have upped the "live foal" rate at the rich stud farms, which can afford them, to 80 foals per 100 mares covered, compared with an average of 61 foals per 100 across the sport as a whole, and extra foals represent big money for breeders. But much of the fertility unit's research remains uncommercial—because it runs foul of the rules of the racing industry. Artificial insemination (AI), long common in cattle-breeding, is banned among thoroughbred horses. Inseminating mares the way nature intended, a thoroughbred stallion sires only 50 or so offspring a year; with AI the number is theoretically limitless. Were AI allowed, bloodstock prices would collapse. "Racing", as Mr Allen says, "is a limited-edition industry."

Also outlawed is embryo transfer—the equine equivalent of surrogate motherhood. Despite this, Mr Allen has found uses for the technique. By splitting six day-old embryos in two, and transferring one "demi-embryo" to a surrogate mare, the fertility unit produced the world's first-ever identical horse twins. As well as being a biological curiosity, the twins make useful laboratory animals. Mr Allen says: "With genetically identical twins you can answer whole questions on just two animals. You can try a new vaccine, a new wormer, on one [of them], and know that the results have nothing to do with genetics."

The Economist, January 13th, 1996

- 6 What has long characterized the relationship between Cambridge and Newmarket, according to the text?**
- A A strong sense of unity
 - B A lack of understanding
 - C Deep-rooted hostility
 - D Friendly interest
- 7 Why do breeders not want mares to carry twin embryos?**
- A A twin birth may make the mare useless for further breeding
 - B Horse twins are too similar to be used in commercial breeding
 - C The unborn foals are not likely to survive
 - D A mare does not produce enough milk for two foals
- 8 Why are not all of William Allen’s breeding techniques used by commercial breeders, according to the text?**
- A Many of his methods are completely new and untested
 - B Some of his methods require very expensive equipment
 - C The racehorse industry uses more efficient methods for breeding
 - D Some of his methods are not allowed for breeding racehorses
- 9 What is meant by the statement “Racing is a limited-edition industry”?**
- A The number of racehorses produced each year must be restricted
 - B In horse racing, business is no longer top priority
 - C Only a few breeders can survive competition within the racing industry
 - D The racing industry is old-fashioned and should be modernized
- 10 What is the result of the fertility unit’s use of embryo transfer, according to the text?**
- A Each mare can now produce twice as many foals as before
 - B The genetic quality of horses will gradually improve
 - C Certain kinds of research have been made easier
 - D Breeders have been able to develop new techniques

And here are some shorter texts:

Thunder and Lightning

Serious lightning studies began with Aristotle (384 - 322 B.C.), who got off on the wrong foot; he said lightning was burning wind. Even that was a step up from the standard fourth-century-B.C. notion of a bad-tempered deity hurling celestial javelins.

As late as the 1700s, people tried to disperse lightning by ringing church bells, which often were inscribed *Fulgura frango*, meaning "I break the lightning." Unfortunately, some of the bell ringers were electrocuted in the process.

Not until 1752 did Ben Franklin fly a kite in a thunderstorm, nearly barbecuing a Founding Father. He verified that lightning is electrical, the big brother of the sparks we generate when we shuffle across a rug and reach for a doorknob.

11 What does the writer tell us about Aristotle?

- A He had a less absurd idea of what causes lightning than other people during the same period
- B He later changed his mind about the cause of lightning
- C He presented a theory in which modern researchers have found some elements of truth
- D He is considered to be the founder of modern lightning research

12 What are we told about bell ringers in the old days?

- A They warned people about approaching thunderstorms
- B Some of them realised that it was impossible to stop thunderstorms
- C Some of them realised that lightning is an electrical phenomenon
- D They exposed themselves to great danger

A Woman Poet

During her lifetime, Elizabeth Barrett Browning was England's most famous woman poet. Passionately admired by contemporaries as diverse as Ruskin, Swinburne, and Emily Dickinson for her moral and emotional ardor and her energetic engagement with the issues of her day, she was more famous than her husband at the time of her death. Her work fell into disrepute with the modernist reaction against what was seen as the inappropriate didacticism and rhetorical excess of Victorian poetry, but recently scholars, interested in her exploration of what it means to be a woman poet, have initiated a reevaluation of her work.

13 How has Elizabeth Barrett Browning's work been regarded after her death?

- A It has always been greatly admired, especially among modernist poets
- B It is appreciated more today than it was during the modernist period
- C It has been much criticized by Victorian as well as modernist poets
- D It has never regained the strong popularity it had during the modernist period

Childhood

Recently there has been a proliferation of scholarship on the status of today's children that has pointed out the progression from the historical absence of childhood to the loss of childhood. Several significant social critics have held out the prospect that childhood is becoming an endangered species; that the industrial world, at least, is entering a stage where childhood has ceased to exist. Everywhere one looks, these authors contend, it may be seen that the appearance and behavior of adults and children are becoming increasingly indistinguishable.

14 What has been observed by certain social critics?

- A Children seem to feel totally neglected by society
- B Children are becoming more and more like adults
- C Children and adults seem to be living in separate worlds
- D Children are more and more unwilling to grow up

French Finance Ministers

At his death, Louis XIV's minister Mazarin bequeathed a strong hand to the king, but the damage to the French people was horrendous: national bankruptcy, mass starvation and disease, large-scale civil war. To what extent was Mazarin to blame for this suffering? One point should be made straightaway. From Richelieu, his predecessor, Mazarin inherited not only a war that was going badly, but an impossible situation at home. Richelieu's hand-to-mouth taxation and finance caused immense problems which could only end in catastrophe. Indeed, Richelieu got out in the nick of time. When Talleyrand died in 1832, King Louis Philippe exclaimed, 'I wonder why he has done that.' Similar flippancy about Richelieu's gruesomely prolonged and painful death might seem tasteless, however.

15 What is the writer's *main* conclusion about Richelieu?

- A He was rightly punished for the evil things he had done
- B He was very different from his successor Mazarin
- C He died before he had to face the consequences of his policies
- D He should not be blamed for a situation he was not responsible for

In the following text there are gaps which indicate that something has been left out. Study the four alternatives that correspond to each gap and decide which one best fits the gap. Then mark your choice on your answer sheet.

What Are We Afraid Of?

There remain authors who distinguish fear from anxiety, but common usage among the lay public and professionals alike equates the terms. Fear is the emotion of alarm resulting from the response to some danger,**16**..... anxiety, though similar, may not relate to anything readily identifiable. Fear may thus be seen as anxiety in objective form, whilst anxiety may be regarded as a fear without any basis in fact.

Realistic fear leads to the characteristic responses of fight, flight or freeze. It is a normal and essential adaptation ensuring the survival of the human organism. In modern man, all of these manifestations are recognisable in both normal and abnormal situations, resulting in rapid preparations for response to an impending**17**....., real or imagined.

The changes which occur are psychological, physical and biochemical. There are profound subjective experiences associated with these, although the same stimulus does not elicit the same**18**..... in everybody.

Fear is not always an unpleasant experience. It is often actively sought out as a means of providing excitement and has an addictive quality, up to certain limits. Examples of this are such diverse everyday phenomena as speeding excessively, gambling, shop-lifting and all the common forms of risk taking in which most individuals indulge at some time or other.

In children this might mean taunting a known bully,**19**..... adult authority figures, participating in contact sports and even attempting to elicit a positive social reaction from a peer despite feeling apprehensive and dreading possible**20**.....

The types of anxiety which interest professionals, however, are those which handicap the individual concerned and for which help is normally, but not always sought.

Herb Etkin, Fear and Underachievement

- 16** A whether
B unless
C because
D whereas

- 17** A attempt
B attack
C reason
D retreat

- 18** A system
B excuse
C response
D situation

- 19** A opposing
B praising
C fearing
D obeying

- 20** A stimulation
B performance
C expectation
D rejection

That is the end of the test. If you have time left, go back and check your answers.