

THE WOMAN WHO PLANTED TREES

Wangari Maathai, a Kenyan environmentalist, was awarded the 2004 Nobel Peace Prize. Thanks to the work of this woman who has planted 30 million trees, Kenya is now a greener and more pleasant country. But what has planting trees have to do with peace?

Maathai is a pioneering academic. Her role as an environmental campaigner began after she planted some trees in her back garden. This inspired her in 1977 to form an organisation –primarily of women – known as the Green Belt Movement aiming to curtail* the devastating effects of deforestation and desertification. Her desire was to produce sustainable wood for fuel use as well as combating soil* erosion. Her campaign to mobilise poor women to plant trees has been copied by other countries.

It was while she was president of the National Council of Women in 1976 that she introduced the idea of planting trees and continued to develop this into a broad-based, grassroots organization* whose main focus is the planting of trees with women groups in order to conserve the environment and improve their quality of life. The Green Belt Movement has assisted women in planting trees on their farms and on schools and church compounds. However, it has also campaigned on education, nutrition and other issues important to women and in 1986 established a Pan African Green Belt Network involving people from many African countries in the initiative.

In many parts of Africa, conflict often springs from competition for water and fertile land. As deserts expand and populations soar,* such competition can become violent. The war in the Darfur region of western Sudan, for example, has its roots in the struggle between black farmers and Arab pastoralists over a slab* of increasingly arid soil. By reforesting Kenya, Ms Maathai has made it less likely to go the way of Sudan. And the way she did it –by paying peasant women to plant seedlings in their own villages– empowers women, and so promotes peace even more.

Ms Maathai's work, though admirable, is only distantly related to the prevention of war. Skirmishes* over pasture are common, but there is little evidence that environmental factors cause full-scale wars. Darfur is in flames more for political reasons. A group of guerrillas rebelled against an oppressive regime, which responded by slaughtering the rebels' ethnic kin. Planting trees in Darfur would not have saved its people.

Although the physical completion of the Green Belt plan is "far from realization", the biggest impact has been the sense of hope and power in the lives of the ordinary women who comprise 90% of the members. They can hardly read or write. Yet they often join the movement to help their family –to pay their children's school fees, to buy their clothes or to build a house. And the women respond so quickly to a common cause that soon they see this as a way to help the community at large –and the nation. They want to make a contribution.

From the press. Adapted

curtail: reduir / reducir

soil: terra / tierra

grassroots organization: organització de base / organización de base

soar: disparar-se l'augment / experimentar un importante incremento

slab: tros / trozo

skirmishes: escaramusses /escaramuzas

Série 4 - A

PART ONE: READING COMPREHENSION

Choose the best answer according to the text.
[0,5 points each correct answer]

1. Kenya is now a greener country thanks to...
 - a) the Nobel Prize award.
 - b) its pleasant peace.
 - c) pioneering commercial tree trading.
 - d) Maathai's environmentalist project.

2. The Green Belt Movement is...
 - a) a Pan African institutional movement.
 - b) an elitist organisation of women.
 - c) an environmentalist and educational organisation.
 - d) a research project on deforestation.

3. War in the Darfur Region has its origins in...
 - a) oppressive regimes that are destroying the environment.
 - b) the sharing of fertile land.
 - c) the fight among black Muslims.
 - d) the conflict between farmers and pastoralists over fertile soil.

4. Maathai started planting trees to...
 - a) increase the number of gardening jobs in her home town.
 - b) produce more wood to build more schools and churches.
 - c) pay for the education of wealthy women.
 - d) stop the destruction of land and forest.

5. Reforesting Kenya is also a way of...
 - a) helping women become more independent.
 - b) becoming more like Sudan.
 - c) bringing women into politics.
 - d) promoting the construction business.

6. Women's incorporation to Maathai's project has...
 - a) helped them learn read and write.
 - b) given them a greater sense of social concern.
 - c) become a national problem.
 - d) had a negative family impact.

7. Planting trees...
 - a) has nothing to do with peace.
 - b) prevents people from killing each-other in all African countries.
 - c) helps solve all kinds of political conflict and trouble.
 - d) may help some African families to have a better life.

8. Which of these sentences is true?
 - a) The Green Belt plans have not been completed yet.
 - b) 90% of the women in Kenya cannot read nor write.
 - c) The Green Belt initiative has been successfully adopted all across Africa.
 - d) Most of the Kenyan people belong to the same ethnic clan.

PART TWO: WRITING

Choose **one** topic. Write about either 1 or 2. Minimum length: 100 words.

[0-4 points]

1. Imagine you are a journalist interviewing Wangari Maathai. Write an interview where you ask about her project and its acceptance by African governments.
2. Write a letter to the editor of your local newspaper explaining the need to apply Maathai's planting method of land protection in your own country. Explain the reasons why her plan would be beneficial for land, family and community improvement.

ANNOYING CELL PHONES?

In this radio programme you are going to listen to hear some new words. Read and listen to them. Make sure you know what they mean.

Face-to-face: cara a cara / cara a cara

Annoy, annoying, annoyance: molestar, molest, molèstia / molestar, molesto, molestia

Rehearse, rehearsal: assajar, assaig / ensayar, ensayo

Ready?

Now read the questions on the next page. Read them carefully before listening to the radio programme.

Science for Life, the radio programme which is always first with the big Science and Technology stories. Today's big story is about "cell phones".

How many working cell phones are there today in Europe? How many mobile phones are there in the whole world? How many cell phone addicts are there who can't stand being away from their mobiles? And how many cell phone users shout their conversations in trains, supermarkets, museums, stations or parks. Are you one of them? If so, how do you think other people feel when you are speaking on your mobile, for example, in your morning train to college? Dr Bret is with us today to help us understand how people react to cell phones.

[Now listen to the rest of the interview]

Choose the most appropriate answer according to the text. Only one answer is correct. Look at number 0 as an example.

[0,25 points each correct answer]

0. Dr Bret is today's guest in Science for Life...
- because the audience loves shouting on their mobile phone.
 - because the audience hates shouting on their mobile phone.
 - because many listeners can't stand being deprived of their mobile phones.
 - to help the audience understand how people react to mobile phones.
-
1. How does Dr Bret feel about mobile phones?
- He loves them. He is a cell phone addict.
 - He can't stand them. He never uses them.
 - He sometimes finds them irritating.
 - We are not told.
2. Dr Bret noticed that..... tend to get angry when others used cell phones in public places.
- People of all kinds.
 - Many people, specially those who are not cell phone users.
 - The majority of the people, except cell phone addicts.
 - Most people, specially those who do not own a cell phone.
3. In the experiment, Dr Bret made sure that several conditions did NOT change. Two of the things that were kept constant were...
- what the actors said and the volume of their voices.
 - the passenger they interviewed and the train.
 - the volume of the passengers' voices and the two actors.
 - Sheffield's bus station and the older actor.
4. In the experiment, Dr Bret made sure that some conditions changed. One of the things that changed was...
- sometimes the actors were women. Others, the actors were men.
 - the way the actors acted the conversation.
 - the content of the conversation.
 - the clothes the actors were wearing.
5. In the face-to-face condition, the passenger saw...
- both participants but only heard one side of the conversation.
 - one of the participants and heard only one side of the conversation.
 - only one of the participants but heard the whole conversation.
 - and heard both people involved with the conversation.
6. As a part of the experiment...
- some of the passengers were filmed and some were interviewed.
 - some passengers were filmed and interviewed.
 - some passengers were interviewed.
 - some passengers were filmed.
7. In the "mobile phone condition" one actor...
- talked to the passenger. The other actor pretended to be speaking on her mobile phone.
 - sat near the passenger and pretended to be speaking on her mobile phone.
 - interviewed the passenger using her mobile phone.
 - one actor made a call to the passenger's mobile phone.
8. Dr Bret found out that phone conversations...
- on a train were less annoying than most face-to-face conversations.
 - in a bus station were often as annoying as on a train.
 - were often less annoying than face-to-face conversations.
 - were always more annoying than face-to-face conversation.

ENGLISH IS THE GLOBAL LANGUAGE

A headline of this kind must have appeared in a thousand newspapers and magazines in recent years. "English Rules" is one of those articles presenting to the world a scenario suggesting the universality of the language, its spread and the likelihood* of its continuation. Retrospectives and predictions were written in the same vein,* with several major newspapers and magazines finding in the subjects of the English language an apt symbol for the themes of globalization, diversification, progress and identity. Television programmes and series, too, addressed the issue, and achieved world-wide audiences. Certainly, by the turn of the century, the topic must have made contact with millions of popular intuitions at a level which had simply not existed a decade before.

These kinds of statement seem so obvious that most people would give them hardly a second thought. Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu.

But how does a language come to achieve a global status? A language achieves a genuinely global status when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, because the "special role" has many facets. Such a role will be most evident in countries where large numbers of people speak the language as a mother tongue – in the case of English, this would mean the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a sprinkling of* other territories. However, no language has ever been spoken by a mother-tongue majority in more than a few countries (Spanish leads, in this respect, in some twenty countries, chiefly in Latin America), so mother-tongue use by itself cannot give a language global status. To achieve such a status, a language has to be taken up by other countries in the world. They must decide to give it a special place within their communities.

There are two main ways in which this can be done. Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is described as a "second language" because it is seen as a complement to a person's mother tongue, or "first language". The role of an official language is today best illustrated by English, which now has some kind of special status in over seventy countries, such as Ghana, Nigeria, India and Singapore. This is far more than the status achieved by any other language –though French, German, Spanish, Russian and Arabic are among those which have also developed a considerable official use.

Secondly, a language can be made a priority in a country's foreign-language teaching system, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school. English is now the language most widely taught as a foreign language –in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil– and in many other countries it is emerging as the chief foreign language to be encountered in schools. Often displacing another language in the process.

Adapted from *English as a Global Language*, D. Crystal (1997)

likelihood: probabilitat / probabilidad

in the same vein: en la mateixa línia (d'estil, pensament) / siguiendo la misma línea (idea, estilo)

a sprinkling of: una petita quantitat de / una pequeña cantidad de

Série 1 - A

PART ONE: READING COMPREHENSION

Choose the best answer according to the text.

[0,5 points each correct answer]

1. Why did television programmes achieve world-wide audiences? Because...
 - a) they referred to English as a global language.
 - b) they were in English.
 - c) their audiences were English speakers.
 - d) newspapers and magazines publicized them.
2. By the turn of the century, the topic of English as a global language...
 - a) was already very popular.
 - b) was not as popular as it had been fifty years before.
 - c) was much more popular than it is nowadays.
 - d) did not exist.
3. On television, we hear politicians...
 - a) from all over the world who speak English.
 - b) who speak English only when they visit England or the USA.
 - c) travelling and seeing English signs and advertisements.
 - d) addressing English audiences.
4. English...
 - a) will be understood in hotels and restaurants in the future.
 - b) is used only in the menus of hotels and restaurants of English cities.
 - c) will be understood very soon in hotels and restaurants everywhere.
 - d) is understood and used in restaurants and hotels everywhere.
5. Spanish leads because...
 - a) it is spoken as a second language all over the world.
 - b) there are around twenty countries where only mothers speak it.
 - c) in Latin America it is the only language spoken.
 - d) It is spoken as a mother tongue in more countries than any other language.
6. An official language of a country...
 - a) is used together with another language in the government, the law courts, the media and the educational system.
 - b) achieves the role of being a global language.
 - c) is only spoken in that country.
 - d) is used by the government, the media, the educational system, the law courts, among other domains.
7. India is one of the countries where English is...
 - a) a "second language".
 - b) the mother tongue of most of the population.
 - c) not spoken by mothers.
 - d) the mothers' first language.
8. Is English taught as a foreign language in many countries? Yes...
 - a) where it is the only official language.
 - b) in many countries where it is not the official language.
 - c) but it is being displaced by other languages.
 - d) in almost one hundred countries, including China and Russia.

PART TWO: WRITING

Choose **one** topic. Write about either 1 or 2. Minimum length: 100 words.

[0-4 points]

1. Write an essay describing some of your English learning experiences at school and / or outside it. Describe the way you study it, your style of work. Mention things that have helped you learn English and things that you have missed in the classroom.
2. Write a letter to an imaginary pen pal. Tell him / her about the languages currently used and taught in your country. Ask him / her about the languages used and taught in his / her country. Express opinions, suggest ideas, describe the future of these languages according to you.

THE DA VINCI CODE

Introduction

In this radio programme you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

decrypt: desxifrar, entendre / descifrar, comprender

cliffhanger: situació dramàtica no resolta que fa que vulguis continuar llegint / situación dramática no resuelta que te invita a seguir leyendo

sequel: continuació / continuación

springboard: trampolí / trampolín

Ready?

Now read the questions. Read them carefully before listening to the radio programme.

The Da Vinci Code

An interview with Dan Brown

PRESENTER: Hello again at «Ex Libris». With us today, at our programme, is Dan Brown, author of the book that everyone has been reading this year, *The Da Vinci Code*. And we'll also be chatting to an expert on Brown's novels, Dr Elyn Rhys from Oxford University. In December 2004, she read her doctoral thesis on Brown's novels which are now being published by Harvard Press Publishers. Good afternoon, Mr Brown. Good afternoon Dr. Rhys and welcome to Radio Europe International.

DR. RHYS: Good afternoon. It's a pleasure to be here today.

MR. BROWN: Good afternoon.

[Now listen to the rest of the interview]

LISTENING COMPREHENSION

Choose the most appropriate answer according to the text. Only one answer is correct. Look at number 0 as an example.

[0,25 points each correct answer]

0. Ex libris is a radio programme about

- books.**
- films.
- schools.
- theses.

1. *Digital Fortress* is...

- the first book published on the Internet.
- Brown's first book.
- Rhys's thesis.
- the sequel of *The Da Vinci Code*.

2. Which of these sentences is true?

- The Da Vinci Code* has sold 6,000 copies since 2003.
- The Da Vinci Code* will be a movie in 2006 starring Ron Howard.
- The Da Vinci Code* has been translated into 10 languages.
- The Da Vinci Code* has sold more than 10 million copies.

3. Why is the book such a big success?

- Although the writing is basic, the critics didn't like it.
- It doesn't fit the mood of the time.
- It deals with conspiracies and we like them.
- The story is ridiculous and simple.

4. Why do a lot of people believe the facts in the novel are true? Because...

- Da Vinci's artwork actually exists in the Louvre Museum.
- the Louvre Museum and the Pyramid are in Paris (France).
- the combination of historical facts and the story are very convincing.
- all the elements and characters in the novel are real.

5. What was Dan Brown's objective when writing the novel? He wanted people to...

- learn about architecture, documents and secret rituals.
- talk about unimportant questions in our lives.
- guess which facts were real and which facts were not.
- debate themes like history, religion and faith.

6. How does Brown achieve his writing style? By...

- putting a lot of information in his novels.
- writing ten pages everyday.
- sacrificing unnecessary words and paragraphs.
- avoiding a crystal-clear style.

7. Where did Brown find the idea for *The Da Vinci Code*?

- In Seville, in the Vatican and in the Louvre.
- In Seville and in the Vatican.
- In Seville and in the Louvre.
- In the Vatican and in the Louvre.

8. What are some of Brown's habits when he writes?

- At 4 a.m. he writes for one hour and does pushups and sit-ups.
- He writes very early in the morning and stops every hour to do some gymnastics.
- He is at his desk for four hours before he starts writing.
- He starts early in the afternoon and then goes to the gym for some exercise.