

HOPE FOR THE NO-HOPERS

«Is it true that in your country parents can be jailed for beating their children?», 16-year-old Jose asks us. Clearly there is no need to ask what made him run away from home to become one of Brazil's «street children». Luckily for him, he lives in Porto Alegre, whose municipal council cares for them. Jose now sleeps in a council-run dormitory and spends most days in the city's Open School, which allows street children to come and go as they please, trying to bring them back to a normal life and perhaps to an education.

It is a dark winter day when we visit the Open School. While the youngest ones play board games, the older ones kick a football around, tend the centre's vegetable garden or learn the beginnings of skills that may make them employable one day. 13-year old Ismael recounts happily how he and his friends used to sleep behind a shopping centre, and laughs as he tells of the beatings they got from policemen who caught them sniffing glue.

Nearly all the Open School's users still abuse some substance, often glue or a mixture of shop-lifted¹ solvents² and medication, a habit picked up on the streets to fight off hunger, cold and fear. These, the drug sniffers, are the easy ones to rescue, says one of the teachers: there are still groups of youngsters who are drug injectors but reject offers of help.

The clamour within Brazil over the situation had been growing since its return to democracy in the mid 1980s. Then, in July 1993, the whole world learnt about it, when eight children sleeping in a square in the centre of Rio were massacred by off-duty³ policemen. Suddenly the world read of the packs of children living in the street, hunted down like rats by exterminators hired by angry shopkeepers. A recent independent study, however, discovered in São Paulo city, with its 10 million people, only 609 cases of really wild children.

Why are they there? Stela, from São Paulo's University, says Brazil's cities have had many street-dwellers since the big migrations from the countryside in the 1930s. But now a more modern factor is driving children on to the street: the fragmentation of families, especially the very poor.

Though family breakdown may be hard or impossible to prevent, something can be done to help its victims. The services Porto Alegre offers are modest: a shelter where the children can sleep, eat and wash; a day centre staffed with a few teachers, drug counsellors and so on; and some staff to patrol the streets at night looking for children in need. So why do other cities not do likewise?

A simple lack of public spending on public services, say some critics. However, it is often not money that is lacking but political will, competence, coordination and continuity. In São Paulo, for example, much of the city hall's income in recent years has been skimmed off by corruption. But even the existing projects for the homeless are poorly coordinated and therefore inefficient. So people sleeping in one street may get fed twice in one night, while those in another street are entirely forgotten.

(From the press. Adapted)

¹ *lift*: robar

² *solvent*: dissolvent / disolvente

³ *off-duty*: fora de servei / fuera de servicio

PART ONE: READING COMPREHENSION

Answer the following questions according to the information in the text *Hope for the no-hopers*.

[1 point each correct answer]

1. Say two kinds of help that cities offer to the «street children».
2. Say three problems that cities encounter when trying to help the street children.
3. Problems do not afflict all the groups of street children in the same way. Say one difference.

4. One of these three sentences is true. Which one?

- Porto Alegre is an exception in Brazil. Its city council really looks after the street children.
- Political corruption is the biggest reason for the inefficiency of the help programs.
- Children who have been living in the streets cannot be rescued.

5. One of these three sentences is true. Which one?

- It wasn't until 1993, when the whole world learnt about the Rio massacres, that the big towns started to react.
- Fragmentation of the families is a major reason for the existence of street children.
- Attendance to an open school is compulsory for children once they have enrolled in it.

PART TWO: WRITING

Choose **one** topic. Write about either 1 or 2. Write between 75 and 100 words.

[0-5 points]

From the news, papers, or perhaps from our own life experience, we all know examples of social problems —unemployment, homeless people, immigration killings...

1. Write a short narrative text explaining the real or imagined story of one of these people.
2. Write a letter to a friend. Explain the problems of the homeless people (f. e., their causes, possible solutions, the future, reasons for hope or despair...).

PROVA AUDITIVA

THE POWER OF A HOBBIT

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

shire: comtat / condado

quest: expedició de cavallers a la recerca de quelcom màgic / empresa cabal·leresca en búsqueda de algo màgic

Middle Earth: Terra Mitjana / Tierra Media

rooted: arrelat, -ada / enraizado, -a

dwarf: nan / enano

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

PRESENTER: It's December 2001. The first film of the trilogy of The Lord of the Rings is being shown in the cinemas all over the world... Tolkienmania has reached everywhere. Almost everyone these days knows that the film is based on a book written by John Ronald Reuel Tolkien, which was already popular before the films were even planned. Recently, thousands of English readers voted it the best book of the 20th century. But what is it that made this book about the little hairy men so famous?

In our programme tonight, we have an unexpected visitor. An actor will play the role of Frodo Baggins, the main character in the film. He will answer our questions as if he were the real Frodo, the hobbit who inspired Tolkien's story.

PRESENTER: Good evening, Mr. Baggins. Thank you for visiting us tonight.

FRODO BAGGINS (F. B.): Good evening. It is a pleasure to be here with you.

ANSWER THESE QUESTIONS

1. Frodo Baggins, the hobbit who appears in the interview
 - first appeared in the book called *The Hobbit*.
 - is the hobbit who got hold of the ring in *The Hobbit*.
 - is the nephew of the hobbit who got hold of the ring in *The Hobbit*.
2. When J. R. R. Tolkien wrote *The Lord of the Rings*, he wanted to write that book
 - to show the way hobbits lived.
 - to talk about dangerous rings.
 - to entertain his own children.
3. Tolkien met Bilbo Baggins
 - in one of his journeys to the land where hobbits live.
 - in a trip to the Lonely Mountains.
 - in one of Bilbo's journeys to the place where Tolkien spent his holidays.
4. Where did Bilbo Baggins find the famous ring? He found it
 - in a palace where some dwarves lived.
 - on his way to the Lonely Mountains.
 - deep in the heart of the Lonely Mountains.
5. Why did Frodo Baggins have the ring? Because
 - his uncle wanted to retire and he didn't want to keep the ring, so he gave it to Frodo.
 - he found the ring on his way to the Lonely Mountains.
 - he took it from Sauron.
6. Sauron wants the ring so much because
 - he wants to destroy it.
 - it will allow him to have the world under his command.
 - he is afraid of the power of the hobbits.
7. What must Frodo do with the ring? He must
 - take it back to the Lonely Mountains.
 - give it back to Sauron, so that he doesn't destroy the world.
 - take it where it was created and destroy it.
8. According to Frodo, *The Lord of the Rings* is so popular
 - because it shows the different aspects of the life of the hobbit.
 - because the ring represents the dark side of people.
 - because, being a book of fantasy, it deals with the deepest aspects of human nature.
9. Why is Boromir an example of the bad and the good elements in human nature? Because
 - he doesn't know whether to destroy the ring or to serve Sauron.
 - his greed makes him want to possess the ring.
 - he doesn't know whether to kill Frodo or not.
10. What is Frodo's uncle's motto?
 - «There and back again.»
 - «Here we go again.»
 - «Here and back again.»

WHO, WHAT, WHERE, WHY AND WEB

In universities all over the world a serious struggle¹ has opened for the heart and soul of journalism —and the Internet appears to be the battlefield.

Web-based journalism is shaking up the academy as journalism schools are fighting to offer students multimedia skills at the expense, some faculty² worry, of traditional reporting.

The battle between teaching students how to cover a townhall meeting and/or teaching them web page production has opened some deep fissures in many universities.

«The net is causing a lot of turmoil», said Paul Grabowicz, from California. «There's a danger here that we're training a lot of people who will be technically sophisticated but who will not know the first thing about journalism.»

Often it comes down to time. Students who want to learn how to put digital audio on the web have to divide their time between that and learning basic interviewing techniques.

«Schools should not teach presentation, they should teach journalism. We didn't use to teach typing», said Eric Meyer, from Illinois. «We should spend time on content.»

But others disagree.

«The presentation delivers the message. If you don't know how to present something, you are lost in today's marketplace», said George Rorick. «It has to be engaging, it has to get people's attention.»

And increasingly, students are demanding programs that offer them a web-publishing component, in part to learn the skills and in part to get the public exposure that professional journalists have.

New digital skills not only take time to teach, they take time to learn. The technology is changing so fast that faculty have a hard time keeping up. This is not new. But the anxiety surrounding the Internet is different, perhaps because the demands are greater. «You can't be a journalism instructor and a technical master today, you just can't do it», Rorick said.

More unsettling for journalism schools, though, is the way the net is changing basic ideas about what journalism is. Is journalism on the web a different beast than journalism in newspapers? Will journalism on the web become so specialized that business people will only see business news, and sports fans only sports? Will they break stories? Or simply repackage stories that already ran on the newspaper or on TV? «We don't know exactly what to teach yet», said Rose Ann Robertson, «because this new media has not yet settled into place».

Nevertheless, there are ways that web news differs clearly from print and broadcast. Writing on the web is often shorter and punchier than writing in a newspaper. On the web, readers can integrate text with pictures and video, which require a new way of thinking about presenting information. And layouts need to incorporate a computer's boxy screen, not the long, thin newspaper format. But the basic idea behind news on the web is, for the most part, borrowed from TV news: Present quick, easy-to-digest news nuggets.³

The debate over what to teach in journalism schools simply reflects the big debate: How much is journalism going to change in the next ten years?

(From the press. Adapted)

¹ *struggle*: batalla, esforç / batalla, esfuerzo

² *faculty*: professorat / profesorado

³ *nugget*: quelcom petit, compacte i valuós (una pepita d'or, una informació) / algo pequeño, compacto y valioso (una pepita de oro, una noticia)

PART ONE: READING COMPREHENSION

Answer the following questions according to the information in the text *Who, What, Where, Why and Web*.

[1 point each correct answer]

1. Gaining something often means losing something else. What skills may be disappearing from present-day journalism schools, according to some teachers?

2. Which basic features are common to Internet and TV news?

3. Find in the article one clear argument in favour of media-based journalism training.

4. One of these three sentences is true. Which one?

- Time has consolidated the way news are presented in the net. This makes the teaching role of journalism schools clear.
- News on the web are becoming very specialized. This requires highly sophisticated training in video, pictures and text integration.
- There is much uncertainty about the curriculum to be taught in journalism schools, as the new media are still changing.

5. One of these three sentences is true. Which one?

- The new media are very complex. It is not easy for journalism teachers to train themselves constantly in the new skills.
- Presentation is everything. Teachers should give up teaching content in journalism schools.
- Students want to learn the new techniques mainly because they find traditional journalism useless.

PART TWO: WRITING

Choose **one** topic. Write about either 1 or 2. Write between 75 and 100 words.

[0-5 points]

1. Write a short essay about the way news are presented in a newspaper, on TV and on the web.
2. As a student, describe your ideal teacher or the subjects you would like to take.

PROVA AUDITIVA

A CINDERELLA WRITER

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

Cinderella: Ventafocs / Cenicienta

fiasco: fiasco, fracàs / fiasco, fracaso

wizard: bruixot / brujo

ban: prohibir

struggle: lluita / lucha

Ready?

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

A CINDERELLA WRITER

An interview with J. K. Rowland

PRESENTER: Good evening, ladies and gentlemen. Welcome to Pen Club, the radio programme in which we talk to some of the best-selling writers of our day. Tonight in the studio is Joanne Rowland. Hello, Joanne!

J. K. ROWLAND: Hello, Nick!

PRESENTER: Dictionaries define «Cinderella» as a woman whose beauty or abilities have not been recognized, or who becomes rich and successful after a period of difficulty. This is clearly the case of J. K. Rowland. Only five years ago she was unemployed, friendless and living on social security. Today she is one of the wealthiest women in Britain, and she is also one of the most successful writers in the world. Ms. Rowland, would you first tell us something about your life story?

J. K. ROWLAND: Well, there is nothing much to say.

ANSWER THESE QUESTIONS

1. Five years ago, in 1997, Joanne Rowland
 - started to write a Cinderella story.
 - didn't have a job and had no friends.
 - was working for the Social Security in Britain.

2. She spent her childhood in
 - Exeter.
 - Bristol.
 - Wales.

3. The quotation from an American poetess says
 - «Childhood is the kingdom where nobody dies».
 - «Childhood is the kingdom where nobody lies».
 - «Childhood is the freedom which nobody likes».

4. The idea for Harry Potter came to her
 - on a train to London.
 - at Manchester airport in 1990.
 - after waiting at a bus station for four hours.

5. A small publisher in _____ printed _____ copies of her first book in June 1997.
 - Boomsvery / 10,000
 - Bloomsbury / 1,000
 - Bluesbury / 1,000

6. If she published her stories with her full first name (Joanne)
 - boys would stop reading books.
 - boy readers would be encouraged to read other women's books.
 - boys would not buy her books.

7. *Gobbledegook* is
 - Chinese for Harry Potter.
 - a word the author invented.
 - a dirty word she learned at nursery school.

8. Her books are being questioned in some countries because
 - they are rubbish.
 - they show the classic fight between good and evil.
 - kids and teenagers may wish to become wizards or witches.

9. *The Goblets of Fire* is the _____ book in the series.
 - best
 - last
 - most frightening, scary

- 10 Ms. Rowland's ambition is
 - to win the Nobel prize for Literature.
 - a world free from wars for Jessica.
 - a better world for all the kids.