

# URUTESOL

## e-*Words*

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*Dear colleagues,*

Welcome to the Spring issue of our e.newsletter where you will find an interesting blend of theoretical and practical issues, which we hope you find interesting, useful and thought-provoking.

As usual, there is some news that I want to share with you:

We will hold our Annual Ordinary Assembly on October 3rd, among other things, to elect the Nominating Committee. We will also have a colloquium on the subject *Tradición-Innovación. ¿Una tensión potenciadora?* which will be moderated by our dear colleague Rose Marie Vicenzo. We have invited prestigious professionals to discuss the subject in the light of four different disciplines: Pedagogy, Linguistics, Philosophy and Technology.

We are pleased to announce that Gabriel Díaz Maggioli, Graciela Barrios, Germán Canale and Graciela Mercapide have accepted our invitation.

Before the Assembly we will have a colloquium that will take place at Crystal Palace Hotel (18 de Julio and Cuareim) from 6.30 to 9.30 p.m.

On December 6th, we will elect the new Board of Directors and we will have our end-of-the-year toast at Ateneo de Montevideo. The formal invitation as well as information on candidates and further details will be sent later on.

I would like to remind you that as a member, you are called to exercise your civic rights and duties and Urutesol needs and expects your active involvement in both events.

In order to elect and to be elected, you must be a fully paid-up member. So, if you want to pay your membership fee, you can do so right before the assembly as from 6.00 p.m. on October 3<sup>rd</sup>.

I would like to thank once more the generous and invaluable contributions to this e.newsletter of our colleagues German Canale, José Luis Formoso and Gustavo González and I especially want to express my deepest gratitude to Pablo Symonds, our e.editor. Pablo has also been responsible for the design of most of Urutesol's posters and advertising materials in the past years and has been a constant source of creativity and good advice. Now he will be away for some months, working in the Arab Emirates and Jose Luis Formoso will be taking over as editor of our e.newsletter.

So, as we wish Pablo the very best in his new position, we welcome José Luis on board!

To finish my message, I would like to share with you some inspiring quotes to celebrate all the blooming and awakening energy of Spring.

*The day the Lord created hope was probably the same day he created Spring. ~Bern Williams*

*If you've never been thrilled to the very edges of your soul by a flower in spring bloom, maybe your soul has never been in bloom. ~Audra Foveo*

May this Spring find you ready to bloom in every sense of the word!

*Solange*

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*« War is a way of  
shattering to pieces, or  
pouring into the  
stratosphere, or sinking  
in the depths of the sea,  
materials which might  
otherwise be used to  
make the masses too  
comfortable, and hence,  
in the long run, too  
intelligent. «*

*George Orwell*



# Language Planning, Bilingualism and TEFL in Uruguay

By Germán Canale - Universidad de la República

## Introduction

This paper deals with TESL/TEFL in Uruguayan bilingual schools, focusing on two closely connected subjects: bilingualism and educational language planning. As a starting point I will draw attention to two facts: a) bilingualism is the main aim of these schools and b) such a state can only be reached if an adequate educational language planning process is implemented.

## 1. Language planning and education

Roughly speaking, language planning is concerned with the processes by which an individual or an institution can change the *status* or the *corpus* of a language (Calvet 1996). The impact the language planning process has on society depends on sociolinguistic, political, economic and cultural factors, and it is measured against the original undesired state.

Phillipson (1992) points out that educational language planning is a sub-type of language planning. As this concept refers to actions and decisions that directly affect everyday teaching, it is of utmost importance that teachers be able to identify the goals of educational language policies and to evaluate their effect on TEFL. Although most times language planners' decisions depend on many co-occurring variables, I will only focus on those decisions which depend on each institution so as to show how simple educational language policies concerning target bilingualism<sup>1</sup> work.

## 2. Language planning, education and bilingualism

For a language process to be successful some requirements need to be met. Next, I will summarize the elements that should be considered in any educational language process

### Theoretical elements<sup>2</sup>:

- a. Definition of target bilingualism.
- b. Scope of the language within the country.
- c. Academic research.
- d. Scope of the language within the institution.
- e. Curriculum.
- f. Materials.
- g. Evaluation.
- h. Training.
- i. Institutional research.

aiming at bilingualism. For this purpose, I will make a division between theoretical and institutional aspects of the matter.

## 2.a. Definition of target bilingualism

The concept of target bilingualism refers to two facts: a. bilingual schools need to clearly state what a student should know/be able to do in sociolinguistic terms to be considered bilingual and b. bilingualism in these schools is an aim and not an initial state. A reasonable definition of target bilingualism is subjected to various factors, some of which may not necessarily depend upon the institution. However, a major problem still remains: how do we define bilingualism in a consistent and reasonable way?

So far I have used the term without making any further reference to what it means. Over the past six decades linguists and psychologists as well have proposed several definitions for the term, but none of them has reached general consensus. 'Minimal' and 'maximal' (Macnamara 1967), 'individual' and 'societal' (Baker 1993), 'coordinate' and 'compound' (Weinreich 1980), 'passive' and 'active' (Hockett 1958) are some of the adjectives regularly used to describe bilingualism. Although we may choose any of these as a working definition, the truth is that they are not mutually exclusive.

As for Uruguayan schools, we can start by ruling out *societal bilingualism*<sup>3</sup>, as it refers to those situations in which both languages in question have a wide social/public scope.

<sup>1</sup> By using the term «target bilingualism» I emphasize the fact that it is the desired state and the goal of bilingual schools in Uruguay, unlike other countries in which English and Spanish are both part of societal bilingualism (see 2). It should be noted that all the steps Uruguayan schools may take in order to plan bilingualism should not contradict this. If bilingualism is taken as the initial stage of education, all other steps taken will cause the planning process to be inconsistent.

<sup>2</sup> Most of these elements have been adapted from Siguán & Mackey (1986). However, the distinction between the theoretical and the institutional planning process is mine.

<sup>3</sup> Given the aim of this paper, I will not consider the distinction between formal and informal bilingualism or between sequential and simultaneous bilingualism. Only the terms «formal» and «sequential» can be applied to most private bilingual schools in Uruguay

*Maximal bilingualism* is the native-like control of two languages (Bloomfield 1933), whereas *minimal bilingualism* (or *incipient bilingualism*, as coined by Diebold 1964) is a minimal control of the second language. As this classification posits bilingualism as a continuum, we must consider that the tags ‘minimal’ and ‘maximal’ may refer to students’ performance in a certain communicative meaningful event<sup>4</sup> or to how much they know<sup>5</sup> about the second language.

Based on the mechanisms of semantic storage and on the learning environment, Weinreich (1953 *qtd. in* Padilla and Liebman 1982) talks about coordinate and compound bilingualism. A *coordinate bilingual* is the individual who has learned each language in a different context, while a *compound bilingual* has learned both languages in the same context. The author posits this distinction on account of the different psychological representations of the linguistic signs underlying bilingual individuals. Coordinate bilinguals relate the same concept to two different sets of semantic features, corresponding to each of the languages.<sup>6</sup> Contrarily, a compound bilingual has only one representation of corresponding concepts of the two languages.<sup>7</sup>

It is also common to make a distinction between passive and active bilingualism (Hockett 1958). *Active bilinguals* are proficient at both receptive (listening and reading) and productive skills (speaking and writing), while *passive bilinguals* have a higher proficiency in their receptive skills. Although this dichotomy may be methodologically useful, it is not true that a clear-cut distinction between encoding and decoding abilities can be made, as of course all skills imply active and passive mechanisms.

Nowadays most teachers and schools prefer the term *functional bilingualism* (Fishman 1965 *qtd. in* Baker 1993) because it refers to sociolinguistic abilities and communicative-meaningful events. As in the measurement of bilingualism most schools lay emphasis on meaningful communication, this definition is quite operative.

## 2.b. Scope of the language within the country

The scope of the second language in the country is the result of domestic policies and international affairs. The prestigious place English occupies in Uruguay can be explained by looking at the current world scenario, which shows how the sociopolitical history of English has established it as a *global language*.<sup>8</sup> Studies on a. TEFL and public<sup>9</sup> schools (La Paz 2004), b. the socio-cultural struggles between Spanish and English to consolidate as *the* language of globalization (Canale 2007i) and c. the educational resources and discourses of both languages (Canale 2007ii) support this idea.

Conceived of as a world language, English has become, to a greater or lesser extent, part of our everyday life (think of

television, music and technology). However, most regular contact with the language comes from formal instruction.

## 2.c. Academic research

It is well known that there exists a gap between sociolinguistic theory and TEFL. In this respect, it has been noted that TEFL theory has been receptive rather than productive (Pennycook 2001, Rajagopalan 2003). To make matters worse, there seems to be little contact between teachers and researchers. In spite of this, it is vital that the language policies adopted by schools be in consonance with recent findings in sociolinguistics. By ‘findings’ I do not only mean information about the use of the language, but also about other sociolinguistic phenomena, such as attitudes to language, among others.

## 2.d. Scope of the language within the institution

For different reasons, not all schools can promote the use of the second language in all contexts. A school in which English is only used in the classroom, for instance, needs to adopt a broader sense of bilingualism. For Siguán and Mackey (1986) it is important to consider whether the second language is used in communicative events which include various participants (teachers, students, parents, staff, etc.) and whether there are complementary activities, such as festivities, in which the second language is used. The underlying assumption is the following: the wider the scope of a language is, the more sociolinguistically competent the students become.

## 2.e. Curriculum

Most researchers agree that for a school to be bilingual it needs to teach content in both languages, i.e. the second

<sup>4</sup> See the concept of sociolinguistic competence (Canale & Swain 1980).

<sup>5</sup> ‘Know’ should be interpreted here as ‘cognize’, i.e. the intrinsic and unconscious knowledge of a language. This term was originally coined by Chomsky (1980) to describe native speakers’ knowledge of their own language.

<sup>6</sup> In other words, referentially equivalent terms such as *mamá* and *mother* would belong to different linguistic signs in an English-Spanish coordinate bilingual.

<sup>7</sup> *Mamá* and *mother* would mean exactly the same for a compound bilingual.

<sup>8</sup> The negative effects of this phenomenon have been analyzed by: Phillipson (1994, 2003), Pennycook (1994, 1998), Ammon (2000), Crystal (2003), Holliday (2005), Jenkins (2007), among others.

<sup>9</sup> Note that I use the term «public» in the American sense.

language not being an aim in itself. Siguán and Mackey (1986:148) point out that:

*‘Sólo así se asegura a la lengua menos usada un alto grado de familiaridad con ella y la posibilidad de ser utilizada como lengua de comunicación real entre el alumno y el profesor, y no un simulacro de comunicación, como puede ser un ejercicio dialogado en una clase de lengua’.*

At what age the second language is introduced also plays an essential part: are both languages learned simultaneously? Striking a balance in terms of class-time may also be beneficial: are there more Spanish subjects than English subjects? Are students exposed to English as many hours as they are exposed to Spanish? In addition, it is also important to evaluate whether the subjects in each language require the same kind of cognitive ability. A bilingual curriculum may be designed so as to reach equidistant levels of proficiency in both languages or to favor one over the other. This is why a balance between social and hard sciences is also recommended (Siguán & Mackey 1986).

## 2.f. Materials

Upon dealing with issues a-e, the language planner would already have come to terms with the fact that an institutional approach to bilingualism requires the ability to find and use relevant textbooks and materials. There are lots of available materials for international languages such as English and Spanish, but the main problem is whether these can be adapted so as to be in consonance with the aims set by the school.

## 2.g. Evaluation

Regular evaluation is, without the shadow of a doubt, one of the most important elements of any learning process. In

this respect, it is not only important to test content but also to measure bilingualism. Formative testing, for instance, is common among bilingual schools. It implies evaluating possible problems in the different linguistic areas, so that the results can lead the teacher to help students to improve (Baker 1993). But this can also be complemented with tests designed to measure bilingualism. Among others, we find language background scales, which aim at self-evaluating use of both languages.

Charts can also include questions related to the language in which other people address the students or to the roles each language plays in the students’ lives (language used when listening to music, reading comics, watching t.v., etc.). By using these charts, the teacher learns about the use of the languages outside and inside the school and about positive or negative attitudes to them.

## 2.h. Training

Language planners also have to consider staff training. Obviously, training for ESL differs from training for EFL. For the educational language planning process to be at least minimally effective, teachers’ background has to be in consonance with the materials and the testing procedures used.

## 2.i. Institutional research

I have argued that being in contact with sociolinguistic research is an important aspect of teaching. It is also true that specific research should be carried out in schools to discover peculiarities of the students. Due to social, political and economic factors, each school is a different reality and has a different institutional culture. Research carried out in/by the school can throw light on many sociolinguistic aspects. Consider the following:

- Language use and language knowledge.

<b>In what language do YOU speak to the following people? Choose one of the answers.</b>					
	<b>Always in Spanish</b>	<b>In Spanish more often than English</b>	<b>In Spanish and English equally</b>	<b>In English more than Spanish</b>	<b>Always in English</b>
<b>Father</b>					
<b>Mother</b>					
<b>Brothers/Sisters</b>					
<b>Friends in the Classroom</b>					
<b>Friends on the Playground</b>					
<b>Friends outside School</b>					
<b>Teachers</b>					

**Chart 1:** Sample questions about bilingual use of languages for schoolchildren (adapted from Baker 1993).

- Language attitudes.
- Environment in which learning takes place.
- Institutional factors that condition or favor learning.
- Individual learning styles.
- Motivation for learning the second language.

place in a vacuum but in a socio-cultural context, I believe schools would benefit from drawing their attention to the points raised here. As a final remark I would like to say that even though introducing a language planning policy is by no means an easy task, it ensures high-quality education.



### 3. Final Remarks

In this paper I have reflected upon educational language planning processes concerning bilingual schools in Uruguay. In the understanding that learning does not take



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# What does URUTESOL offer you?

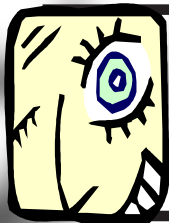
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# Classroom Tips

## USING SONGS IN OUR LESSONS

by Gustavo González

The following exercise is just an idea on how to use songs in our classes.

“THE LAST SONG” by Elton John, included in his album “The One”, 1992, is about a boy who is dying of AIDS with his father by his side. This song was also featured in the final scene of the 1993 movie “AND THE BAND PLAYED ON”, which chronicles the early beginnings of AIDS.

It is recommended for Intermediate + students.

### POSIBLE USES:

- Letter-writing conventions.
- Group discussion as regards meaning.
- Vocabulary development.
- Plurality of interpretation.
- Listening for details.
- Raising awareness on AIDS among teenagers.

### ACTIVITY

Answer the following questions based on this given text.

- a) What kind of text is it? How do you know?
- b) Who is writing it? Who for? What for? What is the writer trying to say? How do you know? Back up your answer with evidence from the text.
- c) Have people in the group come to different interpretations? Why do you think this has happened?
- d) Do you consider other people’s interpretations as valid? Is their interpretation consistently sustained? Would you change your mind? Do you like your own interpretation better? Why? Why not?

Dear .....

*Yesterday, you came to lift me up, as light as straw and brittle as a bird.  
Today, I weigh less than a shadow on the wall, just one more whisper of a voice  
unheard.*

*Tomorrow, leave the windows open; as fear grows, please hold me in your  
arms. Won't you help me if you can... to shake this anger...? I need your gentle hands  
to keep me calm.*

*'Cause I never thought I'd lose, I only thought I'd win... I never dreamed I'd  
feel this fire beneath my skin. I can't believe you love me!!! I never thought you'd  
come...*

*Things we never said come together, the hidden truth no longer haunting  
me... Tonight, we touched on the things that were never spoken... that kind of  
understanding sets me free!!!*

.....

Now listen to the song. There is a line that has been omitted and you will discover it really easily! It will tell you about the two people involved in the story. With this new information, decide who is talking to whom and why they are doing so.



Gustavo González is a graduate teacher from I.S.F.D. N° 5 in Pergamino. He moved to Buenos Aires seven years ago and has been teaching English in companies since then. He has been in the ELT field since 1993, working as a teacher, school coordinator, and teacher trainer. Essentially, he sees teaching as sharing; that is why he has devoted himself to teacher training more deeply than ever in the last years, both as a freelance speaker and as a presenter for Mcmillan Publishers. He has been delivering seminars and workshops all over Argentina and neighboring countries, sharing ideas about Methodology, American English, the use of songs and movies in the classroom, humor, Business English and how to exploit sit-coms for educational purposes. He is one of the contributors to the book «Imagination, Cognition & Language Acquisition: A Unified Approach to Theory and Practice», published by the New York City University. He is the current vice president of APIBA (Asociación de Profesores de Inglés de Buenos Aires) and vice president of FAAPI (Federación Argentina de Asociaciones de Profesores de Inglés). [gugonzalez@infovia.com.ar](mailto:gugonzalez@infovia.com.ar)



# Classroom Tips

*Using authentic materials in the English classroom:*

## **A PRACTICAL EXAMPLE**

By José Luis Formoso – ([jiformoso@gmail.com](mailto:jiformoso@gmail.com))

In this day and age, students are becoming more independent and more anxious about the results and purposefulness of what they learn. Questions like «What's the use of this?» or «Will I ever see it in real life?» have become an everyday thing and the tip of the iceberg in an issue that calls for immediate action.

The question we should ask ourselves is: «Are we teaching them to live in the real world?» And it is precisely in the real world where we will find the answer. This is when authentic materials come in handy.

Some people still fear their use out of ignorance of how to select, adapt, or how much longer it takes to put them into practice, and though it is undeniable that working with this sort of materials requires a more exhaustive preparation on the side of the teacher, even the short term benefits will more than justify the extra effort.

When you implement them, as it is often said, «the world becomes your oyster», for the choice is endless. There are no limits to what you can come up with, and the sources you can resort to. Of course you will usually bear in mind your students' needs, likes, interests, abilities and institutional aspects such as syllabi, for instance, but it is also vital that you feel comfortable at it. The minute it grows on you, you will certainly favour them among other activities.

From the usual newspaper or magazine articles, through songs, videos or films, to the downright mundane things such as brochures, leaflets, or advertisements, they provide an excellent opportunity to see language in its real context, in a hands-on

experience unparalleled by any other source of material in store.

Nevertheless, and mainly because most of the times you will have to adopt and adapt them yourself, it is not something that you might be able to do on a daily basis. More often than not, the use of authentic materials in class will serve as a complement, as a way of bringing the real world into the classroom, in order to boost students' interest, and hence, their learning.

As a mere sample of what can be achieved through their use, I am attaching a worksheet for an upper intermediate level group, based on the Wikipedia plot review of the blockbuster film «21» in which a number of different techniques have been used to exploit not only the topic and plot of the film but also a selection of grammar points and vocabulary items that are naturally drawn from the text itself.

You are invited to try it out and discover firsthand the boons of using this kind of materials.

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*José Luis Formoso has been an EFL teacher and teacher trainer at bilingual schools and language institutes in Uruguay since 1984, currently training students for most of Cambridge ESOL's examinations, the International Baccalaureate Diploma Program at EIHU-IAHU, and the Teaching Knowledge Test (TKT) at Queen Victoria Institute*



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### 1 Introduction: Fill in the blanks and conjugate the verbs in brackets.

«**21**» (advertised as «21: The Movie») is a 2008 drama film **FROM** Columbia Pictures. It **IS / WAS DIRECTED BY** Australian director Robert Luketic (Legally Blonde) and **STARS / IS STARRED BY** Jim Sturgess **AS** Ben Campbell, and also Kevin Spacey, Kate Bosworth, and Laurence Fishburne. The film **IS / WAS INSPIRED** by the true story **OF** the MIT Blackjack Team. It **IS / WAS BASED ON** Bringing Down the House, the best-selling book **BY** Ben Mezrich.

### 2 Plot: Re insert the sentences/clauses in the box below.

Ben Campbell, (1)   **C**  , is a pre-medical student who applies for the prestigious Robinson Scholarship, a full scholarship to Harvard Medical School. Despite Ben's nearly impeccable curriculum vitae, the professor who administers the scholarship tells Ben that he has to write a composition about his own life that must «dazzle» him in order to win it.

(2)   **E**  , because the most exciting thing going on in his life is a «209 competition», where he and his two friends are building a self-driving GPS robotic wheel.

(3)   **B**  . Miles jokingly tells Ben to ask out Jill if he wants a «true life experience.» Ben can't forget the fact that money is the only thing preventing him from going to Harvard Med.

In his algebra class, Ben impresses his professor, Micky Rosa by solving a famous Quiz Show Problem including a car and some goats (4)   **F**  . One night while Ben is studying, Fisher tells him to come with him. (5)   **A**   His team travels to Las Vegas every weekend to count cards and win money, which the members then share. Other members of the team are Jill, the girl Ben is obsessed with, Choi, and Kianna. Micky needs someone to replace another big player (Jimmy) who left for Google, and thinks Ben is the perfect person for the vacancy. Micky tells Ben of how much money he'll make and how much fun he'll have by joining the team. (6)   **D**  . Micky then tells Ben to keep what he learned tonight private, and that he'd really hate to lose one of his new favourite students.

- A. He takes Ben to a card counting session led by Micky.
- B. While at the gym, Ben's friend Miles spots Jill Taylor, the hottest girl at MIT.
- C. based on Jeff Ma, a real life MIT card counter
- D. Ben initially says no to Micky's offer.
- E. Ben knows he doesn't have what it takes to win the Robinson Scholarship.
- F. (through logic and reason, not emotion like most people).

### 3. Delete the extra word if any.

<p>Later at Ben's workplace, he impresses <del>the</del> two customers by adding up a complex set of numbers (showing <del>for</del> his extraordinary talent for <del>the</del> mathematics). As he turns around, he is greeted by Jill, who seductively persuades Ben to come back and join at the team for one of their future trips to Vegas. Ben is <del>so</del> intrigued by Jill and her enthusiasm for Vegas. Later that night during a card counting session, while <u>Micky</u> is pressing his players hard, <del>and</del> all of them are having <del>a</del> trouble keeping count.</p>	<p><u>1 THE</u></p> <p><u>2 OK</u></p> <p><u>3 FOR</u></p> <p><u>4 THE</u></p> <p><u>5 OK</u></p> <p><u>6 AT</u></p> <p><u>7 OK</u></p> <p><u>8 SO</u></p> <p><u>9 OK</u></p> <p><u>10 OK</u></p> <p><u>11 AND</u></p> <p><u>12 A</u></p>
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#### 4) Fill in with the words in the box.

Improving surprise goes signals strategy drawn amount joining med summing  
 Ben (1) **GOES** in silently and hears Micky (2) **SUMMING** up the cards that were (3) **DRAWN**. To the team's (4) **SURPRISE** Ben answers 13, and he is correct. Once Ben joins the team, he spends all of his time (5) **IMPROVING** his skills counting, learning basic (6) **STRATEGY** and the team's (7) **SIGNALS** and codes. Ben is convinced that (8) **JOINING** the team is the best way to save 300,000 dollars, the (9) **AMOUNT** he needs for (10) **MED** school.

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#### 5) Word formation.( Choose the right word for every blank)

<p>Ben is a bit _____ about what the team is doing. He talks to <u>Micky</u>, who _____ him that card counting is completely safe and _____.</p> <p>_____, <u>Micky</u> wasn't telling the whole truth. As Ben _____ to improve himself, the team _____ that he is ready for the final test. Ben is asked to show up in an _____ casino located in Boston's China Town. While there, Ben is expected to play the part. Ben plays as he should, but is _____ kidnapped by two men and brought into a back room. When he's there, he hears the question "what's the count?" Ben _____ answers "18." The bag is lifted off of Ben, and the team _____ him for making the team. Shortly after, <u>Micky</u> reveals to Ben that he's the new big player, replacing Jimmy. Ben is _____, as he is still new to the game.</p>	<p><b>WORRY / <u>WORRIED</u> / WORRYING</b>  <b><u>ASSURES</u> / SURE / SURELY</b></p> <p><b>LAW / LAWYER / <u>LEGAL</u></b>  <b>FORTUNE / FORTUNATELY /</b>  <b><u>UNFORTUNATELY</u></b></p> <p><b><u>CONTINUES</u> / CONTINUE / CONTINUOUS</b>  <b>DECISION / <u>DECIDES</u> / DECIDEDLY</b></p> <p><b>GROUNDING / GROUND / <u>UNDERGROUND</u></b></p> <p><b>SUDDEN / <u>SUDDENLY</u></b></p> <p><b><u>NERVOUSLY</u> / NERVE / NERVOUS</b>  <b><u>CONGRATULATES</u> / CONGRATULATIONS</b></p> <p><b>CAUTIOUSLY / CAUTION / <u>CAUTIOUS</u></b></p>
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#### 6) Match the beginnings and endings.

- |                                    |   |   |
|------------------------------------|---|---|
| 1. <u>Micky</u> assures Ben that   | → | a Pentium chip.   |
| 2. That his mind is like           | → | not emotionally.  |
| 3. <u>Micky</u> tells Ben          | → | that he will play according to the rules.                 |
| 4. <u>Micky</u> wants to be sure   | → | he was born to do this;                                   |
| 5. ...and play the game logically, | → | that Ben will use his head...                             |
| 6. Ben confirms                    | → | that what they are doing is counting cards, not gambling. |

## 7) Multiple choice cloze. ( Fill in the blanks with the correct word on the following page)

When Ben gets to Vegas, he easily plays the (1) A of big player. In his first night, he (2) B the other big player (Fisher), who is already showing (3) C of jealousy (4) A his team mate. Ben is (5) A by his first weekend in Sin City, (Vegas), while his life back in Boston is only starting to (6) B. Ben's friends ask him where he was (7) B the weekend, and Ben (8) A that he went to New Hampshire. Later, Ben tries to show (9) B by getting near Jill and (10) B her a beer. His friends are surprised, and are (11) B noticing changes in Ben's (12) A.

Ben continues to spend his weekends in Vegas, and leaves his friends and the 209 (13) C behind him. In Vegas, Ben is getting closer and closer to his love interest Jill. One night at Foxx strip club, Ben is approached by Jill. The two jokingly talk using their false identities. They then share a kiss that begins to (14) B their relationship. Ben is having a real good time with the team, but unknowingly he is being watched by a (15) A casino security guard named Cole

Williams

1	a. <b>part</b>	b. performance	c. position
2	a. hits	b. <b>beats</b>	c. kicks
3	a. indications	b. notices	c. <b>signs</b>
4	a. <b>against</b>	b. at	c. to
5	a. <b>impressed</b>	b. oppressed	c. impressive
6	a. destroy	b. <b>deteriorate</b>	c. disappear
7	a. at	b. <b>over</b>	c. around
8	a. <b>claims</b>	b. agrees	c. tells
9	a. back	b. <b>off</b>	c. up
10	a. sharing	b. <b>buying</b>	c. get
11	a. just	b. <b>already</b>	c. yet
12	a. <b>personality</b>	b. person	c. characteristics
13	a. contest	b. quiz	c. <b>competition</b>
14	a. solidify	b. <b>seal</b>	c. terminate
15	a. <b>sinister</b>	b. demoniac	c. devilish

## 8) Fill in with the right preposition.

As Ben gets closer TO Jill and more involved IN card counting his relationship with his friends gets worse. Ben is confronted BY his friends in Boston who ask him ABOUT his conversation WITH Micky. Ben lies, and Miles easily detects his insincerity. His friends think that Ben is INTO drugs or that his friendship WITH Jill is making him ignore them. Ben does not pay attention TO his friends, seeing them as only taking UP his time. While visiting his mother, he is given a 68,000 dollar check BY her. Ben is ashamed, knowing his mother worked hard FOR this money. He then lies TO her, by saying that he had won the Robinson Scholarship. Ben believes that all the money he needs can be won counting cards.

## 9) Find evidence in the text that:

a. The film director is not an inexperienced one.

**HE DIRECTED «LEGALLY BLONDE»**

b. The film is not totally fictional.

**IT'S BASED ON THE TRUE STORY OF THE MIT BLACKJACK TEAM**

c. Ben is no ordinary student.

**HE HAS AN IMPECCABLE CURRICULUM. HE IS GOOD AT MATHS.**

d. The Harvard Med professor was looking for something exceptional.

**THEY WERE LOOKING FOR SOMEONE WHO WOULD DAZZLE THEM**

e. Ben's friends like irony.

**THEY ENCOURAGE BEN TO ASK JILL OUT AND CONSIDER HER A TRUE LIFE EXPERIENCE.**

f. Ben is urgently needed in the professor's team.

**JIMMY GOT A JOB WITH GOOGLE. THERE IS A VACANCY IN THE TEAM.**

g. What the team is doing should not be made public at the school.

**MICKY ASKS BEN TO KEEP EVERYTHING PRIVATE.**