Read the text and write a thematic composition following the points below:

TRACCIA 3

Mind Mapping

Education is the passport to a good job but, unbelievably, more and more young people are leaving school without a good standard of literacy or numeracy and many are also unable to hold a basic conversation in a foreign language. This is a tough problem that many governments are trying to solve: in today's world, what you know determines what kind of job you can get and the more you earn. The same is true for English – English is the language of business, the Internet, and travel and without having a reasonable linguistic level, it might be more difficult to get an international job. But how do you go about learning the language in an effective way? One way you can help yourself learn that tricky vocabulary is to use a technique called mind mapping.

Mind maps have been used for centuries in learning, memory, brainstorming, visual thinking, and problem solving. The idea of representing ideas of thoughts diagrammatically is not a new one. As early as the third century, Porphyry of Tyros, a philosopher, produced map-like images to explain Aristotle's philosophical concepts. In recent times, some of the earliest examples of mind maps were developed by Tony Buzan, a British psychologist, who claims to have pioneered modern mind mapping. He argues that while traditional pages force readers to scan from left to right, people actually tend to scan a page in a non-linear fashion. While traditional learning such as taking notes uses very few of the brain's resources, mind maps use all the skills, combining logic, words, colour and images.

A mind map is often created around a single word and you add associated ideas, concepts, or words. To build a mind map, you first start with a blank piece of paper on which you draw a picture of the topic or write the topic word you are trying to learn about. You can then draw up to nine lines representing words or themes connected with the topic, radiating out from the centre. You can add another series of lines, representing different associated ideas or themes, to the original lines if you wish. You can also use colours, symbols, or arrows to link ideas, depending on how complex your original topic is.

After years of being regarded with skepticism by educators, mind mapping is currently helping dyslexics write and achieve high marks at school and university. Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language-related skills. It may result in difficulties with reading, time management, sequencing, organizing thoughts clearly, and spelling. Yet dyslexics are often innovative, lateral thinkers, creative, good troubleshooters, and great problem solvers. Mind mapping can help people with dyslexia as it can consist solely of images.

However, not everyone is a fan of mind mapping and some researches have found that it has a limited impact on memory. Yet others have found that learners prefer to use more conventional methods such as taking notes and resist using mind mapping because it is an unfamiliar technique. Although the scientific community remains divided, mind mapping has proved to be helpful for some students – so why not try it and see if it helps you to remember what can appear to be illogical collocations?

Create a 2/3-hour Lesson of B1/B2/C1 Level. Cover the following points:

1. Write a Précis outlining the author's thesis and method used for its development in no more than 250 words.
2. Illustrate the creation of a pre-teaching model mind map following the instructions given in the text.
3. Organize an informal student debate on the topic "Mind Mapping is an Effective Way to Learn a Foreign Language" by: a) explaining its format (Parliamentary or otherwise) and objective b) explaining the creation

of Pro/Con groups of students that would elaborate the points outlined in the text (as well as others which could be introduced).

4. Based on the content of the given text, make up 5 Multiple Choice Questions, with 5 possible alternative answers for each question (indicating the correct answer for each question).

5. Based on the content of the given text, make up 5 True/False Questions (indicating the correct answer for each question).

Read the text and write a thematic composition following the points below:

TRACCIA 2

Language Learning

People often ask which is the most difficult language to learn, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish, for example, will find Portuguese much easier to learn than a native speaker of Chinese, because Portuguese is very similar to Spanish, while Chinese is very different, so first language can affect learning a second language. The greater the differences between the second language and our first, the harder it will be for most people to learn. Many people answer that Chinese is the hardest language to learn, possibly influenced by the thought of learning the Chinese writing system, and the pronunciation of Chinese does appear to be very difficult for many foreign learners. However, for Japanese speakers, who already use Chinese characters in their own language, learning writing will be less difficult than for speakers of languages using the Roman alphabet.

Some people seem to learn languages readily, while others find it very difficult. Teachers and the circumstances in which the language is learned also play an important role, as well as each learner's motivation for learning. If people learn a language because they need to use it professionally, they often learn it faster than people studying a language that has no direct use in their day-to-day life.

Apparently, British diplomats and other embassy staff have found that the second hardest language is Japanese, which will probably come as no surprise to many. But the language that they have found to be the most problematic is Hungarian, which has 35 cases (forms of nouns according to whether they are subject, object, genitive, etc.) This does not mean that Hungarian is the hardest language to learn for everyone, but it causes British diplomatic personnel, who are generally used to learning languages, the most difficulty. However, Tabassaran, a Caucasian language has 48 cases, so it might cause more difficulty if British diplomats had to learn it.

Different cultures and individuals from those cultures will find different languages more difficult. In the case of Hungarian for British learners, it is not a question of the writing system, which uses a similar alphabet, but the grammatical complexity, though native speakers of related languages may find it easier, while struggling with languages that the British find relatively easy.

No language is easy to learn well, though languages which are related to our first language are easier. Learning a completely different writing system is a huge challenge, but that does not necessarily make a language more difficult than another. In the end, it is impossible to say that there is one language that is the most difficult language in the world.

Create a 2/3-hour Lesson of B1/B2/C1 Level. Cover the following points:

1. Write a Précis outlining the author's thesis and method used for its development in no more than 250 words.
2. Illustrate the creation of a pre-teaching, very simplified, Indo-European Language Chart showing basic developmental derivations.

3. Organize an informal student debate on the topic "Some Languages are Easier to Learn Than Others" by: a) explaining its format (Parliamentary or otherwise) and objective b) explaining the creation of Pro/Con groups of students that would elaborate the points outlined in the text (as well as others which could be introduced).

4. Based on the content of the given text, make up 5 Multiple Choice Questions, with 5 possible alternative answers for each question (indicating the correct answer for each question),

5. Based on the content of the given text, make up 5 True/False Questions (indicating the correct answer for each question).

Read the text and write a thematic composition following the points below:

TRACCIA 1

Power to the workers: Michelin's great experiment.

Managers at Michelin's plant in Le Puy-en-Velay noticed a particularly French change in behaviour three years ago. Workers at the tyre factory exchanged the formal 'vous' form of address for the friendlier 'tu', a symptom of more profound change.

Michelin, the paternalistic*company that's been strong in France for more than a century, was handing more responsibility to workers at the 600-person plant and urging managers to step back into a less formal coaching role. In the past, says a manager at Le Puy, 'you couldn't be a good boss if you hadn't passed through all the stages of [tyre] preparation. Now the team's attitude is "Don't worry – we'll organise production and you can check it". The manager just has to respond: "No problem, I trust you".' Michelin's experiment at Le Puy and five other plants around the world is part of a plan to reorganize the whole group – more than 105,000 employees, at plants in 17 countries – along the same lines to become more agile and more responsive to customers.

Changing the way Michelin is run will require sacrifices from management and unions, and an upgrade in the skills and self-confidence of the workers themselves. In 2012, Jean-Dominique Senard became the first CEO not directly tied to the family and he set up more than 70 working groups to refine the plan. 'The real risk is that management doesn't communicate with sufficient force – through explanation and training –that the group should move forward as fast as possible,' he says. Olivier Duplain, leading a working group in Le Puy trying out new ways of encouraging co-operation, left his team to prepare a presentation to senior executives in early 2014. He was uneasy when they ditched Power Point and drew a picture of an old-fashioned driver-controlled train that transformed into a team-controlled high-speed train on a sheet of paper covered with Post-it notes. At the top the legend read: 'Before: a chore; apathy; everyone for himself, lack of accountability; disorganisation; selfishness.' And at the bottom: 'After: team agreement; shared knowledge; improving results; pride; team leader's trust'. The team still shows the drawing to visitors, to help explain what changed.

Create a 2/3-hour Lesson of B1/B2/C1 Level. Cover the following points:

1. Write a Précis outlining the author's thesis and method used for its development in no more than 250 words.
2. Create pre-teaching vocabulary exercises;
3. Based on the content of the given text, make up 5 Multiple Choice Questions, with 5 possible alternative answers for each question (indicating the correct answer for each question).
4. Based on the content of the given text, make up 5 True/False Questions (indicating the correct answer for each question).
5. Teach two grammatical notions of your choice plus one verb tense and develop a speaking exercise.