**The Barefoot College**

*Listen to a presentation by the Indian social activist and educator Bunker Roy, founder of the so-called Barefoot College.*

*While listening, tick (🗸) the correct answer (a, b, c* ***or*** *d). There is only one correct answer.*

*You will hear the recording twice. After listening you will have some extra time to complete the task.*

*You now have two minutes to read the task below.*

1. **Bunker Roy was trained for a career …**

|  |  |  |
| --- | --- | --- |
| a | in the church. | ☐ |
| b | in the military. | ☐ |
| c | in academia or politics. | ☐ |
| d | as a professional sportsman. | ☐ |

1. **His involvement in rural life came out of his…**

|  |  |  |
| --- | --- | --- |
| a | interest in it. | ☐ |
| b | fear of crowded cities. | ☐ |
| c | desire for a higher level post. | ☐ |
| d | boredom with the establishment. | ☐ |

1. **When he saw people starving, …**

|  |  |  |
| --- | --- | --- |
| a | he made it known worldwide. | ☐ |
| b | it had a deep impact on him. | ☐ |
| c | he simply did not understand it. | ☐ |
| d | he contacted some sponsors he knew. | ☐ |

1. **On telling his mother about his future plans, she …**

|  |  |  |
| --- | --- | --- |
| a | was taken aback.  | ☐ |
| b | did not react at all. | ☐ |
| c | reacted supportively. | ☐ |
| d | promised to let nobody know. | ☐ |

1. **He was motivated to change his life because he wanted to …**

|  |  |  |
| --- | --- | --- |
| a | get on with his career. | ☐ |
| b | set an example to others. | ☐ |
| c | find out about village life. | ☐ |
| d | return something to the community. | ☐ |

1. **Initially, his main objective was to …**

|  |  |  |
| --- | --- | --- |
| a | set up a textile factory. | ☐ |
| b | set up an organic farm. | ☐ |
| c | improve the water supply. | ☐ |
| d | specialize in chicken breeding. | ☐ |

1. **He founded an institution with the purpose to …**

|  |  |  |
| --- | --- | --- |
| a | help establish local micro-projects.  | ☐ |
| b | cure people suffering from malaria. | ☐ |
| c | educate people who are not well-off. | ☐ |
| d | provide childcare for the local community. | ☐ |

1. **Local leaders suspected him of …**

|  |  |  |
| --- | --- | --- |
| a | being a criminal. | ☐ |
| b | being totally naïve. | ☐ |
| c | hiding from his family. | ☐ |
| d | being mentally insane. | ☐ |

1. **At that time, to work at his institution, people …**

|  |  |  |
| --- | --- | --- |
| a | had to have practical skills. | ☐ |
| b | needed communicative skills. | ☐ |
| c | needed a diploma in higher education. | ☐ |
| d | had to have excellent recommendations. | ☐ |

(Quelle: Landesinstitut für Schulqualität und Lehrerbildung Sachsen-Anhalt (LISA), Niveaubestimmende Aufgaben zum Fachlehrplan Gymnasium Englisch)

Audiodokument: The Barefoot College: Zugriff von <http://www.ted.com/talks/bunker_roy?language=en> am 14.03.2016