

Further Activities and Information

ESCAPES

English-Speaking Countries Across Press E-world Screen

TODAY'S LINGUA FRANCA

Module 1 • Unit 1

The following activities deal with the problems of English pronunciation and orthography, areas often neglected in teaching because they are not very easy to deal with. Though it is true that the oral *production* of the elements touched upon below is not absolutely essential to using English effectively, an awareness of these elements can go a long way towards improving students' *understanding* of spoken English.

What are the problems involved in English spelling and pronunciation?

- 1** Decide if these statements are TRUE or FALSE. Check your ideas with a classmate and then with your teacher.

- | | T | F |
|---|--------------------------|--------------------------|
| a. English spelling always tells you exactly how a word is pronounced. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Some words have different spellings in different varieties of English. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. English has more sounds than many other languages. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The same word or syllable can have a different pronunciation, depending on if it is stressed or not. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. It is more important to pronounce English sounds correctly than to put the stress on the right syllable. | <input type="checkbox"/> | <input type="checkbox"/> |

- 2** Now read this and pay close attention to the words in italics in terms of pronunciation (not just **sounds** but also how **stress** affects pronunciation). Using a dictionary, write down the pronunciation of the words in italics.

a. When I saw the *tears* (.....) in the painting, I was on the point of *tears* (.....). – **b.** That farm can *produce* (.....) a great amount of *produce* (.....). – **c.** They weren't *close* (.....) enough to the door to *close* (.....) it. – **d.** He could *lead* (.....) the group – but only if he manages to get the *lead* (.....) out of his feet! – **e.** The soldier that decided to *desert* (.....) simply left his *dessert* (.....) in the middle of the *desert* (.....). – **f.** She *can* (.....) swim very well and I *can* (.....), too.

- 3** How does the pronunciation of the words below change, depending on if the word is stressed or not? Discuss your ideas with a classmate and then check them with your teacher.

does have was must them us and but

- 4** What words/expressions can you think of in your own language that have the same spelling but a different pronunciation and possibly a different meaning?



FILM: SPANGLISH - Varieties of English

Module 1

The following songs can be used in order to have students understand that there are different varieties of English and that people of non-Anglo-Saxon origin may become very popular, especially in the US, contributing to the development of the language.

Bailamos

Words and Music by Mark Taylor and Paul Brady, sung by Enrique Iglesias, Universal Music, 1999

*Esta noche bailamos
Te doy toda mi vida
Quedate conmigo*

*Tonight we dance
I leave my life in your hands
We take the floor
Nothing is forbidden anymore*

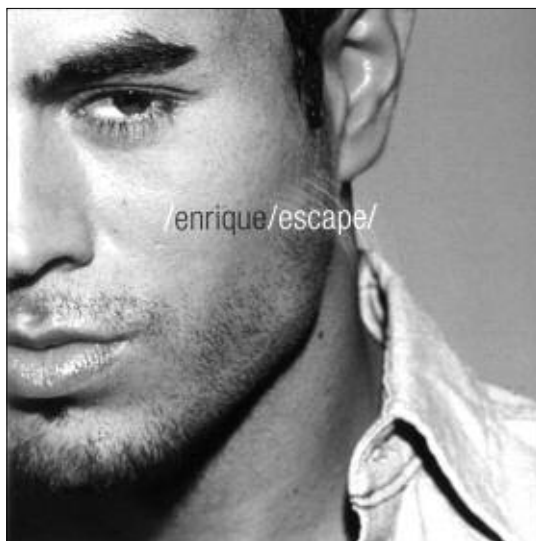
*Don't let the world in outside
Don't let a moment go by
Nothing can stop us tonight*

*(Chorus)
Bailamos
Let the rhythm take you over
Bailamos
Te quiero amor mio
Bailamos
wanna live this life forever
Bailamos
Te quiero amor mio
Te quiero*

*Tonight I'm yours
We can make it happen I'm so sure
Now I'm letting go
There is something I think you should know
I won't be leaving your side*

*We're gonna dance through the night
I'm gonna reach for the stars*

(...)



Jaleo (Spanglish)

Words and Music by Antonio Rayo, J. Miguel Velasquez and Jodi Marr, sung by Ricky Martin, Columbia Records, 2003

*I have lived a thousand lives or more
Stolen broken hearts behind closed doors
Seen the seven wonders of the world
And everywhere I go your name is in my soul*

*Take me back and make it happen
Get on the floor, cause a chain reaction*

*Dame jaleo leo leo leo leo la
Dame jaleo leo leo leo leo la
No te detengas no me esquivas
Dejate llevar
Porque esta noche tu serás mía*

*Dame jaleo leo leo leo leo la
Dame jaleo leo leo leo leo la
Hypnotize you by the gypsy moon
And if for one night you will be mine*

*I can feel you underneath my skin
You're the reason for the shape I'm in
On your lips I kiss, it tastes of sin
I wanna take your naked heart into my hands*

*Atrapado, moribundo
Con esas ganas de bailar contigo*

*Dame jaleo leo leo leo leo la
Dame jaleo leo leo leo leo la
No te detengas no me esquivas
Dejate llevar
Porque esta noche tu serás mía*

(...)



ENGLAND: London and the South

Module 2 • Unit 1

- 1 These famous poems can be used as a literary reference to the city of London described as it was in the past. Read them and compare the description of London today and yesterday.

Composed Upon Westminster Bridge, September 3, 1802

William Wordsworth

*Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!*

London

William Blake

*I wandered thro' each charter'd street,
Near where the chartered Thames does flow,
And mark in every face I meet,
Marks of weakness, marks of woe.
In every cry of every Man,
In every Infants cry of fear,
In every voice, in every ban,
The mind-forg'd manacles I hear:
How the Chimney-sweeper's cry
Every black'ning church appals,
And the hapless Soldiers sigh
Runs in blood down Palace-walls.
But most, through midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants tear,
And blights with plagues the Marriage hearse.*

- 2 This text can be used for further reading on the English spoken in London. You can also listen to the recorded version of the text. The text and the recording come from *Anglorama* magazine (www.english.wsl.edu.pl/readlisten/files/londondickybird.mp3).

Cockney

You've probably heard a language many times which you recognise as English, but was too difficult to understand. Examples are numerous when you go to the cinema, for example, and try not to look at the subtitles. You can miss a couple of sentences, or even whole scenes – the actors speak so fast and they mumble words. But what if you hear a language, and you understand the words, each separately, but you cannot make head or tail of the sentences you are hearing. Is there something wrong with your knowledge of English? No, you've probably been listening to someone who speaks a "language" called Cockney. What is Cockney? Well, it's easier to explain WHO is a



“Cockney”. He/she is a Londoner, born within hearing distance of the bells of Bow Bells, a church in the City of London. This is a relatively small area of the city, but includes quite a lot of people. So far so good. It is a bit more difficult to explain WHAT Cockney is. It is not another language – the words spoken are English. It is not a dialect – Londoners can switch from Cockney to “normal” English quite easily. When you speak a dialect, you cannot drop it easily. The best way to describe Cockney is to say that it is slang, or a sort of code. The story goes that 19th century criminals invented it to fool the police. The idea was to share a language that only the “dark forces” could speak. Others believe that this secret code originated in prisons. Prisoners could talk amongst themselves and the guards would not be able to understand what they said.

The truth is that “dark”, though it may seem, it was created while doing lawful and not so lawful business in 19th century London. In fact, as a criminal code, Cockney wouldn’t be of any use. Believe it or not, the police in London are not really stupid and they learnt it as fast as it was developed. Cockney was born in the market places of London. The vendors could speak to each other and their customers were not able to understand anything. Imagine how important this could be when there was a rich – and naïve – customer around. In a sense Cockney is similar to the language of Wall Street stock brokers – they shout words and display hand signs only they are able to understand.

OK, we know the basic “where” and “what” about Cockney, but why is it a code? Basically, Cockney is a rhyming slang in which you replace one rhyming word with another. It’s not that simple though. Here’s an example. You want to say “nice” in Cockney. You have to know a pair of words that make sense together and the last word of which must rhyme with “nice”. In this case that would be “chicken and rice”. But if you want to say “nice”, you don’t say “rice” but... “chicken”. Hmm... Tricky? Try the next examples. “Look” becomes “Butcher” (Butcher’s hook), and “money” turns into “bread” (Bread and honey). That’s what Cockney words are all about.

Cockney is not only about words used, but also the way that Londoners pronounce them. For some reason or other, they drop the “H” at the beginning of words (“I ‘ave”). Good news for those who have problems with the pronunciation of “th” sounds – you are not alone! Cockneys don’t use it and replace it with the old familiar “f”. “G” is dropped at the endings of words (“darlin”). “T” is also unimportant (“wa’er”). Here they use a short stop. Vowels, on the other hand, are longer. The next simplification: when a Londoner tells you about something that happened, it’s in the past tense, a Cockney will tell you the same story in the present tense!

Does this make Cockney an inferior language? Not at all! Firstly, you cannot say that one language is inferior to another. Scottish is different from standard or Queen’s English, but that does not make it inferior. Cockney and its culture makes London an entertaining and more colourful city.

Every group wants to have their own unique language. Think of yourself – do you use the same vocabulary as your parents do? Not always. Most probably you’ve got your own words for things that only you know about. That makes life more interesting and gives you the feeling of being an insider when you use a language available only to the initiated. And if you want to be recognised it’s very easy. Cockneys think the same and are proud of the language they’ve been using for more than a century.

Sometimes you hear a language, and you do understand words, each separately, though you can’t make head or tail out of the sentences. Is something wrong with you? No, you are probably watching a stupid reality show on TV.

- 3** The following text is about the changes which are taking place in Notting Hill, once an area of poor immigrants, now a very trendy one.

Notting Hill

It’s quite hard to believe that what is currently London’s most fashionable area was described as “a massive slum, full of multi-occupied houses, crawling with rats and rubbish” only 40 years ago – definitely a no-go area. Such an area would not have warranted a second glance by London’s hip and famous, let alone have inspired a film starring a bumbling Englishman and a starry American actress (if they did indeed make such films 40 years ago). The area had always been thought of as the bad part of the borough of Kensington and Chelsea, yet in the past 30 or so years it has seen a massive transformation to the status it holds today.

Aside from carnival weekend, Notting Hill is a rather quiet area for most of the year. The exception to this is Saturdays when Portobello Market is jam-packed with visitors hunting through the antiques market.

The recent trend that has seen people flocking to buy property in Notting Hill and house prices spiralling started in about 1994. The highest amount paid for a house so far is £ 4.5 million – but this will surely go even higher. For those interested, the trendiest area to go for is that with a W11 postcode, although W10 and W2 are also pretty good. For a sure sign that Notting Hill is no longer the place it once was – there’s a Gap there.



ENGLAND: the Midlands and the North

Module 2 • Unit 2

- 1 *Wuthering Heights* by Emily Brontë is set in the Yorkshire Moors. Read the following passage from the novel and find out all the words related to the weather and the landscape in this region.

Chapter 2

Yesterday afternoon set in misty and cold. I had half a mind to spend it by my study fire, instead of wading through heath and mud to *Wuthering Heights*. On coming up from dinner, however, (N. B. I dine between twelve and one o'clock; the housekeeper, a matronly lady, taken as a fixture along with the house, could not, or would not, comprehend my request that I might be served at five) on mounting the stairs with this lazy intention, and stepping into the room, I saw a servant-girl on her knees surrounded by brushes and coal-scuttles, and raising an infernal dust as she extinguished the flames with heaps of cinders. This spectacle drove me back immediately; I took my hat, and, after a four-miles' walk, arrived at Heathcliff's garden-gate just in time to escape the first feathery flakes of a snow-shower.

On that bleak hill-top the earth was hard with a black frost, and the air made me shiver through every limb. Being unable to remove the chain, I jumped over, and, running up the flagged causeway bordered with straggling gooseberry-bushes, knocked vainly for admittance, till my knuckles tingled and the dogs howled.

"Wretched inmates!" I ejaculated, mentally, "you deserve perpetual isolation from your species for your churlish inhospitality. At least, I would not keep my doors barred in the day-time. I don't care – I will get in!" So resolved, I grasped the latch and shook it vehemently. Vinegar-faced Joseph projected his head from a round window of the barn.

"What are ye for?" he shouted. "T' maister's down i' t' fowld. Go round by th' end o' t' laith, if ye went to spake to him".

"Is there nobody inside to open the door?" I hallooed, responsively.

"There's nobbut t' missis; and shoo'll not oppen 't an ye mak' yer flaysome dins till neeght".

"Why? Cannot you tell her whom I am, eh, Joseph?"

"Nor-ne me! I'll hae no hend wi't", muttered the head, vanishing.

The snow began to drive thickly. I seized the handle to essay another trial; when a young man without coat, and shouldering a pitchfork, appeared in the yard behind. He hailed me to follow him, and, after marching through a wash-house, and a paved area containing a coal-shed, pump, and pigeon-cot, we at length arrived in the huge, warm, cheerful apartment where I was formerly received. It glowed delightfully in the radiance of an immense fire, compounded of coal, peat, and wood; and near the table, laid for a plentiful evening meal, I was pleased to observe the "missis", an individual whose existence I had never previously suspected. I bowed and waited, thinking she would bid me take a seat. She looked at me, leaning back in her chair, and remained motionless and mute.

"Rough weather!" I remarked. "I'm afraid, Mrs. Heathcliff, the door must bear the consequence of your servants' leisure attendance: I had hard work to make them hear me".

- 2 Write a very short description of the Yorkshire Moors and the weather in this area.

WALES

Module 2 • Unit 3

Text 1

Here is the whole text of *Fern Hill* by Dylan Thomas, should the teacher be interested in exploiting it.

Fern Hill

Dylan Thomas

*Now as I was young and easy under the apple boughs
About the lilting house and happy as the grass was green,
The night above the dingle starry,
Time let me hail and climb
Golden in the heydays of his eyes,
And honoured among wagons I was prince of the apple
towns
And once below a time I lordly had the trees and leaves
Trail with daisies and barley
Down the rivers of the windfall light.*

*And as I was green and carefree, famous among the barns
About the happy yard and singing as the farm was home,
In the sun that is young once only,
Time let me play and be
Golden in the mercy of his means,
And green and golden I was huntsman and herdsman, the
calves
Sang to my horn, the foxes on the hills barked clear and
cold,
And the sabbath rang slowly
In the pebbles of the holy streams.*

*All the sun long it was running, it was lovely, the hay
Fields high as the house, the tunes from the chimneys, it
was air
And playing, lovely and watery
And fire green as grass.
And nightly under the simple stars
As I rode to sleep the owls were bearing the farm away,
All the moon long I heard, blessed among stables, the
nightjars
Flying with the ricks, and the horses
Flashing into the dark.*

*And then to awake, and the farm, like a wanderer white
With the dew, come back, the cock on his shoulder: it was all
Shining, it was Adam and maiden,
The sky gathered again
And the sun grew round that very day.
So it must have been after the birth of the simple light
In the first, spinning place, the spellbound horses walking
warm
Out of the whinnying green stable
On to the fields of praise.*

*And honoured among foxes and pheasants by the gay house
Under the new made clouds and happy as the heart was
long,
In the sun born over and over,
I ran my heedless ways,
My wishes raced through the house high hay
And nothing I cared, at my sky blue trades, that time allows
In all his tuneful turning so few and such morning songs
Before the children green and golden
Follow him out of grace.*



Nothing I cared, in the lamb white days, that time would take me

Up to the swallow thronged loft by the shadow of my hand,
In the moon that is always rising,
Nor that riding to sleep
I should hear him fly with the high fields
And wake to the farm forever fled from the childless land.
Oh as I was young and easy in the mercy of his means,
Time held me green and dying
Though I sang in my chains like the sea.

- 1 Does this sketch of the landscape correspond to your idea of Wales? Yes/No? Why?

Text 2

Rugby

Rugby is the national game of Wales. The rules are rather complicated but mainly involve the carrying of an egg-shaped ball over your opponents' line and pressing it firmly on the ground to score a try. A team consists of sixteen players, eight of whom are usually much bigger and heavier than the rest. Their job is to win the ball so that the three-quarters can run forward over the line, trying to avoid the tackles of the opposing team. Often the heavier forwards can be seen pushing together in a scrum, trying to kick the ball backwards. Although the game seems to be similar to American football, the players are not allowed to throw the ball forward. Other points can be won by kicking the ball between the special H-shaped goal-posts.

- 2 **Speaking Activity** What is the national game in your country? Do you play it? Explain what it consists of.

RESEARCH PROJECT

There is an interesting website showing the mining pits shutting down year by year between 1984 and 2004. In 1984, Britain's miners embarked on a strike over pit closures, in what was to become the country's most bitter industrial dispute in recent times.

If you want to learn more and see the pits shut down visit this site: news.bbc.co.uk/1/hi/uk/3514549.stm.



IRELAND: the soul

Module 3 • Unit 3

Here is some extra material taken from BBC3 about Irish music. If you want, you can visit the following website speaking about a young musician and listen to typical Irish folk music: www.bbc.co.uk/radio3/world/onyourstreet/msmikey1.shtml
First explain the meaning of the underlined words: **bellows** = mantice, **reed** = ancia, **chanter** = canna per la modulazione del suono delle cornamuse.

Musician: Mikey Doran
Location: Leicester
Instruments: uilleann pipe
Music: Irish folk

Transcript

How I came to this music

I'm 12 years old and I've been playing the uilleann pipes for almost a year now. I was born in England but my background's Irish. We just came back to Coalville last summer for a break really, to get off the road. But we've been travelling basically all our lives.

Our tradition all started with John Cash. He taught my Grand Uncle, Johnny Doran who then taught my grandfather, Felix Doran. Then my grandfather taught my father and my father taught me. That's how I got my music.

Felix was very famous, very well-known – one of the greatest in the world. He made hundreds and thousands of tapes. Just try and get your hands on one of them. One was called *The Last of the Travelling Pipers*. Obviously that's not true now because I've just taken over the business.

I started playing about 10 months ago. My grandfather got the full set of pipes made for my father. He doesn't play much any more so he passed them onto me. The air comes from the **bellows** and into the bag. Then there's a **reed** in the **chanter** that makes a sound. You just put your fingers on the holes and make a tune.

I just play for my own pleasure. It's a hidden talent. I've played in pubs, at sessions and at weddings but I haven't played in any bands yet. Hopefully I'll make it professionally one day. The uilleann pipe is very popular in Ireland, especially with travelling people. I don't know why it is. We're Irish, we just like our music.

I play all Irish tunes. I can play songs but I prefer tunes. I started to play easy ones, then the hard ones. After that, the easy ones became better. I play *The Ash Plant* – that's one of my grandfather's favourites.



FILM: BRAVEHEART - National Diversity

Module 3

Here is some extra material in case you want to expand Burns's literary production. The following choice of poems is based on the use of local, regional (Scottish) English.

If you want to listen to Burns's poems read in a true Scottish accent click on
<http://www.robertburns.plus.com/voicemansa.htm>

A Man's A Man

*Is there for honest Poverty
That hings his head, an' a' that
The coward slave we pass him by
We dare be poor for a' that
For a' that, an' a' that
Our toils obscure an' a' that
The rank is but the guinea's stamp
The Man's the gowd for a' that*

Then let us pray that come it may

*As come it will for a' that
That sense and worth, o'er a' the earth*

*Shall bear the gree, and a' that
For a' that, an' a' that
It's comin' yet for a' that
That man to man, the world o'er
Shall brithers be for a' that*

Auld Lang Syne

*Should auld acquaintance be forgot
And never brought to mind?
Should auld acquaintance be forgot
And auld lang syne?*

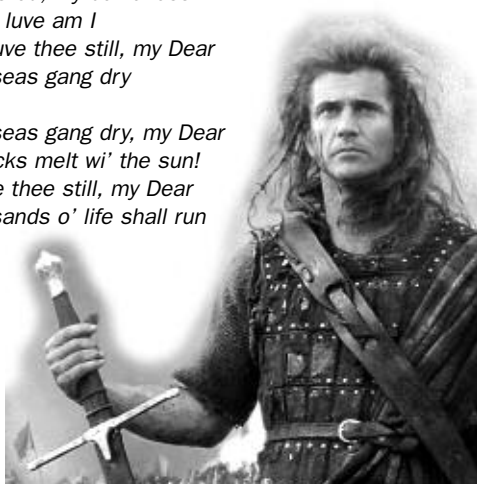
*And there's a hand, my trusty feire
And gie's a hand o' thine
And we'll tak a right gude-willie waught
For auld lang syne*

My Love is Like a Red, Red, Rose

*O, my luv'e's like a red, red rose
That's newly sprung in June
O, my luv'e's like the melodie
That's sweetly play'd in tune*

*As fair art thou, my bonie lass
So deep in luv'e am I
And I will luv'e thee still, my Dear
Till a' the seas gang dry*

*Till a' the seas gang dry, my Dear
And the rocks melt wi' the sun!
O I will luv'e thee still, my Dear
While the sands o' life shall run*



THE WEST

Module 4 • Unit 3

- 1** Text **6** p. 63: **Native Americans** (no activities in Student's Book)

Suggested comprehension questions:

1. What basic conceptual difference about the land is there between whites and Native Americans? (*Answer:* Whites see the land as something to be divided up and owned by various individuals; Native Americans see the land as something that cannot be owned by anyone but is to be used and respected by everyone.)
2. How has this difference often been disadvantageous to Native Americans? (*Answer:* Initially Native American tribes were considered separate nations from the U.S., so treaties – often not respected by the whites – and land purchases were made from the tribes, who often did not understand what they were agreeing to and usually had to take the white man's word for what the documents stated. Therefore the U.S. government was virtually able to treat Native Americans in any way it wished, which resulted in a policy of removal to reservation lands that whites did not want (the Indian Removal Act of 1830). In 1871 the U.S. made Native Americans wards of the government – meaning that the government, not the tribes, had ultimate jurisdiction over Native Americans and their resources. From then on Native Americans were subjected to numerous government policy changes in their regard – none of which met with success. Finally in 1924 Native Americans were recognized as U.S. citizens and tribes were recognized as separate governments under the federal framework – which has since led to numerous legal cases against the government about autonomy over reservation lands and long-ignored treaty rights to land, water, hunting and fishing rights.)
3. How did the position of some tribes change favorably in the 20th century? (*Answer:* When these tribes were removed to then-considered-undesirable lands, the government did not realize that these areas were rich in coal, natural gas, uranium or oil. Therefore as separate governments under the federal framework, these tribes have been able to exploit these resources to their own benefit.)
4. How do Native Americans on reservations earn a living today? (*Answer:* Through traditional crafts like pottery, silver jewelry, sandpaintings, wood and stone carving, basket and rug weaving; through tourist activities; through gambling on reservation casinos.)

2 Vocabulary – A team game on highlighted words

Suggested procedure: divide the class into teams of no more than 5 students each. The teacher gives a definition or gap-filling sentence whose answer is one of the Unit's highlighted words. A point is given to the team that can first supply the answer and cite the text/page/line where it is found.

Highlighted words in the unit (in order of appearance): *huge, plains, plateau, logging, to settle dispute claim, livestock, wheat, internment camps, resorts, to host, gambling, lenient, lavish, to pave the way for, overland trail, roadrunner, rim, rafting, earthquake, renowned, bowl steep*



(adj.), landmark, disease, treaty, inadvertently, bonanza, pottery, sandpainting, carving, weaving.

Some examples:

1. This activity can bring you a lot of money very quickly and easily if you win – but it's far more probable that you'll lose. (Answer: *gambling* – Text 3 “The Rocky Mountain States”, p. 62, line 27).
2. This adjective is another way of saying “well-known” or “famous”. (Answer: *renowned* – Text 5 “The West Coast”, p. 63, line 20).
3. These enormous, principally flat areas in the interior of the U.S. naturally have few trees but are covered with different types of tall grasses. (Answer: *the plains* – Text 1 “The Making of the West in brief”, p. 60, line 4 and Text 2 “The Plains States”, p. 61, line 3).
4. A popular river sport in the western U.S. is (Answer: *rafting* – Text 4 “The Southwest”, p. 62, 2nd column line penultimate line).
5. In the 1800s the U.S. government established many with Native American tribes but it often did (Answer: *signed treaties* – Text 6 “Native Americans”, p. 63, line 12).
6. The U.S. victory in the Mexican-American War in 1848 for white settlement and domination in the Southwest, California and Nevada. (Answer: *paved the way* Text 3 “The Rocky Mountain States”, p. 62, last line).

ALASKA QUIZ

Module 4 • Unit 4

Choose the answer you think is correct in each case.

1. When did Alaska become the U.S.'s 49th state?
 - a. January 3, 1937
 - b. January 3, 1946
 - c. January 3, 1959
 - d. January 3, 1964
2. What is the probable origin of the name “Alaska”?
 - a. An Aleut word for “great land, mainland”
 - b. An Inuit word for “land of the midnight sun”
 - c. A Tlingit word for “many forested islands”
 - d. An Athapaskan word for “cold land of rushing water”
3. When did the United States purchase the territory of Alaska?
 - a. In 1812
 - b. In 1867
 - c. In 1918
 - d. In 1929
4. Which country first exploited Alaska for furs and established the first white settlement?
 - a. Britain
 - b. Russia
 - c. Spain
 - d. France
5. Where are there active volcanoes in Alaska?
 - a. In the far northern Arctic Circle
 - b. In the interior regions
 - c. In the Aleutian Islands
 - d. In the panhandle area
6. Which American author created interest in Alaska with his novel *The Call of the Wild*, relating his experiences during the Klondike gold rush?
 - a. Ernest Hemingway
 - b. Joseph Conrad
 - c. Nathaniel Hawthorne
 - d. Jack London

7. What part of Alaska is well-known for its unique sub-species of enormous brown bears?
 - a. The Arctic area around Barrow
 - b. The western area of Cook Inlet
 - c. Kodiak Island
 - d. The Aleutian Islands
8. Which of Alaska's indigenous peoples have a language related to the Navajo and Apache languages?
 - a. The Athapaskan of the interior
 - b. The Aleut of the Aleutian Islands
 - c. The Tlingit-Haida-Tsimshian of the panhandle
 - d. The Inuit (Eskimo) of the Arctic regions
9. Why does Alaska have a “panhandle” along the Pacific coast of Canada?
 - a. It was part of the original 1867 purchase agreement
 - b. It was the result of a dispute between Britain and the U.S. which was decided in 1903 in the U.S.'s favour
 - c. The area was conquered by the U.S. in the War of 1812 between Britain and the U.S.
 - d. The area was given to the U.S. by Britain at the end of the War of 1812 as a gesture of friendship in order to restore diplomatic relations
10. During World War II, what part of Alaska did the Japanese occupy from June 1942 to May 1943 – after which it was recaptured by U.S. and Canadian troops?
 - a. The Nome and Bering Strait area
 - b. The islands of the panhandle near Juneau
 - c. The small western islands of the Bering Sea
 - d. The westernmost Aleutian Islands
11. Which of the following has earned Alaska's economy the most money in recent years?
 - a. Petroleum (oil)
 - b. Tourism
 - c. Fishing
 - d. Logging (cutting and shipping wood)
12. Which of Alaska's indigenous peoples is famous for its wooden totem poles?
 - a. The Inuit (Eskimo)
 - b. The Aleut
 - c. The Tlingit-Haida-Tsimshian
 - d. The Athapaskan

