**KEY**

Download the audio file from “[What Happened to the European Dream](http://www.bbc.co.uk/programmes/p03s6st2)” at “[The Inquiry](http://www.bbc.co.uk/programmes/p029399x)”

[*Outline of the European Union*](https://upload.wikimedia.org/wikipedia/commons/thumb/c/c5/Location_European_Union.svg/1200px-Location_European_Union.svg.png) *by* ***Ssolbergj,*** *licensed under* [*Attribution 3.0 International (CC BY 3.0)*](http://creativecommons.org/licenses/by-sa/3.0/)*,*

# What happened to the European Dream?

# Listening Comprehension Exercise

Read the questions. Then listen to the recording. There will be a brief break. Then listen again and check and/or complete your answers.

***Examples****:*

*Tick the correct answer.* (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. *The referendum is about: should the United Kingdom*
 | a |  | *dismember the European Union or become a member?* |
| b |  | *remain in the European Union or leave the European Union?* |
| c |  | *resist membership of the European Union or join the European Union?* |
| d |  | *stay in the European Union or leave the European Union?* |

|  |  |  |
| --- | --- | --- |
| *True or false? (1 credit)* | *true*  | *false*  |
| 1. *In several member countries anti-EU parties are getting more popular.*
 |  |  |

Download this exercise and key from
[www.englisch-bw.de](http://www.englisch-bw.de) – [Hörverstehen](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/hv/11npr/) – [What has become of the European Dream](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/hv/11-eu/)?

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. The president of the EU commission
 | a |  | claimed that the EU had never been more attractive.  |
| b |  | denied that the EU was unpopular.  |
| c |  | said that the EU was as attractive as before. |
| d |  | stated that the EU had lost some of its appeal.  |

**Part I – a continent rebuilt (1950s)** (~1.30)

|  |  |  |
| --- | --- | --- |
| True or false? (1 credit each) | true  | false  |
| 1. Right after World War II Europe faced enormous challenges.
 |  |  |
| 1. The so-called Founding Fathers started to redraw European borders.
 |  |  |
| 1. Jean Monnet lost his seat in the French parliament in the late 1920s.
 |  |  |
| 1. During WWII Robert Schuman opposed the German occupation of France.
 |  |  |

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. People like Schuman and Monnet wanted European states to
 | a |  | compete with each other for economic supremacy.  |
| b |  | join NATO and support the US in Korea.  |
| c |  | live in peace and cooperate economically.  |
| d |  | unite and fight the Soviet Union.  |
| True or false? (1 credit each) | true  | false  |
| 1. Just after WWII Germany had most of Europe’s steel.
 |  |  |
| 1. The policy was taking away what Germany had.
 |  |  |

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. The European Coal and Steel Community made national governments
 | a |  | cooperate to keep Germany from rebuilding its industries.  |
| b |  | give it the power to distribute coal and steel resources.  |
| c |  | give up steel and coal allocation to the US administration.  |
| d |  | follow recommendations from the EU commission.  |

1. Briefly complete this sentence in your own words. (2 credits)

|  |
| --- |
| The fundamental idea was that economic cooperation… would also encourage political cooperation. |

**Part II – the golden age (1960s – 90s)** (~6.40)

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. The European Economic Community of the 1960s and 1970s was about
 | a |  | establishing a free trade area for its members.  |
| b |  | keeping countries such as Ireland and Denmark out.  |
| c |  | progress toward political integration in Europe.  |
| d |  | preventing any of political integration.  |

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. In the 1980s Jacques Delors wanted
 | a |  | a pan-European government to replace national governments.  |
| b |  | to integrate member states economically as well as politically.  |
| c |  | the French Franc to become the Community’s common currency.  |
| d |  | western Europe to turn socialist.  |

|  |  |  |
| --- | --- | --- |
| True or false? (1 credit) | true  | false  |
| 1. Establishing a common currency requires common rules on taxing and spending.
 |  |  |

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. The Maastricht Treaty in the early 1990s meant
 | a |  | renaming the “European Economic Community” to “EU Market”. |
| b |  | European countries increasing their defence budgets.  |
| c |  | more political integration among member states.  |
| d |  | empowering the European parliament. |

**Part III – overreach? (since the 1990s)** (~11.40)

|  |  |  |
| --- | --- | --- |
| True or false? (1 credit each) | true  | false  |
| 1. People feeling at home in several European countries liked the European dream.
 |  |  |
| 1. Jacques Delors wanted most laws in Europe made in Brussels.
 |  |  |
| 1. The idea of a common European currency made integration popular.
 |  |  |
| 1. People began to worry about the loss of national sovereignty.
 |  |  |
| 1. In 2005 the European constitution was approved in France by a narrow majority.
 |  |  |

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. The crises Europe has experienced since 2005 suggest that
 | a |  | a united Europe is a danger to global stability.  |
| b |  | Europe has either integrated too much or too little.  |
| c |  | only national governments can solve national problems.  |
| d |  | too much European integration is their root cause.  |

**Part IV – where to now? (2005 – today)** (~17.00)

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. According to Nikolaus Blome, deputy editor of „Bild“, the EU is in poor shape because of e.g.
 | a |  | a renaissance of the euro. |
| b |  | trade barriers. |
| c |  | interest rates. |
| d |  | refugees and nationalism. |

|  |  |  |
| --- | --- | --- |
| True or false? (1 credit each) | true  | false  |
| 1. Today, European integration does not excite people.
 |  |  |
| 1. Easy goals like preventing war have been accomplished.
 |  |  |
| 1. Issues like domestic security, taxes and defence have been settled.
 |  |  |
| 1. The British referendum about EU membership shows popular disenchantment.
 |  |  |

Tick the correct answer. (1 credit)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. According to Blome, with
 | a |  | Brexit countries such as Ireland might try to leave the EU.  |
| b |  | Brexit, some member states might try further integration.  |
| c |  | Britain remaining, the EU will accept new members.  |
| d |  | Britain remaining, integration would stop. |

|  |
| --- |
| 1. Briefly complete this sentence in your own words. (3 credits)
 |
| According to Blome, Europe needs to achieve practical goals such as… solving the refugee crisis / economic growthand… settling Greece[’s debt crisis] and… a consolidated EU [ready for a new start]  |