Αγγλικά 1

Γενικού Λυκείου

ΣΥΝΤΟΝΙΣΜΟΣ	**Παπαδημητρίου Ευαγγελία**, Σύμβουλος Β΄ ΙΕΠ
ΕΚΠΟΝΗΣΗ-ΑΝΑΜΟΡΦΩΣΗ-ΕΠΙΜΕΛΕΙΑ ΠΕΡΙΕΧΟΜΕΝΟΥ-ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ	**Νίκα Μαρία**, Σύμβουλος Β΄ ΙΕΠ
ΕΚΠΟΝΗΣΗ	*Εξωτερικοί Εμπειρογνώμονες* **Μανωλοπούλου-Σέργη Ελένη,** Σχολική Σύμβουλος ΠΕ06 **Παπαχρίστου Ευτυχία**, Σχολική Σύμβουλος ΠΕ06 **Γκουβάτσου Γλυκερία**, Εκπαιδευτικός ΠΕ06 **Πυροβολάκη Ρόδω**, Εκπαιδευτικός ΠΕ06 **Τουραμπέλης Μιχαήλ**, Εκπαιδευτικός ΠΕ06
ΕΙΚΑΣΤΙΚΗ ΕΠΙΜΕΛΕΙΑ	**Νίκα Μαρία**, Σύμβουλος Β΄ ΙΕΠ
ΣΕΛΙΔΟΠΟΙΗΣΗ-ΓΡΑΦΙΣΤΙΚΗ ΕΠΙΜΕΛΕΙΑ	**Κομνηνού Δήμητρα**, Προσωπικό ΙΕΠ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Γεράσιμος Κουζέλης, Πρόεδρος του Ινστιτούτου Εκπαιδευτικής Πολιτικής

Δράση για την αναμόρφωση ή/και εκπόνηση Προγραμμάτων Σπουδών και τυχόν συμπληρωματικού εκπαιδευτικού υλικού στα θεματικά πεδία των των Ξένων Γλωσσών Γενικού Λυκείου, της Πληροφορικής Δευτεροβάθμιας Εκπαίδευσης, των Τ.Π.Ε. (Τεχνολογιών της Πληροφορίας και της Επικοινωνίας) Πρωτοβάθμιας Εκπαίδευσης, των Εικαστικών και της Μουσικής Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης, της Θεατρικής Αγωγής Πρωτοβάθμιας Εκπαίδευσης, των Στοιχείων Θεατρολογίας και του Ελεύθερου και Γραμμικού Σχεδίου Δευτεροβάθμιας Εκπαίδευσης (αριθ. πρωτ. 7143/23-10-2017 και ΑΔΑ 7ΣΝΓΟΞΛΔ-Ξ05 Πρόσκληση Εκδήλωσης Ενδιαφέροντος σε συνέχεια της Πράξης 43/19-10-2017 του Δ.Σ. του Ι.Ε.Π.). Υπεύθυνη Δράσης: Γεωργία Φέρμελη, Σύμβουλος Α΄ του Ι.Ε.Π.

Το παρόν εκπονήθηκε αμισθί, με ευθύνη της Υπομονάδας Ξένων Γλωσσών του Ι.Ε.Π., στο πλαίσιο της ανωτέρω δράσης.

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Ινστιτούτο Εκπαιδευτικής Πολιτικής

Αγγλικά 1
Γενικού Λυκείου

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



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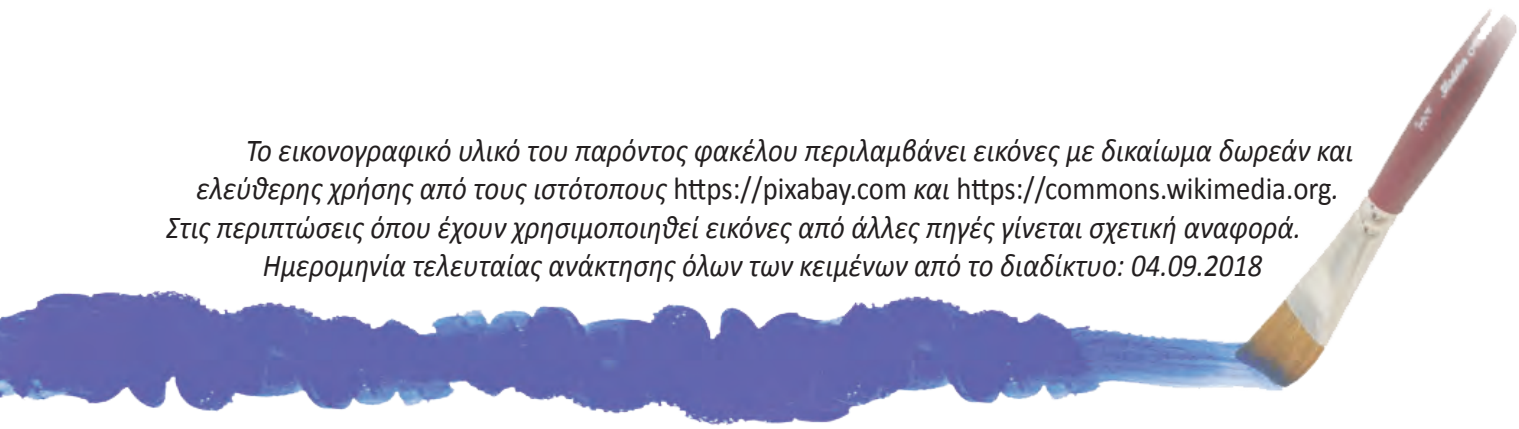
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Το εικονογραφικό υλικό του παρόντος φακέλου περιλαμβάνει εικόνες με δικαίωμα δωρεάν και ελεύθερης χρήσης από τους ιστότοπους https://pixabay.com *και* https://commons.wikimedia.org. *Στις περιπτώσεις όπου έχουν χρησιμοποιηθεί εικόνες από άλλες πηγές γίνεται σχετική αναφορά. Ημερομηνία τελευταίας ανάκτησης όλων των κειμένων από το διαδίκτυο: 04.09.2018*



Εισαγωγικό σημείωμα

Το παρόν διδακτικό υλικό προτείνεται για τη διδασκαλία της αγγλικής γλώσσας στο Γενικό Λύκειο, προκειμένου να προσφέρει στους μαθητές και τις μαθήτριες ευκαιρίες να αξιοποιήσουν τις ήδη υπάρχουσες γλωσσικές επικοινωνιακές τους ικανότητες και να εμπλακούν ενεργά σε δραστηριότητες που έχουν ως απώτερο στόχο την περαιτέρω γλωσσική, κοινωνική και ψυχοσυναισθηματική τους ανάπτυξη.

Το υλικό είναι χωρισμένο σε θεματικές ενότητες. Κάθε ενότητα περιλαμβάνει δραστηριότητες κατανόησης και παραγωγής προφορικού και γραπτού λόγου στην ξένη γλώσσα, οι οποίες έχουν σχεδιαστεί λαμβάνοντας υπόψη τις πρότερες γνώσεις και δεξιότητες των μαθητών και μαθητριών και στοχεύουν στην καλλιέργεια των γλωσσικών επικοινωνιακών δεξιοτήτων τους στην ξένη γλώσσα μέσα από αυθεντικές επικοινωνιακές περιστάσεις. Συγκεκριμένα, οι μαθητές και οι μαθήτριες καλούνται να διαβάσουν, να γράψουν, να συνομιλήσουν, να κατανοήσουν, να παρατηρήσουν, να αναζητήσουν, να παρουσιάσουν και να επεξεργαστούν πληροφορίες κριτικά και δημιουργικά, σε ατομικό ή και ομαδικό επίπεδο. Κατ' αυτόν τον τρόπο, θα έχουν την ευκαιρία να ενημερωθούν και να προβληματιστούν σχετικά με θέματα γενικότερου και ειδικότερου ενδιαφέροντος που συνδέονται άμεσα με την καθημερινή τους ζωή.

Σε αυτό το πλαίσιο, οι εκπαιδευτικοί θα έχουν τη δυνατότητα να σχεδιάσουν τη διδασκαλία τους με βάση το επίπεδο γλωσσομάθειας, τις ανάγκες και τα ενδιαφέροντα των μαθητών και μαθητριών τους, αξιοποιώντας ταυτόχρονα και τη διαθέσιμη υλικοτεχνική υποδομή της σχολικής μονάδας.

Σύμφωνα με τα παραπάνω, προτείνεται οι εκπαιδευτικοί να:

- συμπληρώσουν ή και να προσαρμόσουν το παρόν διδακτικό υλικό σύμφωνα με τις ανάγκες της τάξης τους,
- παράσχουν στους μαθητές και τις μαθήτριες ευκαιρίες ενεργού μάθησης εμπλέκοντάς τους σε διαδικασίες αναστοχασμού, αναζήτησης, διερεύνησης, επιλογής, προβληματισμού, ανάλυσης, κριτικής σκέψης, σύνθεσης, παραγωγής, αλληλεπίδρασης, διαβούλευσης, αξιολόγησης, λήψης απόφασης κλπ.,
- στοχεύουν στον εμπλουτισμό των προσωπικών εμπειριών των μαθητών και μαθητριών, συνδέοντας την τάξη με τον κόσμο γύρω τους.

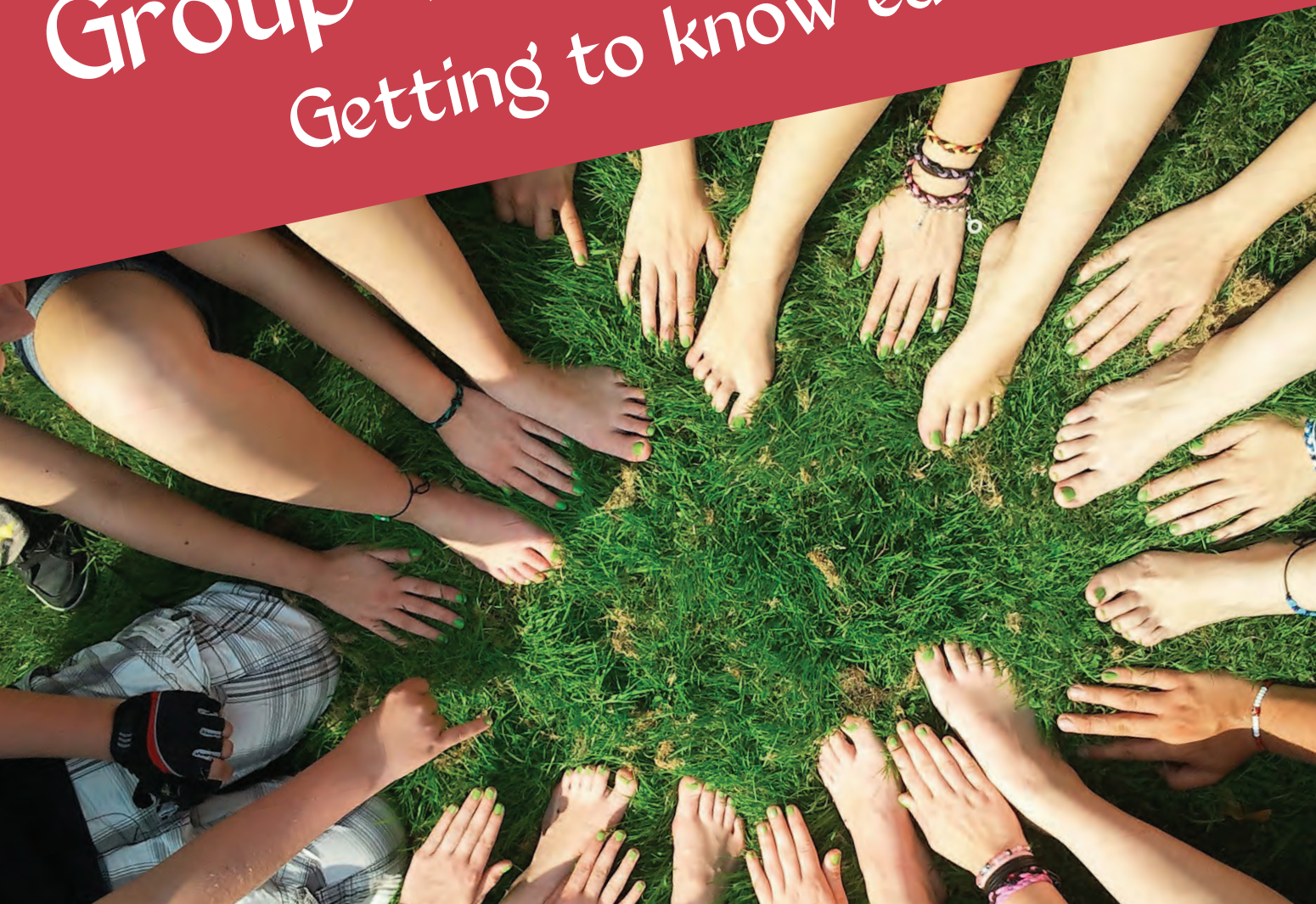
Το υλικό παρέχει τη δυνατότητα για αξιοποίηση των Νέων Τεχνολογιών στην τάξη ή στο σπίτι, ενώ παράλληλα έγινε προσπάθεια ώστε η έλλειψη αντίστοιχων μέσων να μην αποτελεί απαγορευτικό παράγοντα για τη χρήση του.

1



Group Work

Getting to know each other...



1 Group Work



1. Look around and spot a student you do not know or know a little and sit with him/her forming a pair. Together as a pair share the following:
   a. Some basic biographical information
   b. a lovely memory of the summer that has just passed
   c. two things that you love doing in your free time.

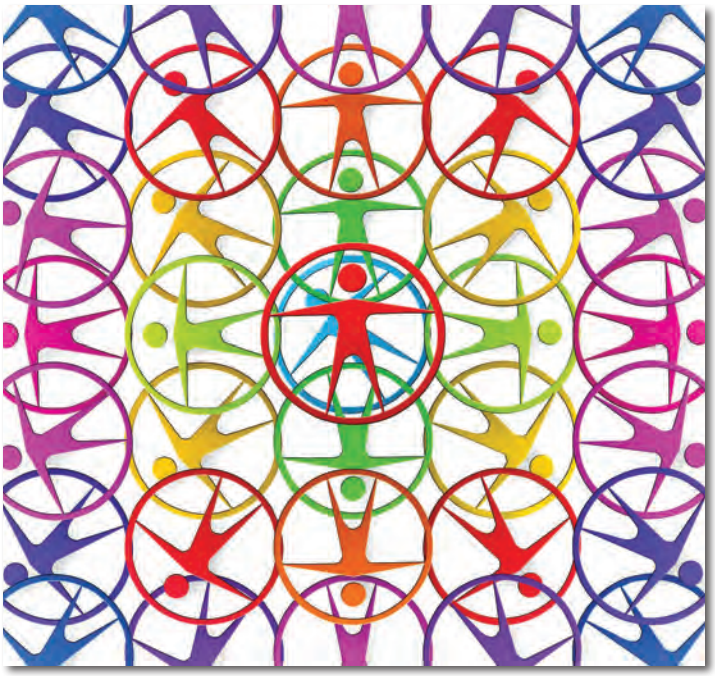
   Remember to keep notes because you will announce this information to the other students.



2. Using the information you gathered in the 1st activity, report to the other students what you have learnt about your classmate.

3. Your teacher will let you choose a card or a piece of paper from the ones she/he has prepared. Those of you that have picked up the same number/colour/fruit/writer/hobby etc form a group.

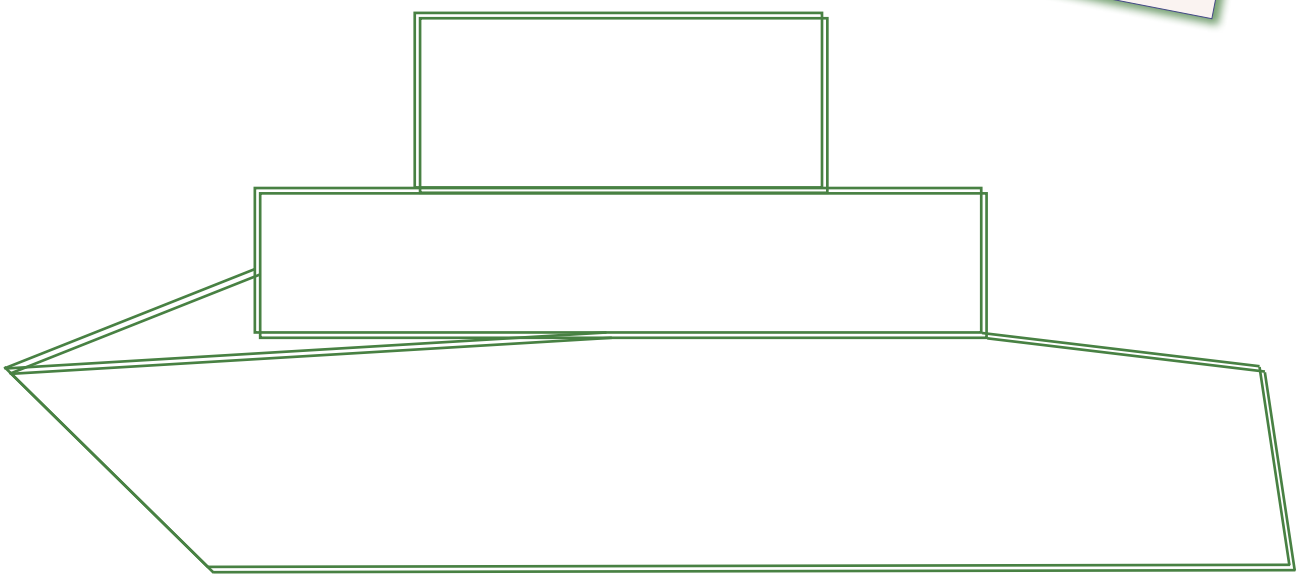
4. In your groups,





- find a name for your group and write it in the top box of the "boat" below.
- write your first names in the second box of the "boat" below.
- write the characteristics of the ideal English lesson in the final box of the "boat" below.

You can draw your "group's boat" on a piece of paper so that you can show it to the others or stick it on the wall.



1 Group Work



2



A refugee's "dreamland"



2 A refugee's "dreamland"



1. Watch a National Geographic video titled *"Syrian Refugees: A Human Crisis Revealed in a Powerful Short Film"* on YouTube or look at the pictures below, and describe the scenes you see.



http://www.youtube.com/watch?time_continue=1&v=hiujzFNgHcE



http://www.youtube.com/watch?v=hiujzFNgHcE

2. Watch the video "The Greek island where Syrian refugees are welcome - BBC News" on YouTube, and discuss your first impressions of it.



http://www.youtube.com/watch?v=pwa9KPxbZWQ

3. Form groups, read the text below and answer the questions that follow. Then report to the class.

Island of goats and dreams - tiny Tilos, in the Aegean, welcomes refugees with open arms

Tucked away in a quiet corner of the Aegean, Tilos is an island of crimson bougainvillea cascading over whitewashed houses, ancient stone terraces and goats – lots of goats.

For years its main claim to fame was a cave in which the remains of pygmy elephants – the last to roam Europe, until around 4,000 years ago – were discovered by paleontologists.

But Tilos has now earned a new distinction, as a place that has actively welcomed refugees fleeing the war in Syria.

Islanders say their decision to embrace a dozen refugee families – around 70 people in total – offers an example to the rest of Greece, where



Syrian children in the refugee camp established on Tilos. They learn Greek and English and will start attending school in September. Credit: Nick Squires

2 A refugee's "dreamland"



The main port in Tilos. The island is part of the Dodecanese and lies close to the coast of Turkey. Credit: Nick Squires



The refugee camp in Livadia, the island's port. Credit: Nick Squires



Syrian children in an English lesson in the camp on Tilos. Credit: Nick Squires

more than 60,000 refugees from Syria, Iraq, Afghanistan and other countries languish in limbo in camps, waiting to be granted asylum and allowed to settle in other EU countries.

"We think that the arrangement we have here could be a model that could be exported to the rest of Greece and the whole of Europe," Maria Kamma, the mayor, said in her office in Megalo Horio, the tiny 'capital' of Tilos, a village that clings to the slopes of a craggy mountain beneath a ruined castle.

"If a little island like ours can support 12 families, then others can do the same, in proportion to their population. Bigger communities can take larger numbers. We can solve the refugee problem," the mayor told The Telegraph.

Maria Kamma, the mayor of Tilos, has welcomed the refugee families. The number of refugees settled in Tilos may seem small, but in proportion to the island's resident population, which is barely 500, it is significant.

Unlike the miserable camps in other parts of Greece where refugees have nothing to do, those on Tilos are becoming integrated into the fabric of daily life.

Almost all the adults – aside from mothers looking after small children – have found work, in hotels and restaurants, shops, the island's bakery or as day labourers.

They live in a purpose-built camp in the middle of Livadia, the island's port, where tourists eat grilled fish and tsatsiki in seafront tavernas. It is hardly luxurious – families live in Portakabins grouped around a communal cooking area and a shower block.

But trees provide splashes of shade, a fresh layer of gravel keeps down the dust and there is plenty of room for the children to run around.

Conditions are immeasurably better than in other, much larger camps on Aegean islands

such as Lesbos and Chios, where refugees have been stuck since crossing in boats from nearby Turkey.

Those asylum seekers, many of them women and small children, are suffering ever greater levels of "psychological stress" and despair, according to the UN.

On Tilos, in contrast, the children go to Greek and English lessons and will start attending schools on the island in September.

"I like the lessons, and playing outside, and having my friends around," said Nour, an outgoing eight-year-old Syrian girl, speaking in confident Greek rather than her native Arabic.

Leading a toddler by the hand in the shade of a eucalyptus tree, Mohsen Barak, 42, from the city of Al-Hasakah in north-eastern Syria, has been on Tilos for seven months. "It is so much better than where we were before. We were on Rhodes, in a refugee camp inside an old slaughter yard. It was bad, really bad. We spent nearly a year there," he said.

Eleni Kymina, 35, teaches the children Greek several times a week. "The kids really want to learn, they want to play music – all the things they didn't have a chance to do in the past," the teacher said.

The camp was established about a year ago by Solidarity Now, a Greek NGO, with help from UNHCR, the UN's refugee agency.

"The refugees are much happier than they were at first, especially now they have found jobs. It's not good to sit around all day with nothing to do, you become depressed," said Spiros Aliferis, a team leader from the NGO. "They're part of our community. The kids go to the playground in the village, they swim in the sea. And they pick up Greek quickly."

Like many Greek islands, Tilos has suffered from chronic depopulation in the past. Up in the hills,



Dawn on Tilos. The island lies just a few nautical miles from Turkey.



The village of Mikro Chorio. Around 15,000 goats roam the mountains and valleys of Tilos.

away from the beaches and bays, lies the abandoned village of Mikro Chorio.

The village of Mikro Chorio was abandoned in the decades after the Second



2 A refugee's "dreamland"



An abandoned house in the deserted village of Mikro Chorio.

World War. Goats wander through deserted houses, while others are boarded up with bits of rusting corrugated iron.

The village's inhabitants drained away after the Second World War, seeking new lives in Athens, the United States and Australia.

The presence of the refugees has injected money into the island. They receive a modest allowance from the UNHCR and spend the money in local shops.

Now there are plans to build a cheese factory on Tilos, to take advantage of the milk produced by the 15,000 goats that wander its herb-scented mountains and valleys.

"Some shepherds use the milk and one or two make their own cheese but it's for their own consumption. There's a big potential," said Stathis Kontos, special adviser to the mayor. It is hoped that the cheese factory will provide jobs for both Syrians and locals. "The locals will provide the expertise and the refugees will provide the manpower," said Mr Kontos.

The enterprise will help diversify Tilos' dependence on tourism as the mainstay of its economy. A two-hour boat ride from Rhodes, the island is popular with a small but loyal crowd of British, Italians and Scandinavians, many of whom come year after year.

Tilos has a permanent population of just 500, but thousands of tourists arrive in the summer months.

Some fall in love with the place so much that they buy houses and live there all year round. Ian Beesley, 70, originally from Oldham, moved here nearly 20 years ago and lives in a villa overlooking the sea.

"This island could be an example of how to deal with the refugee problem and integrate them into communities. There is a genuine feeling of compassion here," he said. "I think they also want to build up the population. At one point the ratio of kids to teachers was three to one. I have only encountered one guy with anything negative to say about the refugees," he said.

Some of the refugees hope to be reunited with relatives already settled in Germany or other EU countries, but the mayor hopes the rest will remain and rebuild their shattered lives on Tilos. "I'd like them to stay. They're human beings. It's their right to live in humane conditions. Tilos is a place where we can support their dreams of a peaceful life," she said.

http://www.telegraph.co.uk/news/2017/09/06/island-goats-dreams-tiny-tilos-aegean-welcomes-refugees-open/



1. Tilos welcomed a proportion of refugees of over 10% of its population.

TRUE → ☐ FALSE → ☐



2. Write two advantages of Tilos' refugee camp in comparison with camps on other islands.

✓ .....

.....

✓ .....

.....

3. According to the refugees, all Greek people welcome them.

TRUE → ☐ FALSE → ☐

4. What are the main reasons that refugees are welcome on the island of Tilos according to Ian Beesley?

.....

.....

.....

.....



5. The refugees think that:

a. doing nothing all day makes you happy
b. doing nothing all day causes depression
c. life is better on bigger islands because there are more jobs
d. locals should give them money

6. Tilos' economy mainly depends on:

a. goats
b. dairy industry
c. tourism
d. fishing

2 A refugee's "dreamland"

7. Young children from refugee families don't go to school because they must learn Greek first.

TRUE → ☐ FALSE → ☐

8. Explain in which ways local economy can benefit from refugees.

.....

.....

.....

.....

ACTION PLAN



A. Create an action plan using the "Read Think Write" application. Show how you can help a group of refugees be integrated in your town or village. Refer to the number of people that can be successfully integrated, the kind of entrepreneurship that can be developed, the ways your school can help, the potential benefits for local community etc.

http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html

Present your action plans to the class.

B. Imagine you and your family are fleeing Syria for Europe.
In groups, use the BBC interactive application and choose your escape route.



http://www.bbc.com/news/world-middle-east-32057601

C. Use the interactive application "Tour Builder" to talk about your journey to freedom. Use pictures and detailed descriptions for every part of your journey.



http://tourbuilder.withgoogle.com/

2 A refugee's "dreamland"



3



On... duty



3 On... duty





1. Form groups and discuss:

- ✓ How will you choose your occupation/ career in the future?
  - – On the basis of money, social status, skills and talents needed or other?
  - – Which are the most important factors for your choice? Why?
    Look at the pictures to get some ideas.
- ✓ Would you choose a "dangerous" job? Name some of them.
- ✓ Why do you think some people choose to risk their lives for others?
- ✓ What are the characteristics/ personality traits of these people?

Each group's representative presents the results to the class.

















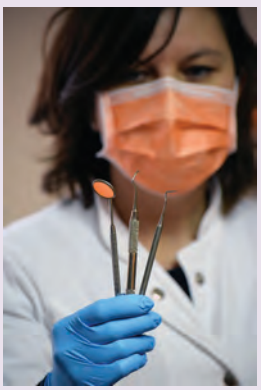



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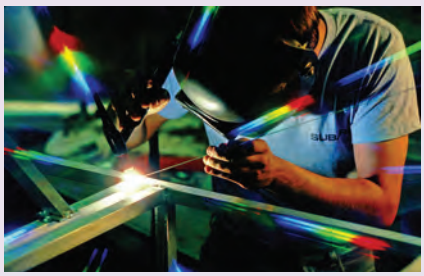





HOUSTON LADDER CO. 20







3 On... duty

2. Read the following headline. In groups, create very short imaginary stories based on it. Then, have a representative present each story to the rest of the class, through a poster, a written text or a drawing.





http://www.theguardian.com/world/2018/mar/23/french-police-called-to-trebes-supermarket-amid-hostage-reports-shootings

3. Now read the following text to find out what the gendarme actually did.

A gendarme who exchanged himself for a hostage during the French supermarket siege has died, bringing the number of victims to four. Police shot dead the attacker after a series of attacks claimed by Islamic State in Carcassonne, southern France, that culminated in the three-hour hostage-taking.

The attacker, named as Radouane Lakdim, 25, was born in Morocco and lived in Carcassonne. He was known to police for petty crimes and drug-dealing. The state prosecutor François Molins said he had been under surveillance in 2016 and 2017 for his "radicalism and proximity to Salafist movements" but had showed no signs he was going to carry out an attack.

Questions will be asked as to how Lakdim was able to obtain a weapon and carry out attacks when he had been monitored by security services.

The interior minister, Gérard Collomb, said: "We had monitored him and did not think he had been radicalised." He added: "He was already under surveillance when he suddenly decided to act."



Photograph: AFP/Getty Images

Just after 10am on Friday, Lakdim, stopped a white Opel Corsa car on the outskirts of Carcassonne, before shooting and killing the passenger and seriously injuring the driver.

The prosecutor said Lakdim then drove off in the car and appeared to wait outside a military

barracks for soldiers. He then drove to a riot police squad barracks and shot at four officers 200 metres away who had been out jogging. He seriously wounded one of group, who suffered broken ribs and a punctured lung. A bullet struck near one officer's heart.

Lakdim then drove to a Super U supermarket 8km away in Trèbes, a sleepy town of 5,000 people near Carcassonne. At about 11am, he walked into the shop shouting Allahu Akbar and claiming he was a soldier from Islamic State. Around 50 people were inside the building. Lakdim opened fire, killing one supermarket worker and one customer.

Christian Guibbert, a former police officer, was shopping when he heard several shots. ...

Gendarmes attempting to evacuate the supermarket found Lakdim holding several hostages. A gendarme volunteered to take the hostages' place. The gunman agreed to the swap, so the gendarme stayed with him while others were evacuated. That gendarme left his mobile phone line open on a table so security forces outside could hear what was going on inside. When security forces outside the store heard via the telephone that a shot was fired, they immediately stormed the supermarket and shot Lakdim dead.

Lt Col Arnaud Beltrame, the gendarme who had swapped places with the hostages, was found seriously injured. Early on Saturday morning, the French interior ministry said Beltrame had died from his injuries.

Collomb praised the officer's heroism. Two other officers were injured by gunshots during the assault.

The situation at the supermarket lasted just over three hours, during which the gunman had asked for the release of Salah Abdeslam, the only surviving suspect from the group that carried out the November 2015 Paris attacks, French state TV reported. Abdeslam is in solitary confinement in a French prison as the investigation into the Paris attacks continues.

The interior ministry said Lakdim was acting alone in Friday's attack. The state prosecutor said he had been on an intelligence watchlist since 2014. Lakdim had been convicted twice in 2011 and 2015 for petty crime, including drug offences. He had served one month in prison in 2016. The prosecutor said that during surveillance, security services had not seen signs that suggested Lakdim would commit an attack.

http://www.theguardian.com/world/2018/mar/23/french-police-called-to-trebes-supermarket-amid-hostage-reports-shootings

4. Fill in the table "5-4-3-2-1" in relation to the text you read.

5	*Key words linked to the main idea of the story:* • • • • •
4	*Words expressing your feelings when reading about the incident:* • • • •
3	*Facts that impressed you:* • • •
2	*Questions you have / you would like to ask:* • •
1	*A connection you made when reading:* •

5. Read the following comment made by the President of France, E. Macron, on the incident. Then discuss in your groups:



a. whether you agree or disagree and why,

b. how you would react if you were in Lieutenant-Colonel Beltrame's place. The groups' representatives report to the class.

"In offering himself as a hostage to the terrorist hiding in the supermarket in Trébes, Lieutenant-Colonel Beltrame saved the life of a civilian hostage, and showed exceptional courage and self-sacrifice", Macron wrote.

He said the officer had shown *"exceptional sang froid"* and demonstrated the finest *"military virtues"* that merited the *"respect and admiration of the entire nation"*.

6. You have a foreign friend and you want to write to him/her about the tragic incident in France. You want to tell him/her about the way Kavafis treats the issue of duty in his famous poem *Thermopile*. So, read the poem in Greek below and provide your foreign friend with the gist of what the great Greek poet says.



Τιμή σ' εκείνους όπου στην ζωή των
Ώρισαν και φυλάγουν Θερμοπύλες.
Ποτέ από το χρέος μη κινούντες.
Δίκαιοι κ' ίσιοι σ' όλες των τες πράξεις,
Αλλά με λύπη κιόλας κ' ευσπλαχνία
Γενναίοι οσάκις είναι πλούσιοι, κι όταν
Είναι πτωχοί, πάλ' εις μικρόν γενναίοι,
Πάλι συντρέχοντες όσο μπορούνε.
Πάντοτε την αλήθεια ομιλούντες,
Πλην χωρίς μίσος για τους ψευδομένους.

Και περισσότερη τιμή τους πρέπει
Όταν προβλέπουν (και πολλοί προβλέπουν)
πως ο Εφιάλτης θα φανεί στο τέλος,
κ' οι Μήδοι επί τέλους θα διαβούνε.

Ποιήματα 1897-1933, εκδ. Ίκαρος, Αθήνα 1984

http://www.kavafis.gr/

3 On... duty

Vocabulary

7. Look at the following definitions of the word *duty*.

Κύριες μεταφράσεις

Αγγλικά		Ελληνικά
duty *n*	(moral obligation)	υποχρέωση *ουσ θηλ* καθήκον *ουσ ουδ*
	It is your duty to vote. Είναι υποχρέωσή (*or:* καθήκον) σου να ψηφίσεις.	
duty *n*	(job, function)	(*χρέος*) υποχρέωση *ουσ θηλ* (*επίσημο*) καθήκον *ουσ ουδ*
	It is your duty to take out the trash. Είναι δική σου υποχρέωση να βγάλεις τα σκουπίδια. ⓘ Αυτό που μου ζήτησε δεν εμπίπτει στα καθήκοντά μου.	
duty *n*	(tax)	δασμός *ουσ αρσ* φόρος *ουσ αρσ*
	The country had an import duty on all electronics. Η χώρα είχε φόρο εισαγωγής για όλες τις ηλεκτρονικές συσκευές.	

http://www.wordreference.com (free online dictionary)

a. Visit the above link and find more on the word ***duty***.

b. Select 5 words you don't know from the article you read and find what they mean in the above online dictionary. Write them down on a piece of paper so as to share with your classmates or on a post-it note in order to create a word wall.

Grammar

8. a. Focus your attention on the use of past tenses in the following sentences:

- ✓ A gendarme who exchanged himself for a hostage during the French supermarket siege has died ...
- ✓ When they heard shots, they stormed the store, killed Lakdim, and evacuated the gravely injured gendarme to hospital by helicopter.
- ✓ Beltrame, ... , originated from Brittany, in western France, and had earned distinctions, commendations and military honours throughout his career.
- ✓ The state prosecutor Frannois Molins said he had been under surveillance in 2016 and 2017 for his "radicalism and proximity to Salafist movements".
- ✓ Beltrame left his mobile telephone line open, enabling police and special forces outside the supermarket to hear what was going on.
- ✓ He then drove to a riot police squad barracks and shot at four officers 200 metres away who had been out jogging.
- ✓ Christian Guibbert, a former police officer, was shopping when he heard several shots.

b. Can you note the events on the time line? What do you observe about the tenses used in each case?

- ✓ When they heard shots, they stormed the store, killed Lakdim, and evacuated the gravely injured gendarme to hospital by helicopter.



- ✓ He then drove to a riot police squad barracks and shot at four officers 200 metres away who had been out jogging.

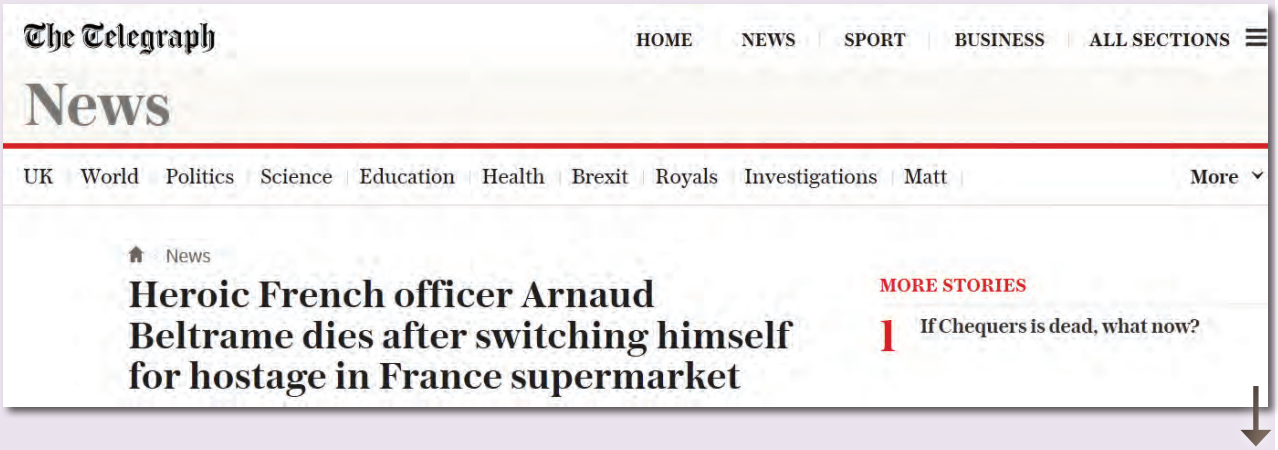


✓ Christian Guibbert, a former police officer, was shopping when he heard several shots.

....

.....

c. This is how another news website has presented the same incident. Put the verbs in brackets in the correct tense.



http://www.telegraph.co.uk/news/2018/03/23/france-gunman-holding-hostages-supermarket-claims-allegiance/

Gérard Collomb, the interior minister, ... (*announce*) early on Saturday that Mr Beltrame ..... (*pass away*) after he was reportedly hit by several bullets and one injury to the throat.

"Lieutenant Colonel Arnaud Beltrame ..... (*leave*) us. France will never forget his heroism, his bravery, his sacrifice."

In an interview in December with the local Independent newspaper, Mr Beltrame .... (*say*) he ..... (*take*) part in an attack simulation in Carcassonne that ..... (*centre*) around a mass attack in a supermarket.

The gunman was identified as 26-year-old Redouane Lakdim, a petty criminal of Moroccan origin who ..... (*claim*) allegiance to the Islamic State of Iraq and the Levant (Isil).

He ..... (*open*) fire on passengers in a car, killing one of them, then .... (*shoot*) dead another two people at the supermarket.

Eyewitnesses ..... (*tell*) French media that Lakdim ..... (*demand*) the release of Salah Abdeslam, the only surviving member of the 2015 Paris jihadist attacks that ..... (*kill*) 130 people, and ..... (*say*) he .... (*take*) revenge for the international coalition bombing Isil targets in Syria.

"He was known by the police for petty crimes, we ..... (*monitor*) him and ..... (*not think*) he ..... (*be radicalized*)," Interior Minister Gerard Collomb told reporters at the scene in Trebes.

Lakdim was described by a neighbour as a "pleasant young man" who ..... (*live*) with his parents and sisters in a flat in Carcassonne, taking the youngest children to school every day.

Lakdim ..... (*begin*) his shooting spree in his home town, whose huge medieval castle makes it a tourist hotspot, around 10 am local time when he .... (*hijack*) a car, shooting dead a passenger and seriously injuring its driver. Then he ..... (*fire*) at a group of CRS riot policemen who ..... (*jog*) near the castle in Carcassonne and ..... (*wound*) one of them.

9. According to an article published on the internet, *"since the start of **2018**, at least **37** law enforcement officers across the U.S. have died while on duty - with **24** of the deaths caused by gunfire. Roughly **135** cops died in **2016**, making it the deadliest year for police officers in at least five years, Fox News has found. While there were fewer deaths in **2017**, the numbers weren't much better: a total of **129** officers died last year. And **46** of those were caused by gunfire"*.



Officer Amy Caprio served with the police department for nearly four years before her death. (Baltimore County Police Department)

http://www.foxnews.com/us/2018/05/22/officers-killed-in-line-duty-in-2018.html

- ✓ Have you ever heard or read stories about people who died in the line of duty? You can search for such stories on the internet (e.g. "Police Roll of Honour Trust", http://www.policememorial.org.uk/index.php?page=roll-of-honour, in the newspaper headlines etc.).
- ✓ Have you ever heard or read stories about ordinary people who sacrificed their lives to save others? You can search for such stories on the internet, in the newspaper headlines etc.

3 On... duty



a. Share your stories and your thoughts in your group, and then report to the class.

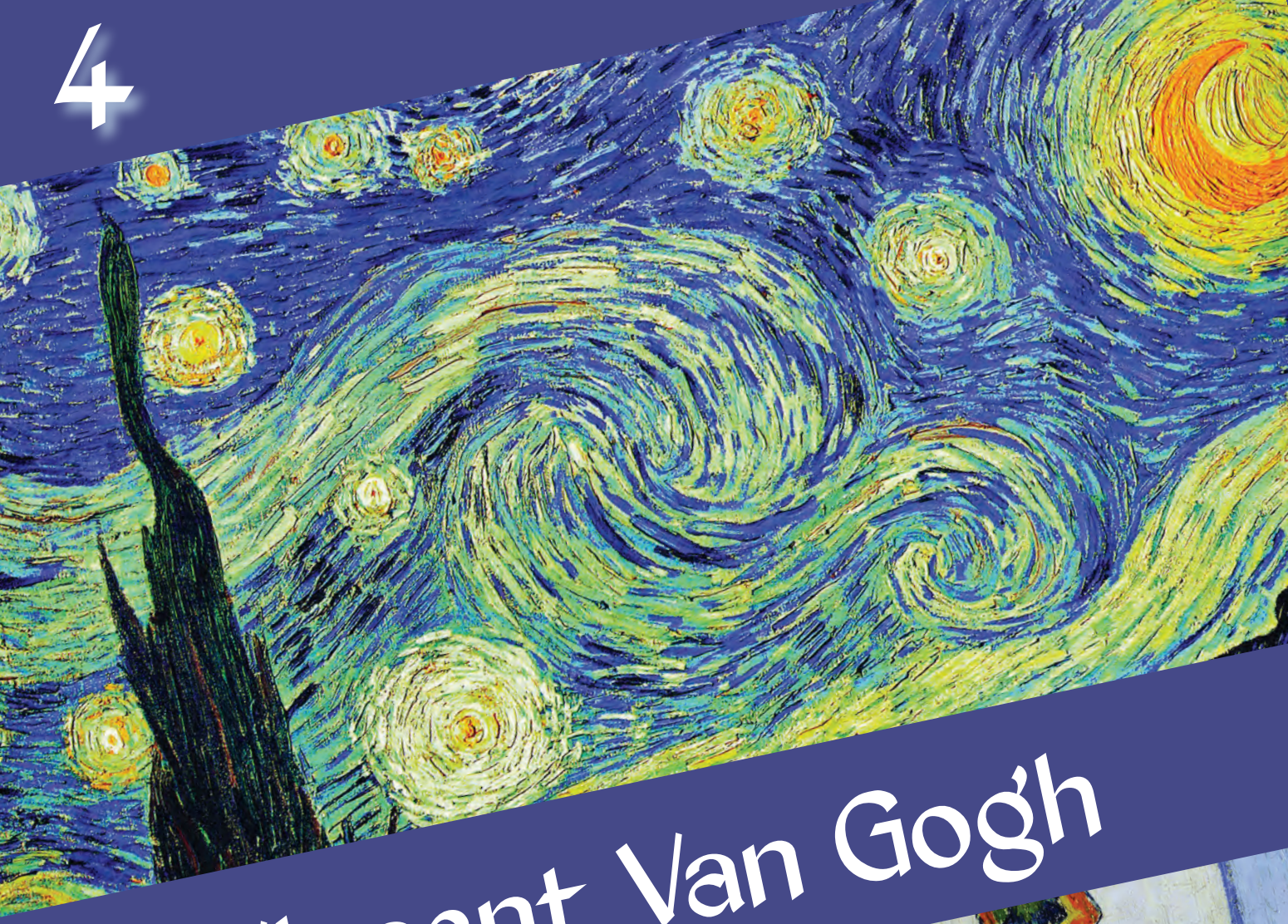
b. Write one of the following:
   - an essay narrating one of the stories
   - a police report for one of them
   - a script for a film scene on the incident.

Here are some useful ideas on how to make your writing more interesting:

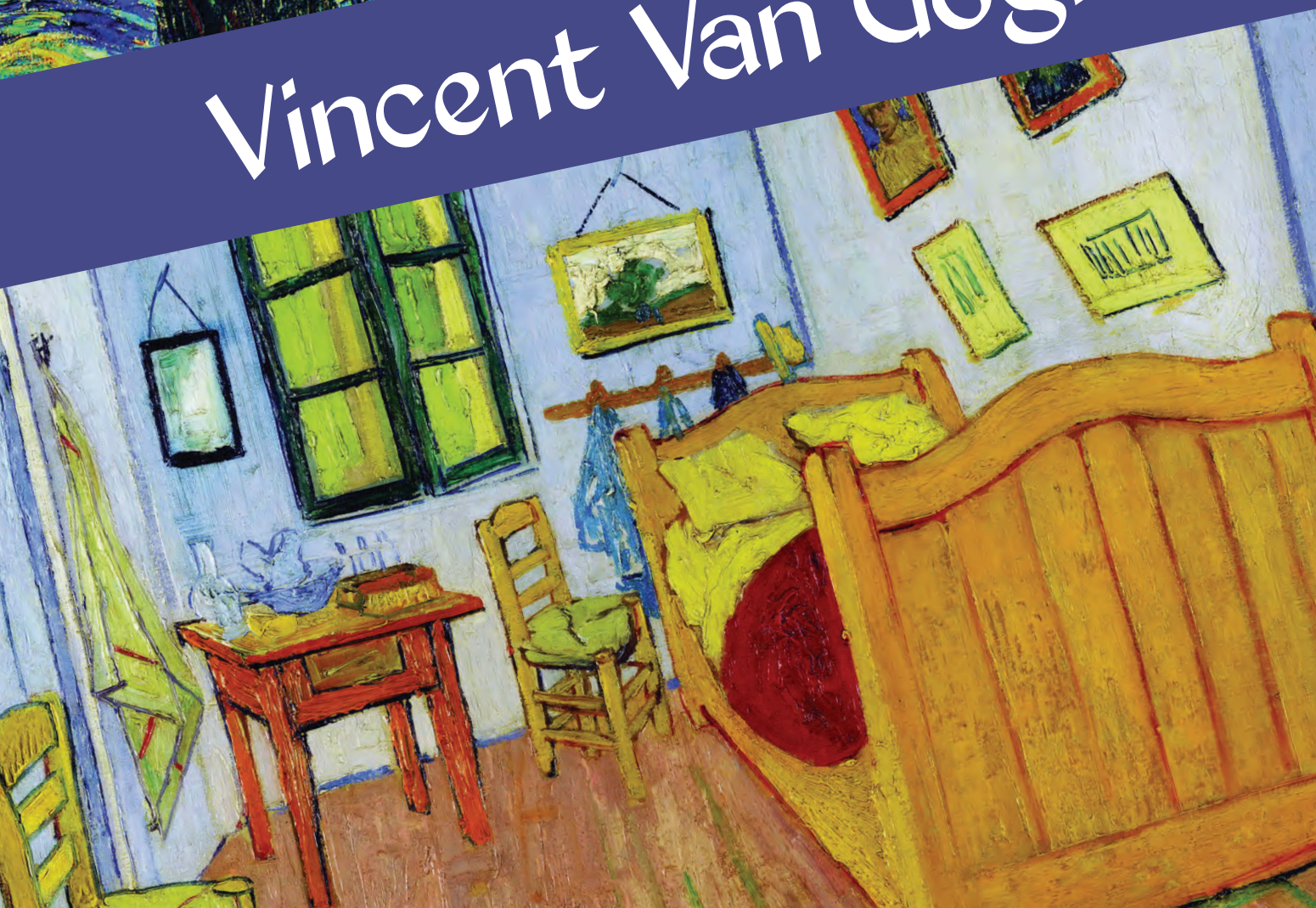
☑ Narrative endings

Circular ending	Your story circles back to the beginning. You can use the same idea or even the same sentence or exact words you used at the beginning of your writing.
Reflection ending	You step back and reflect on what has happened. You look back on the experience thinking about its importance, its meaning for the future etc.
Surprise ending	Something unexpected or exciting happened in the end – it can be a twist ending!
Moral ending	You show what we can learn from the story – how the main character has changed or grown at the end, as a result of the experience he had!
Capturing emotion ending	You make the reader feel emotional/touched at the end of your story! Talk to your readers' heart!
Question ending	You end your story with a question to keep your reader thinking.
Cliffhanger	You manage to make your readers "hanging" or wanting more! What happens next?
Dialogue ending	Your story ends with a conversation between your characters, captivating your readers, making the scene realistic and stirring the readers' emotions.
Funny ending	If you manage to make the readers laugh at the end your story will be memorable!

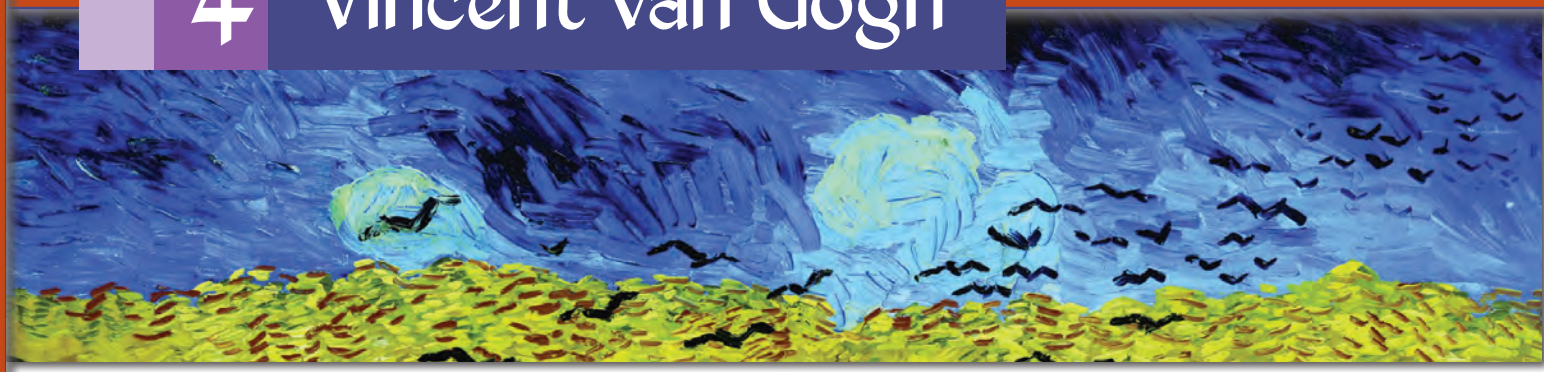
4



Vincent Van Gogh



4 Vincent van Gogh



1. ✓ How many famous painters' names can you think of?
✓ Where are they from? Can you name some of their works?

You can browse through the internet and try to find as many famous painters' names as you can.

2. **You are going to watch a video and listen to a song called "Starry-starry Night" by Don Mc Lean. Before listening, read the lyrics of the song and match the underlined phrases with the relevant Van Gogh painting. Then watch the video and put the stanzas in the correct order.**

( )

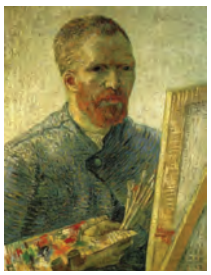


Starry, starry night.
Flaming flowers[1] that brightly blaze,
Swirling clouds[2] in violet haze,
Reflect in Vincent's eyes of china blue.
Colors changing hue,
morning field of amber grain[3],
Weathered faces lined in pain[4],
Are soothed beneath the artist's loving hand.

( )



( )



For they could not love you,
But still your love was true.
And when no hope was left in sight
On that starry, starry night,
You took your life, as lovers often do.
But I could have told you, Vincent,
This world was never meant
for one as beautiful as you.

( )



( )



( )



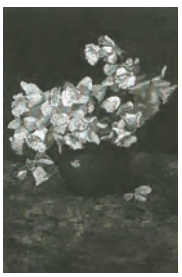
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Now I understand
what you tried to say to me
and how you suffered for your sanity
and how you tried to set them free
they would not listen they did not know how
perhaps they'll listen now.

Starry, starry night.
Portraits hung in empty halls,
Frameless heads[5] on nameless walls,
With eyes that watch the world and can't forget.
Like the strangers that you've met,
The ragged men in the ragged clothes,
The silver thorn of bloody rose[6],
Lie crushed and broken on the virgin snow.

Shadows on the hills,
Sketch the trees and the daffodils[7],
Catch the breeze and the winter chills[8],
In colors on the snowy linen land[9].

Now I think I know what you tried to say to me,
How you suffered for your sanity,
How you tried to set them free.
They would not listen, they're not listening still.
Perhaps they never will...

Starry, starry night.
Paint your palette[10] blue and grey,
Look out on a summer's day,
With eyes that know the darkness in my soul.

http://www.youtube.com/watch?v=dipFMJckZOM *or with lyrics* www.youtube.com/watch?v=oxHnRfhDmrk

4 Vincent van Gogh

3. Work with a partner. Together, you will try to fill in the blanks, correct the wrong words or strike out the extra words. Organise your work before you listen.



Starry starry night
..... your pallette blue and grey
look out on a summer's day
with eyes that know the darkness in my *bowl*
Shadows on the hills and cliffs
..... the trees and the daffodils
catch the breeze and the winter *drills*
in colours on the ..... linen land.

Now I understand
what you tried to say to me yesterday
and how you suffered for your *vanity*
and how you tried to ..... them free
they would not listen they did not know how
perhaps they'll *fasten* now.

Starry starry night sky
Flaming flowers that brightly .....
swirling clouds in violet *days*
reflect in Vincent's eyes of china blue
colours ..... hue
morning fields of amber grain
weathered faces lined in *rain*
are soothed beneath the artist's loving *band*.

Now I understand well
what you tried to say to me
and how you suffered for your sanity
and how you tried to set them free
they would not listen
they did not know how to listen
perhaps they'll listen now and forever.

For they ..... not love you
but still your love was true
and when no hope was left beside
on that starry starry night
You took your life as lovers often do
But I ..... have told you, Vincent,
this world was never meant for one
as *dutiful* as you are.

Starry starry night
..... hung in empty halls
frameless heads on nameless *dolls*
with eyes that watch the world and can't forget them
like the strangers that you've met
The ragged men in ragged clothes
a silver thorn a ..... rose
lie crushed and broken on the virgin snow.

Now I think I know very well
what you tried to say to me
and how you suffered for your sanity
and how you tried to set them *tree*
they would now listen
they're not listening still
..... they never will.

4. Now read the following questions, discuss them in your groups and then write the answers.



1. Do you think that the song reflects Van Gogh's attitude and feelings? If so, mention specific verses.
2. How does this song make you feel?
3. Write up to 5 sentences giving facts about Van Gogh's life, based on the song.

- .....
- .....
- .....
- .....
- .....

5. Browse the following sites and choose 4 or 5 paintings you like most. Spend some time observing these paintings and write down how each one makes you feel. Finally, note down the following information about these paintings.

http://www.googleartproject.com (Van Gogh Museum Amsterdam) www.vangoghmuseum.nl

- Title: .....
- Type of painting: .....
- Height: ..... cm Width: ..... cm
- Year it was painted: .....
- Viewing notes: .....

.....

.....

4 Vincent van Gogh

6. Match the following paintings with the viewing notes.













1. In the 19th century, absinth was a popular drink with many, including artists like van Gogh. This still life shows a soltary glass of absinth on a café table and a bottle of water. Van Gogh combines this with a view through the window. The chosen vantage point makes it feel as though you are yourself sitting at the cafe table where the painter sat.

2. After months of observing the local peasants' daily routines, van Gogh depicted a family gathered around the table for a modest dinner of the potatoes grown in their own garden. He chose his colors purposefully to connect his sitters with the earth that sustained them. The stark interior, their rough hands, and weather-beaten faces were the legacy of their life of labor. Neither sentimental nor romantic, The Potato Eaters expressed the compassionate sincerity of Vincent's aims in art.

3. Van Gogh returned to his earlier panoramic approach to depict the first harvest of the year in The Harvest, which he painted in 1888. His deliberate approach to spatial organization -- the crops in the foreground, the fields above, and the mountains on the high horizon -- reveals his desire to attain some epic grandeur.

4. Vincent van Gogh's Sprig of Flowering Almond Blossom in a Glass is an oil on canvas. He painted a sprig of an almond branch, which he forced into early flowering in a glass of water. The irregular pattern of the little branch, covered with pale, translucent blooms, gave him a subject that recalled the depiction of flowers in Japanese prints. The simple division of the silvery, violet background with a scarlet band pays tribute to the Japanese aesthetic.

5. Location in the artwork: Paris, France On his trips to the areas around Paris, van Gogh often painted outdoors. This view of the Seine river was also made outside. Quite untypically, van Gogh did not complete this work.

6. When van Gogh arrived in Arles in the south of France from Paris, he was immediately inspired by the vast landscape. He painted this simple farmhouse in a cornfield there and then, partly in thick brushstrokes and partly using little stipples. Van Gogh made a sketch of this landscape in a letter to his brother Theo.

7. Read Vincent Van Gogh's biography and in pairs, answer the questions that follow.

Year of Birth : 1853 **Death Year : 1890** **Country of Origin : Netherlands**

Vincent van Gogh was born in Zundert, Holland. The son of a pastor, was brought up in a religious and cultured atmosphere, a profession that Vincent found appealing and to which he would be drawn to a certain extent later in his life. His sister described him as a serious and introspective child, highly emotional and lacking self-confidence.



At age 16 Vincent started to work for an art dealer in The Hague. His four years younger brother Theo, with whom Vincent cherished a life-long friendship, would join the company later. This friendship is amply documented in a vast amount of letters they sent each other. They provide a lot of insight into the life of the painter, and show him to be a talented writer with a keen mind. Theo would support Vincent financially throughout his life.

In 1880, Vincent van Gogh followed his brother Theo's suggestion and took up painting in earnest. For a brief period Vincent took painting lessons from Anton Mauve in Hague. Although Vincent and Anton soon split over divergence of artistic views, influences of the Hague School of painting would remain in Vincent's work, notably in the way he played with light and in the looseness of his brush strokes. However his usage of colours, favouring dark tones, set him apart from his teacher.

In spring 1886 Vincent van Gogh went to Paris, where he moved in with his brother Theo; they shared a house on Montmartre. Here he met the painters Edgar Degas, Camille Pissarro, Bernard, Henri de Toulouse-Lautrec and Paul Gauguin. He discovered impressionism and liked its use of light and color, more than its lack of social engagement (as he saw it). Especially the technique known as pointillism (where many small dots are applied to the canvas that blend into rich colors only in the eye of the beholder, seeing it from a distance) made its mark on Van Gogh's own style. It should be noted that Van Gogh is regarded as a post-impressionist, rather than an impressionist, meaning that the artist uses color and lines to express an emotional response to the subject rather than to describing it accurately.

4 Vincent van Gogh

Vincent was an unstable and volatile man, well known as the 'tortured artist'. His nervous temperament made him a difficult companion and night-long discussions combined with painting all day undermined his health. He decided to go south to Arles where he hoped his friends would join him and help found a school of art. Gauguin did join him but with disastrous results. Near the end of 1888, an incident led Gauguin to ultimately leave Arles, after a number of arguments with Vincent. Van Gogh pursued him with an open razor, was stopped by Gauguin, but ended up cutting a portion of his own ear lobe off.

Van Gogh then began to alternate between fits of madness and lucidity and was sent to the asylum in Saint-Remy suffering with depression. He spent much time in the asylum, though it was later believed that he suffered from epilepsy. While there he painted some 150 paintings. His most famous work The Starry Night was painted while staying in the asylum.The only painting he sold during his lifetime, 'The Red Vineyard', was created in 1888. In May 1890 Vincent van Gogh left the clinic and went to the physician Paul Gachet, in Auvers-sur-Oise near Paris, where he was closer to Theo, who had recently married. Here van Gogh created the portrait of the melancholic "Dr. Gachet". In two months Van Gogh was averaging one painting per day.

His depression aggravated. On July 27 of the same year, at the age of 37, after a fit of painting activity, van Gogh shot himself in the chest. He died two days later, with Theo at his side, who reported his last words as "The sadness will last forever". He was buried at the cemetery of Auvers-sur-Oise; Theo unable to come to terms with his brother's death died 6 months later and was buried next to him.

In a short period of ten years Van Gogh made approximately 900 paintings. Van Gogh's finest works were produced in less than three years in a technique that grew more and more impassioned in brushstroke, in symbolic and intense color, in surface tension, and in the movement and vibration of form and line. Dramatic, lyrically rhythmic, imaginative, and emotional, for the artist was completely absorbed in the effort to explain either his struggle against madness or his comprehension of the spiritual essence of man and nature.

Van Gogh's influence on expressionism, fauvism and early abstraction was enormous, and can be seen in many other aspects of 20th-century art. Vincent's brother's wife collected Vincent's paintings and letters after his death and dedicated herself to getting his work the recognition it deserved. It would not take long before his fame grew higher and higher. Today, several paintings by Van Gogh rank among the most expensive paintings in the world. On March 30, 1987 Van Gogh's painting "Irises" was sold for a record $53.9 million at Southeby's, New York. His Portrait of Doctor Gachet was sold for $82.5 million at Christie's, thus establishing a new price record.

As mentioned earlier, Vincent van Gogh was also a passionate letter writer. Of the countless letters he wrote to his friends and family more than 800 have been preserved, as well as approximately 80 letters that he received. In one of his letters, he supports that " There are so many people, especially among our pals, who imagine that words are nothing. On the contrary, don't you think, it's as interesting and as difficult to say a thing well as to paint a thing."Van Gogh to Emile Bernard,19 April 1888.

http:///www.vincentvangoghart.net/ www.vangoghgallery.com/misc/bio.html



A. Put the events in Van Gogh's life in chronological order.

..... Vincent moves to Paris sharing a house with his brother Theo.
..... He shoots himself in the chest and dies two days later.
..... Vincent starts to work for an art dealer in Hague.
..... A portion of his ear lobe was cut off after an incident with Gauguin.
..... He takes up painting after his brother's suggestion.
..... He was sent to an asylum in Saint Remy for treatment.
..... He discovers and appreciates impressionist artists.

B. Which statements about Van Gogh are true? Put a tick in the boxes.

a. He was influenced by his father's profession. ☐
b. He was able to make his own money from his paintings. ☐
c. He is not considered to be an impressionist artist. ☐
d. He was close friends with Paul Gauguin, another famous artist. ☐
e. He produced a lot of paintings when he was at the asylum. ☐
f. He managed to sell most of his paintings at high prices. ☐

C. Read the Biography again and find the answer to the following questions.

- What was Vincent's character like?

.....

- What events influenced Vincent's artistic style?

.....

- What are the main characteristics of his artwork?

.....

- Using his last phrase "The sadness will last forever", try to explain the reason why he killed himself.

.....

- What do you know about "The Portrait of Dr Gachet"?

.....

4 Vincent van Gogh

D. Now watch the video "Van Gogh - In His Own Words" on youtube (**http://www.youtube.com/watch?v=1hXMuK5NQEA**).

Single out, note down and discuss two points in Van Gogh's biography or personality which appealed to you most.

.....

.....

.....

.....



E. a. Vincent Van Gogh painted a large number of self-portraits. Watch the following video:

http://videos.howstuffworks.com/discovery/29887-assignment-discovery-van-gogh-video.htm

Some of these portraits appear below.
Compare them in groups and write two similarities and two differences.

.....

.....

.....

.....

b. Write a caption below each portrait and then choose your group's favourite, explaining why.







....

F. Based on the work you've done in class and Van Gogh's biography, observe the following paintings for a few minutes and then create an imaginary dialogue between Van Gogh and Dr Gachet.





 – .....

 – .....

 – .....

 – .....

 – .....

 – .....

4 Vincent van Gogh

8. The following letter is an extract from one of Van Gogh's letters to his brother Theo Van Gogh.

a. Read the extract, take notes and then discuss Van Gogh's feelings for his brother and his family.

b. Underline all the images in the letter. Then using your imagination, try to create a painting of your own.



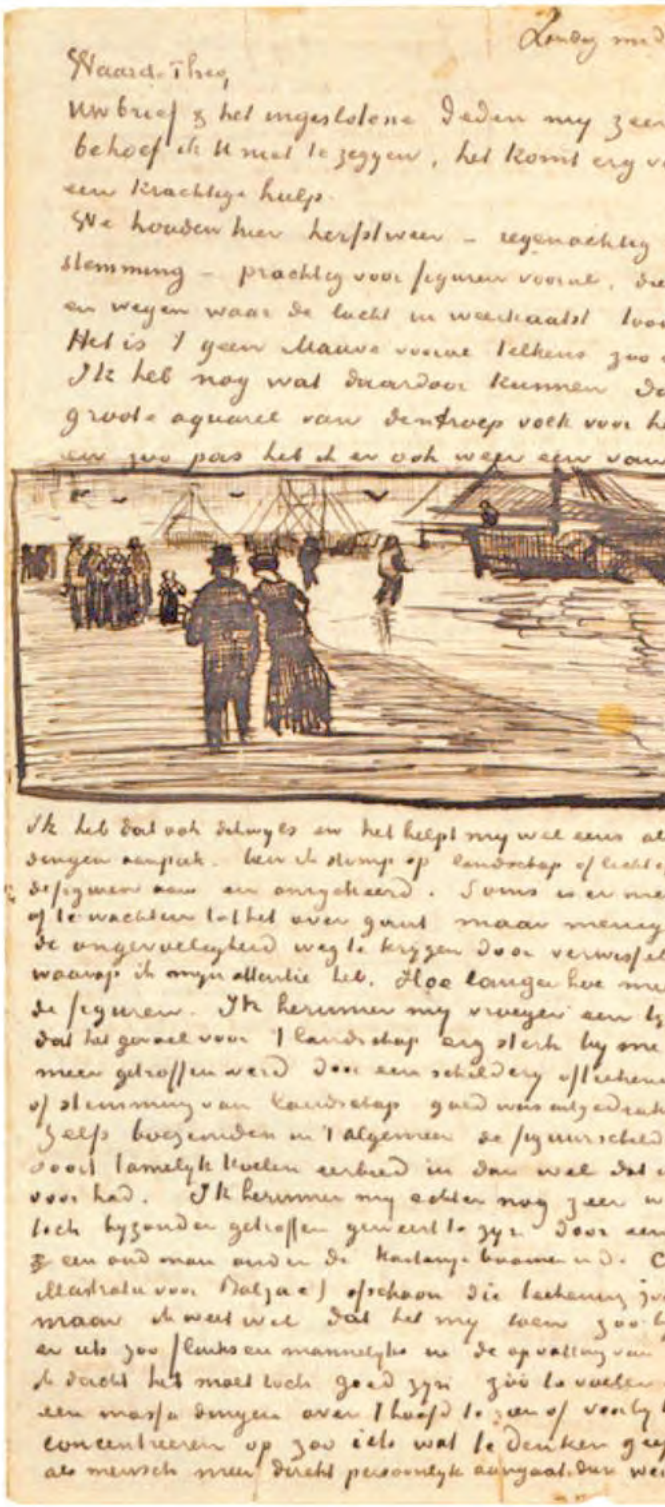
Isleworth, 7 October 1876

It is Saturday again and I write once more. How I long to see you again, Oh! my longing is sometimes so strong. Write soon, a little word as to how you are.

Last Wednesday we took a long walk to a village an hour's distance from here. The road led through meadows and fields, along hedges of hawthorn, full of blackberries and clematis, and here and there a large elm tree. It was so beautiful when the sun set behind the grey clouds, and the shadows were long. By chance we met the school of Mr. Stokes, where there are still several of the boys I knew. The clouds retained their red hue long after the sun had set and the dusk had settled over the fields, and we saw in the distance the lamps lit in the village. While I was writing to you, I was called to Mr. Jones, who asked if I would walk to London to collect some money for him. And when I came home in the evening, hurrah, there was a letter from Father with tidings about you. How I should like to be with you both, my boy. And thank God there is some improvement, though you are still weak. And you will be longing to see Mother, and now that I hear that you are going home with her, ...

c. Here is another extract from the same letter to his brother. Read and discuss Vincent's attitude to life.

"... I have been ill, my mind was tired, my soul disillusioned and my body suffering. I whom God has endowed at least with moral energy and a strong instinct of affection, I fell in the abyss of the most bitter discouragement and I felt with horror how a deadly poison penetrated my stifled heart. I spent three months on the moors, you know that beautiful region where the soul retires within itself and enjoys a delicious rest, where everything breathes calm and peace; where the soul in presence of God's immaculate creation throws off the yoke of conventions, forgets society, and loosens its bonds, with the strength of renewed youth; where each thought takes the form of prayer, where everything that is not in harmony with fresh and free nature quits the heart. Oh, there the tired souls find rest, there the exhausted man regains his youthful strength. So I passed my days of illness ... And then the evening! To be seated before the big fireplace with one's feet in the ashes, one's eyes fixed on a star that sends its ray through the opening in the chimney as if to call me, or absorbed in vague dreams too much to look at the fire, to see the flames rise, flicker, and supplant one another as if desirous to lick the kettle with their tongues of fire, and to think that such is human life: to be born, to work, to love, to grow and to disappear ..."



4 Vincent van Gogh



9. Work in groups of four. Bring pictures of Van Gogh's paintings to make a collage.



10. Based on the work you did in class and the notes you've made, write an article for the school newspaper, presenting his life and work from your own point of view. The article will be entitled "My Vincent Van Gogh". There will be prizes for the three best articles.

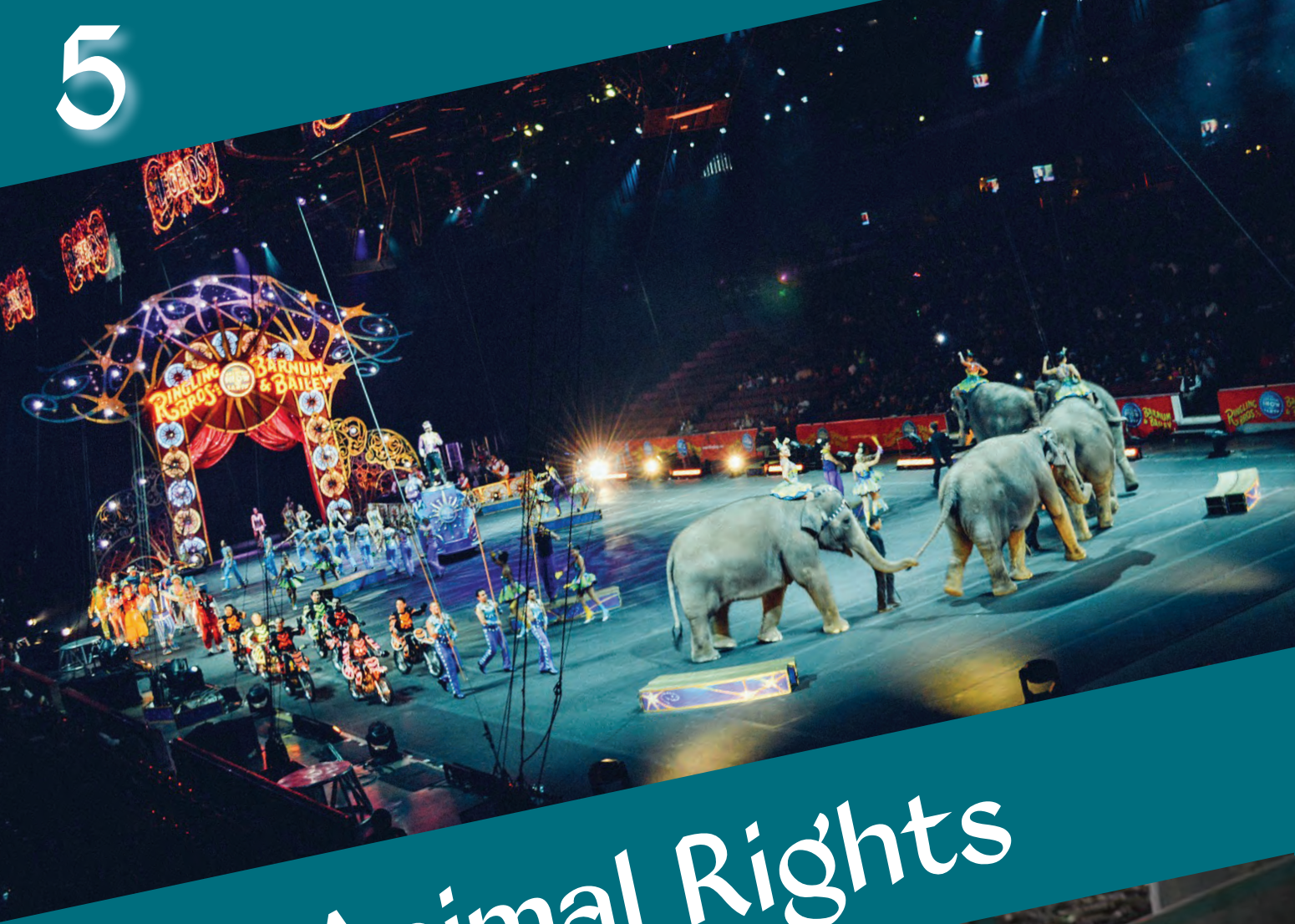
11. At the computer lab or at home, visit the following website, browse through some of Van Gogh's letters and find out his personal attitude about Art.

http:///www.webexhibits.org/vangogh/

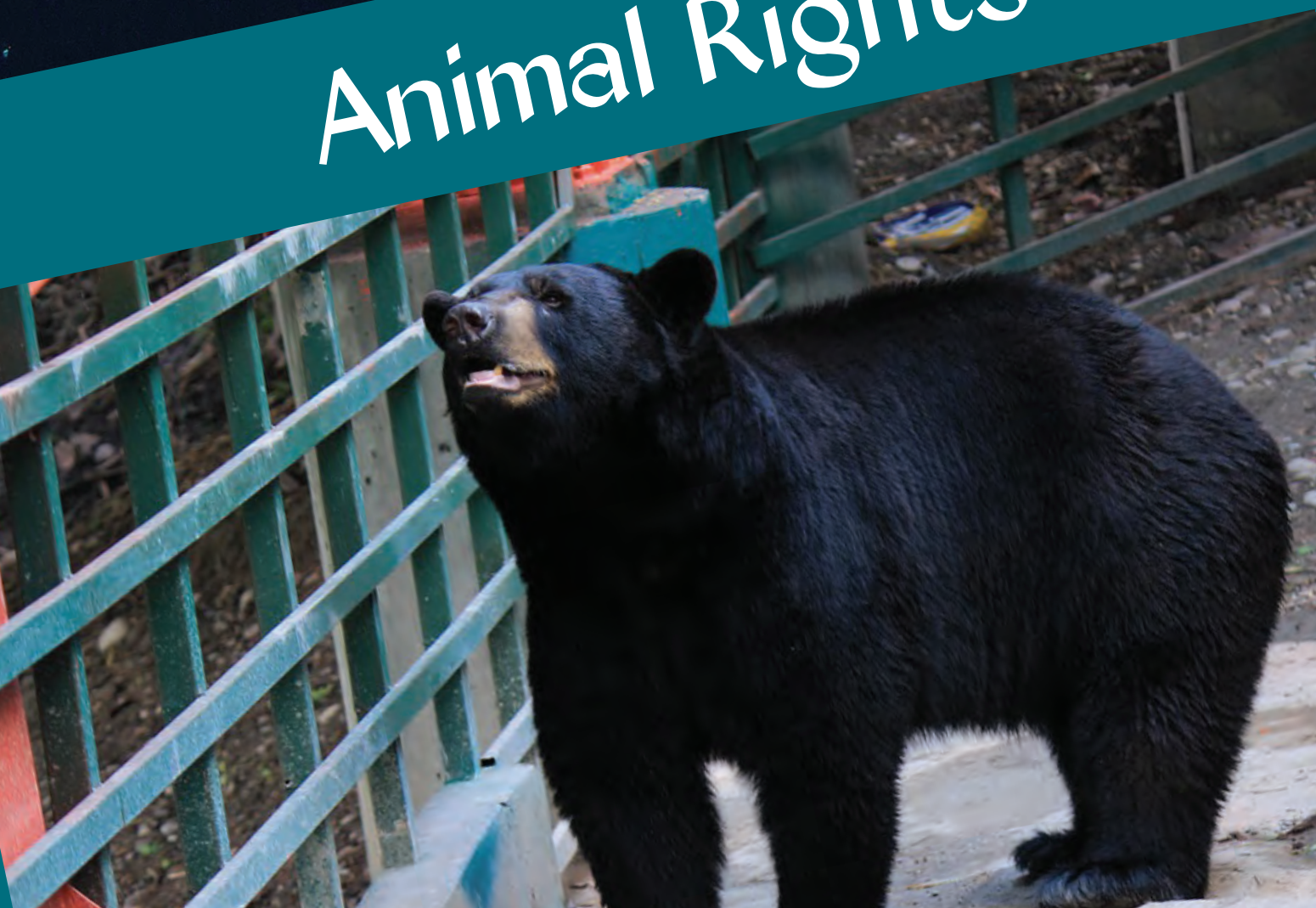
FIELD STUDY

- *Organise a class visit to an art gallery. Make groups of four and observe exhibits, focus on detail, discuss techniques, draw sketches, or carry out special Worksheet tasks. Find information about particular works of art. Write reviews about the artists' work, personal feelings or impression. Present your work in your school.*

5



Animal Rights



5 Animal Rights

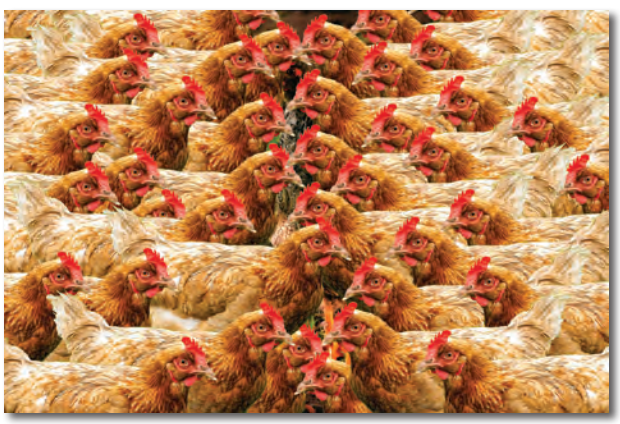


1. There is much disagreement as to whether animals have rights or not. What do you think? Look at the pictures and, in groups, discuss the following questions, keeping notes:

- ✓ Are animals man's property?
- ✓ Is it alright if we kill animals for food?
- ✓ Is it alright if we use animals for hard labour?
- ✓ Is it alright if we use animals for entertainment?
- ✓ Can you think of any other cases that cause disagreement concerning animal rights?
- ✓ Which treatment is considered unethical?
- ✓ Can using or killing animals be justified for special reasons?









2. Read the adapted newspaper article about animal testing experiments and then do the tasks below.



http://www.theguardian.com/science/2015/apr/18/animal-lives-wasted-in-drugs-safety-tests

Research agencies have ordered UK scientists to improve the way they use animals in experiments. Too often poorly designed projects – to test new medicines for strokes, cancer and other conditions – have produced meaningless results and wasted animals' lives, the organisations have warned.

In some cases, researchers – desperate to control the costs of their work – have underestimated the number of animals needed to test a new medicine. As a result, their tiny studies have lacked the power to pinpoint biological effects in the drugs under scrutiny. These unreliable results mean the lives of the animals involved have been wasted, along with scientists' time and resources. The over-use of animals in experiments has also led to unnecessary loss of their lives.

The problem of poorly designed studies has been under investigation for two years and culminated, last week, in Research Councils UK – the umbrella group for the councils that fund UK research –announcing changes to its guidelines for those carrying out research using animals. Scientists will now have to show their work will not only produce physiological insights but will also generate statistically robust data. If not, they will lose their funding.

"There has been an increasing awareness that some animal experiments are not sufficiently robust. These guidelines should therefore be welcomed, although they have taken a long time to be introduced," said neuroscientist Malcolm Macleod of Edinburgh University.

In 2013, 4.12 million scientific procedures on animals – mostly rats and mice – were started in Great Britain. Half involved breeding genetically modified animals while the other half involved experiments on unmodified animals. Many of these are done to test drugs before human trials are launched. However, it takes a fairly large number of animals to reveal whether a drug is having a pharmacological effect, said Macleod.

Mark Prescott, head of research policy for the UK National Centre for the Replacement, Refinement and Reduction of Animals in Research, said the guidelines represented a change for the scientific community.

"Yes, you can use animals in experiments, but no more than necessary – and no fewer. It is ethically questionable to get the numbers wrong either way."

3. Answer the following questions about the article.

a. What would be a suitable title for it?

b. What is the main point?

c. Based on the research reported in the article, what should be done about animal experiments?

4. In pairs, read the text again carefully and decide if the following sentences are true, false or not mentioned. Write *T*, *F* or *NM* in the boxes provided.



1.	There are serious reasons why animals are used in experiments.	
2.	Some research provide untrustworthy results.	
3.	The scientific community needs to use the latest data in order to make confident studies.	
4.	It is fair to use the animals in experiments.	
5.	Drugs should be tested on human beings only.	
6.	A large number of animals have suffered unnecessarily.	

5. For questions 1-6, choose the answer (*a*, *b* or *c*) which you think fits best with the meaning of the text.

1.	Who is this text addressed to?	**a.** neutroscientists **b.** researchers **c.** public
2.	The primary purpose of the article is to:	**a.** provide solutions **b.** report a problem **c.** argue for the issue
3.	Why has the writer written this article?	**a.** to raise awareness **b.** to give useful facts **c.** to explain
4.	The neuroscientist suggests that animal experiments should be more robust, that is:	**a.** cruel **b.** reliaable **c.** restricted
5.	What does the word ***these*** in the fifth paragraph refer to?	**a.** genetically modified animals **b.** experiments on animals **c.** rats and mice
6.	What is the writer's opinion about animal testing experiments?	**a.** they should be banned **b.** they should be well-planned **c.** they should be respect animals' lives



6. Match the words below in the text *(1-8)* with their definitions *(a-h)*.

1.	robust	.....	**a.**	financial support
2.	insight	.....	**b.**	reach a point of highest development
3.	refinement	.....	**c.**	identify with great accuracy or precision
4.	scrutiny	.....	**d.**	the process of making a substance pure
5.	agency	.....	**e.**	strong and reliable
6.	funding	.....	**f.**	organisation representing a group of people
7.	culminate	.....	**g.**	clear understanding of a complicated problem
8.	pinpoint	.....	**h**	detailed examination to get more information

7. In groups, make a concept cube for each of the above words and stick it on your word wall.



Write an example using "robust"

synonym — **robust** — antonym

Write an example using the opposite of "robust"



Grammar

8. Read the following sentences from the article and answer the questions.

a. These unreliable results mean the lives of the animals involved have been wasted.

b. These guidelines should therefore be welcomed, although they have taken a long time to be introduced.

c. In 2013, 4.12 million scientific procedures on animals –mostly rats and mice– were started in Great Britain.

d. The problem of poorly designed experiments was identified in a recent survey of scientific papers.

- ✓ What do the highlighted verb forms have in common?
- ✓ When do we choose to use such forms?
- ✓ How does a passive sentence differ from an active one?



9. Read the following text and in pairs:

a. Try to explain to each other what happens in American factory farms without using any passive voice sentences.

b. Write a summary of the article in the active voice. How easy is it?



Closer Look at Animals on Factory Farms

Farm Animals Need Our Help

In polling, 94% of Americans agree that animals raised for food deserve to live free from abuse and cruelty. Yet the majority of the nearly 10 billion farm animals raised each year in the U.S. suffer in conditions that consumers would not accept if they could see them. Most of our meat, milk and eggs come from industrial farms where efficiency trumps welfare – and animals are paying the price.

Factory Farms

A factory farm is a large, industrial operation that raises large numbers of animals for food. Over 99% of farm animals in the U.S. are raised in factory farms, which focus on profit and efficiency at the expense of animal welfare.

Chickens

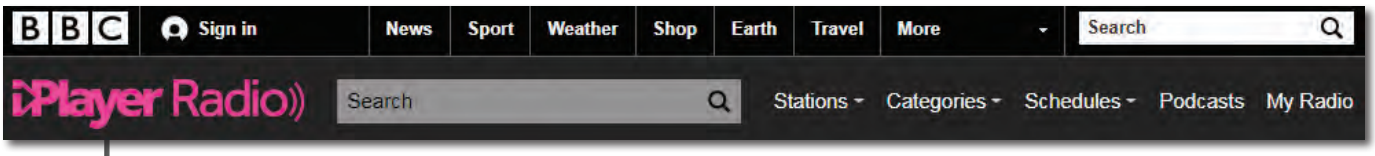
The United States raises and slaughters almost 10 times more birds than any other type of animal. Approximately 8.5 billion chickens are killed for their meat every year, while another 300 million chickens are used in egg production. All birds –egg-laying hens, meat chickens, turkeys, ducks, geese and others– are excluded from all federal animal protection laws. By the numbers, these are the animals most urgently in need of protection. The ASPCA is focused on raising public awareness about the plight of chickens raised for meat and is working actively with companies that buy or raise chickens toward the adoption of better prices.



Many people do not realize that the breed of chicken used for modern egg production is different than the breed used for meat production. If you put them next to each other, they look almost nothing alike! Each has been strategically bred for hyperproduction: egg-laying hens for high egg volume, and "meat" chickens for maximum breast meat. Both types suffer from severe physical problems brought on by genetic manipulation...

http://www.aspca.org/animal-cruelty/farm-animal-welfare

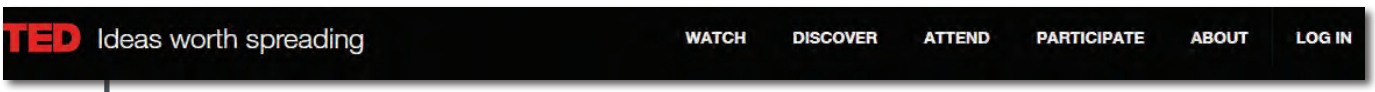
10. You will hear a BBC radio talk. Then do the tasks below.



http://www.bbc.co.uk/programmes/p00545f8

- ✓ What is the topic of the talk?
- ✓ Give a title to the talk.

11. You will hear a TED talk. For questions **1-10**, complete the sentences with a word or short phrase.



http://www.ted.com/talks/ewart_brand_the_dawn_of_de_extinction_are_you_ready

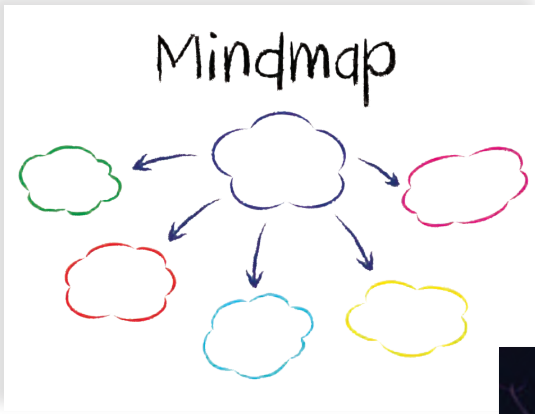


1	This had been the most _____ in the world that'd been in North America for six million years.
2	They were so dense that hundreds of hunters and netters could show up and _____ them.
3	It was _____ for its feathers.
4	This was an animal that basically kept the forest mixed with _____ across the entire Europe and Asian continent.
5	I started with my wife, Ryan Phelan, who ran a _____ called DNA Direct.
6	All she needed from those _____ at the Smithsonian was a little bit of toe pad tissue.
7	Then the question is, _____, with that genome, the whole bird?

8	It's kind of like a(n) _____ machine.
9	You try combinations of _____ that you write at the cell level and then in organs on a chip.
10	So what you're getting is the capability now of replacing one gene _____ of that gene.

12. Brainstorm five reasons why keeping animals in captivity is wrong. Add any reasons you consider important.





Make a *Mindmap* in your notebook.



13. Work in pairs. Look at these photographs and decide which animal you wish to make a donation for. Talk to each other trying to reach an agreement as to which species under extinction you would prefer to sponsor.









14. Look at these two photographs. They show animals in different conditions. In groups, compare and contrast them and talk about the advantages and the disadvantages to each animal's living conditions.





5 Animal Rights

15. Choose one of the following questions and prepare a short presentation for your class.

a. What is the point in saving endangered species?

b. What can we do to protect endangered species?

c. Why are scientists so concerned about species under extinction?



16. You are to take part in a debate about animal-testing experiments. In pairs, prepare arguments for both the researchers and the campaigners against those experiments.



- ✓ Make your points understandable.
- ✓ Make your points logical.
- ✓ Make your points real – be concrete and specific.

Two students will debate. The class will then ask them questions or cross examine them. The best argued viewpoint wins!!!

16. Read the rubric and then do the tasks.

- You have had a class discussion about animal-testing experiments to develop new medicines and cosmetics. Some people argue that these experiments are not ethical while others are in favour of them as long as they benefit humanity.
- Write an essay (120-150 words) for the school magazine to express your opinion about whether animal-tested cosmetics should be banned, supporting it with examples.

☑ Understanding the topic

1. What are the key words in the topic?
2. Who is going to read your essay?
3. What register will you use?
4. How many paragraphs will you write?
5. How will you start and finish your essay?

☑ Organizing your essay

PLAN		Opinion essay
Introduction	paragraph 1	⇨ rephrase topic and refer to controversial aspects
Main body	paragraph 2	⇨ first viewpoint with reasons/examples/results
	paragraph 3	⇨ second viewpoint with reasons/examples/results
	paragraph 4	⇨ opposing viewpoint with reasons/examples/results
Conclusion	paragraph 5	⇨ summarise your ideas and restate your opinion

5 Animal Rights

☑ Useful language → linking words/phrases

stating an opinion	I strongly believe, in my opinion/view, as far as I am concerned, from my point of view, personally I think that..., I could not agree that...
listing viewpoints	first, first of all, secondly, moreover, in addition, also, additionally, furthermore, besides, apart from that, as well as
expressing reasons	for this reason, that's why, as a matter of fact, owing to, because of
giving examples	for instance, for example, since, as, such as, particularly in particular
expressing results/ consequences	therefore, consequently, as a result, in this case, this means that
expressing opposing viewpoints	nevertheless, nonetheless, on the other hand, although, even though, in spite of, despite, however
summing up	on the whole, all things considered, taking everything into account, to conclude, to sum up, in conclusion, all in all, in general

Writing guide

Useful Tips

- Read the rubric carefully
- Brainstorm on the topic
- Use a range of vocabulary and grammatical structures
- Use linking words/phrases
- Develop your ideas in the main body
- Justify and clarify your ideas
- Check for grammar/spelling/punctuation mistakes

17. You have had a class discussion about wildlife species in danger of extinction. Write an essay (120-150 words) for the school magazine to support your opinion about how we can protect endangered animals.

Write about:
- ✓ pollution
- ✓ hunting wild animals
- ✓ your own ideas









5 Animal Rights



6

Fast Fashion



6 Fast Fashion



HOW GREEN ARE YOU?

HOW GREEN ARE YOU?



1. Tick the letter (*a*, *b*, *c*) you prefer. It is a kind of survey so there is no correct answer. Announce the results in class, and talk about them focusing on questions 3, 4 and 5. You will know more about your choices after the end of the unit.

- You are walking back home drinking water. What do you do with the plastic bottle when you have finished?
  - a. You just get rid of it and throw it anywhere.
  - b. You carry it until you find a bin to put it in.
  - c. You carry it until you find the proper bin to put it in.
- Do you recycle materials such as paper, glass, tins etc?
  - a. No
  - b. Yes
  - c. Sometimes
- Think about your closet. How many T-shirts can you count?
  - a. 2-5
  - b. 6-10
  - c. more than 11
- What is your main concern when you buy clothes?
  - a. The price.
  - b. Whether they carry a Fair Trade label.
  - c. The material they are made of.
- What is your most favourite fabric to wear?
  - a. Cotton/leather.
  - b. Polyester/synthetics.
  - c. Bamboo/hemp.

2. *True* or *False*?



What do you think about the following statements? Mark them as true or false. Don't check your answers until after you have finished the reading tasks. You will come back then to see whether you were right or wrong.

		True	False
1.	When we say "fast fashion" we mean experienced workers who work fast.		
2.	Organic cotton is no doubt the friendliest to the environment.		
3.	Before we rush to buy new clothes during the January sales, we should think about the impact of our clothes on the environment.		
4.	Textile dyeing is one of the main large polluters of clean water globally.		
5.	Polyester microfibres may end up being eaten by human beings.		
6.	The expansion of fast fashion shops is a proof that fast fashion has a serious impact on us all globally.		
7.	In Britain, most of the people recycle clothes.		
8.	Busy lifestyles make us more time-poor than previous generations, but with many sewing and mending skills.		
9.	It is easy to choose an eco-friendly fabric, since nowadays everything is labelled.		
10.	Transport does not affect the environment at all.		

3. Fill in the **1st** and the **2nd** columns of the following KWL chart. Are your clothes friendly to the environment? What do you know about the issue and what do you want to know about it? You will come back to fill in the last column after having worked on the issue.

KWL Chart

The environmental impact of my closet

What I know	What I want to know	What I have learned

4.



- Form groups of four. This is your "**jigsaw group**".
- In your group decide which part of the text below you will read (1-2-3-4) - let's call them the "**orange part**", the "**blue part**", the "**red part**" and the "**green part**". Each one of you reads individually a different part, taking notes or underlining key-points.
- Then, move to another group formed according to the part you have read (1-2-3-4). Now, there is an "**orange group**", a "**blue group**", a "**red group**" and a "**green group**". This is your "expert group"!
- In your "**expert group**", discuss about your part, trying to reach a common understanding of its idea and meaning. Talk about the words you don't understand (you can look them up in the dictionary).
- Finally, go back to your first group ("**jigsaw group**"). Now each one in the group tries to explain everything he/she has learned about his/her part to the rest of the group. Talk about your parts, in turns. The others should be taking notes and they can ask you questions. Be prepared to answer!



jigsaw puzzle

1. It's tough to love our clothes and keep wearing them for longer when we are faced with a tempting array of newness on offer in the shops. But before you head out into the January sales for those irresistible deals, spare a thought for the impact of fast fashion on the environment.

Fast fashion focuses on speed and low costs in order to deliver frequent new collections inspired by catwalk looks or celebrity styles. But it is particularly bad for the environment, as pressure to reduce cost and the time it takes to get a product from design to shop floor means that environmental corners are more likely to be cut. Criticisms of fast fashion include its negative environmental impact, water pollution, the use of toxic chemicals and increasing levels of textile waste.

Vibrant colours, prints and fabric finishes are appealing features of fashion garments, but many of these are achieved with toxic chemicals. Textile dyeing is the second largest polluter of clean water globally, after agriculture.

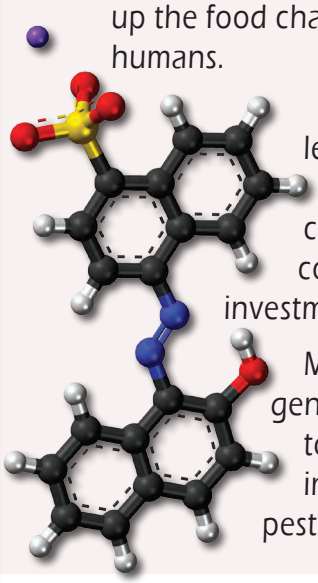


6 Fast Fashion

Greenpeace's recent Detox campaign has been instrumental in pressuring fashion brands to take action to remove toxic chemicals from their supply chains, after it tested a number of brands' products and confirmed the presence of hazardous chemicals. Many of these are banned or strictly regulated in various countries because they are toxic, bio-accumulative (meaning the substance builds up in an organism faster than the organism can excrete or metabolise it), disruptive to hormones and carcinogenic.

2. Polyester is the most popular fabric used for fashion. But when polyester garments are washed in domestic washing machines, they shed microfibres that add to the increasing levels of plastic in our oceans.

These microfibres are minute and can easily pass through sewage and wastewater treatment plants into our waterways, but because they do not biodegrade, they represent a serious threat to aquatic life. Small creatures such as plankton eat the microfibres, which then make their way up the food chain to fish and shellfish eaten by humans.



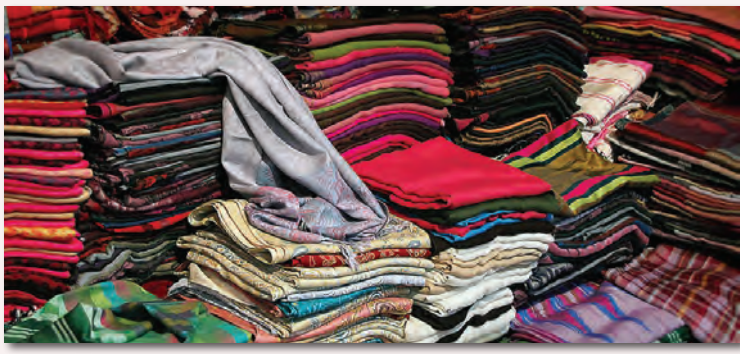
Cotton growing requires high levels of water and pesticides to prevent crop failure, which can be problematic in developing countries that may lack sufficient investment and be at risk of drought.

Most cotton grown worldwide is genetically modified to be resistant to the bollworm pest, thereby improving yield and reducing pesticide use. But this can also lead to problems further down the line, such as the emergence of "superweeds" which are resistant to standard pesticides. They often need to be treated with more toxic pesticides that are harmful to livestock and humans.

The devastating impact of toxic chemical use in agriculture, for growing cotton, was shown in a documentary called The True Cost, including the death of a US cotton farmer from a brain tumour, and serious birth defects in Indian cotton farmers' children.

There is growing interest in organic cotton, with famous brands featuring among the world's top users of organic cotton by volume in 2016. But overall use of organic cotton represents less than 1 per cent of the world's total annual cotton crop.

3. Textile waste is an unintended consequence of fast fashion, as more people buy more clothes and don't keep them as long as they used to. The international expansion of fast fashion retailers exacerbates the problem on a global scale. Wardrobes in developed nations are saturated, so in order to sell more products, retailers must tempt shoppers with constant newness and convince them the items they already have are no longer fashionable.



Increasing disposable income levels over recent generations means there is less need to "make do and mend", as it's often cheaper and more convenient to buy new than have an item repaired. Busy lifestyles make many people more time-poor than previous generations, and with the loss of sewing and mending skills over time, there is less impetus to repair our garments. The rise of supermarket fashion that can be purchased alongside the weekly shop and the regular occurrence of seasonal sales make clothing seem "disposable" in a way it didn't used to be.

There is interest in moving towards a more circular model of textile production which reuses materials wherever possible, yet current recycling rates for textiles are very low. Despite a long-established national network of charity shops and increasing numbers of in-store recycling points in UK high-street stores, three-quarters of Britons throw away unwanted clothing, rather than donating or recycling it.



4. So, can consumers reduce the environmental cost of fast fashion when out shopping? Choosing an eco-friendly fabric is complex as there are pros and cons to all fibre types. Garments which are labelled as being made from natural fibres are not necessarily better than synthetic, as fibre choice is only one part of a complex picture. Fibres still have to be spun, knitted or woven, dyed, finished, sewn and transported – all of which have different environmental impacts.

For example, choosing organic fabrics is better than choosing non-organic fabrics in terms of the chemicals used to grow the fibres, but organic cotton still requires high amounts of water and the impact of dyeing is higher than the impact of dyeing polyester.



Recycled content is often best of all, as it reduces the pressure on virgin resources and tackles the growing problem of waste management. For example, Patagonia was the first outdoor clothing brand to make polyester fleece out of plastic bottles. In 2017, it decided to rationalise its T-shirt ranges and from spring 2018, will offer only two fabric options of either 100 per cent organic cotton or a blend of recycled cotton and recycled polyester, recognising that even organic cotton has a negative environmental impact.

The Love Your Clothes initiative from the charity Wrap gives information for consumers on each stage of the purchase process, from buying smarter, to caring for and repairing items, to upcycling or customisation and finally responsible disposal. Ultimately, the best thing we can do is to keep our clothing in use for longer – and buy less new stuff.

http://www.independent.co.uk/life-style/fashion/environment-costs-fast-fashion-pollution-waste-sustainability-a8139386.html

6 Fast Fashion

5. **Match** *each part of the article* **to** *a heading*:

PART	HEADING
	Hunger for newness
	Fast fashion: a killer
	What shoppers can do
	Synthetic polymer and natural fibres

6. ***True*** **or** ***False***?



		True	False
1.	When we say "fast fashion" we mean experienced workers who work fast.		
2.	Organic cotton is no doubt the friendliest to the environment.		
3.	Before we rush to buy new clothes during the January sales we should think about the impact of fast fashion on the environment.		
4.	Textile dyeing is one of the main large polluters of clean water globally.		
5.	Polyester microfibres may end up being eaten by human beings.		
6.	The expansion of fast fashion retailers is a proof that fast fashion has a serious impact on us all globally.		
7.	In Britain, most of the people recycle clothes.		
8.	Busy lifestyles make us more time-poor than previous generations, but with many sewing and mending skills.		
9.	It is easy to choose an eco-friendly fabric, since nowadays everything is labelled.		
10.	Transport does not affect the environment at all.		

Now go back to the first three activities to check your answers. Were you right or wrong?



7. Fill in the blanks with the words given in the box, according to their meaning as they appear in the parts of the article.

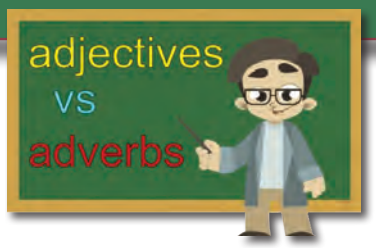
biodegrade, array, recycling, customisation, saturated, woven, aquatic, spun, organic, yield, rationalise, garment, dye, vibrant, exacerbate, excrete, fabric, textile, pesticides, disposable

1.	an impressive display or range of a particular type of thing	.....
2.	bright and striking	.....
3.	separate and expel as waste	.....
4.	a type of cloth or woven fabric	.....
5.	cloth	.....
6.	change the colour of your hair or clothes	.....
7.	be decomposed by bacteria or other living organisms	.....
8.	growing or living in or near water	.....
9.	substances used for destroying insects or other organisms harmful to cultivated plants or to animals	.....
10.	an amount produced of an agricultural or industrial product	.....
11.	produced without the use of artificial chemicals	.....
12.	makes (a problem, bad situation, or negative feeling) worse	.....
13.	supplied beyond the point at which the demand for a product is satisfied	.....
14.	an item of clothing	.....
15.	collecting used material and making it ready for use again	.....
16.	expendable, intended to be thrown away after use	.....
17.	turned and twisted into yarn	.....
18.	try to explain or justify (behaviour or an attitude) with logical reasons	.....
19.	a modification made so that something suits	.....
20.	formed (fabric or a fabric item) by interlacing long threads	.....

8. Fill in the chart using the words with prefixes found in the article. Think of your own ones to fill in the cells that are left blank.

Prefix Chart

PREFIX	MEANING	WORD
anti	against	
bi	two	
com/con	with	
de	away	
dis	apart/no	
em/en	in/into	
ex	out/away from	
fore/pre	before	
in/im	in/into	
in/im/ir/il	not	
inter	between/among	
mid	middle of	
mis	badly/wrongly	
non	no/not/without	
over	too much	
per	through	
pre	before	
re	again/back	remove
semi	half	
sub	under	
super	above/better/bigger	
trans	across	
tri	three	
un	not/opposite of	
under	too little	



9. Fill in the correct form of the words in brackets:

1 The toxic chemical use for cotton cultivation resulted to ..... (*serious*) birth defects.

2 Polyester microfibres have ..... (*ultimate*) become a serious threat to aquatic life.

3 How can you live near this factory? The smell is ..... (*awful*) all around!

4 Fiber or fibre is a ..... (*nature*) or synthetic substance that is ..... (*significant*) longer than it is wide.

5 Organic cotton is ..... (*general*) defined as cotton that is grown ..... (*organical*) in ..... (*subtropics*) countries such as Turkey, China, and parts of the USA from ..... (*non-genetic*) modified plants, and without the use of any synthetic ..... (*agriculture*) chemicals such as fertilizers or pesticides.

10. Dig deeper - Act wiser.



a. Would you like to learn more? Visit the following links, read about the clothing issue and take notes about any new information. You may add your new knowledge in the last column of the KWL chart.

✓ WWF: "The Impact of a Cotton T-Shirt" https://www.worldwildlife.org/stories/the-impact-of-a-cotton-t-shirt#

✓ The Economist: "The environmental costs of creating clothes" https://www.economist.com/blogs/economist-explains/2017/04/economist-explains-6

✓ The Guardian: "The problem with fast fashion – and how to fix it" https://www.theguardian.com/lifeandstyle/2014/aug/13/problem-with-fast-fashion-how-to-fix-it

✓ The Guardian: "Rana Plaza a year on: did fast-fashion brands learn any lessons at all?' https://www.theguardian.com/world/2014/apr/20/rana-plaza-bangladesh-disaster-anniversary

✓ The Guardian: "Shop less, mend more: making more sustainable fashion choices" https://www.theguardian.com/lifeandstyle/2018/feb/10/shop-less-mend-more-making-more-sustainable-fashion-choices

✓ Wikipedia: "Sustainable fashion" https://en.wikipedia.org/wiki/Sustainable_fashion

✓ Greenpeace: "A Gap between your Words and the Truth" https://www.greenpeace.org/archive-international/en/news/Blogs/makingwaves/a-gap-between-your-words-and-the-truth/blog/44914/

✓ Fair Trade http://www.fairtrade.org.uk/

✓ Hossain, M. S. (2015). Prospects and Constraints for Designing a Sustainable 'T-Shirt': A Life Cycle Analysis. Applied Ecology and Environmental Sciences, 3(2), 36-41. http://pubs.sciepub.com/aees/3/2/2/index.html#

b. "A talking image" to inform.

The life cycle of a T-shirt and its impact



Get inspired by the image. Select a stage/phase and find out how a beloved T-shirt can harm the environment during this stage. Spread the word and inform everyone around you.

Either:

- ❒ Create a poster adding your findings next to the proper circle and post it on your school walls.
- ❒ Create an interactive image and share the link on your school's webpage/social page, your classroom's blog or even on your personal social page. Here is an example as a starting point:

↓

http://www.thinglink.com/scene/1045728637128540163

c. Would you like to take action? There are further instructions on the poster below:

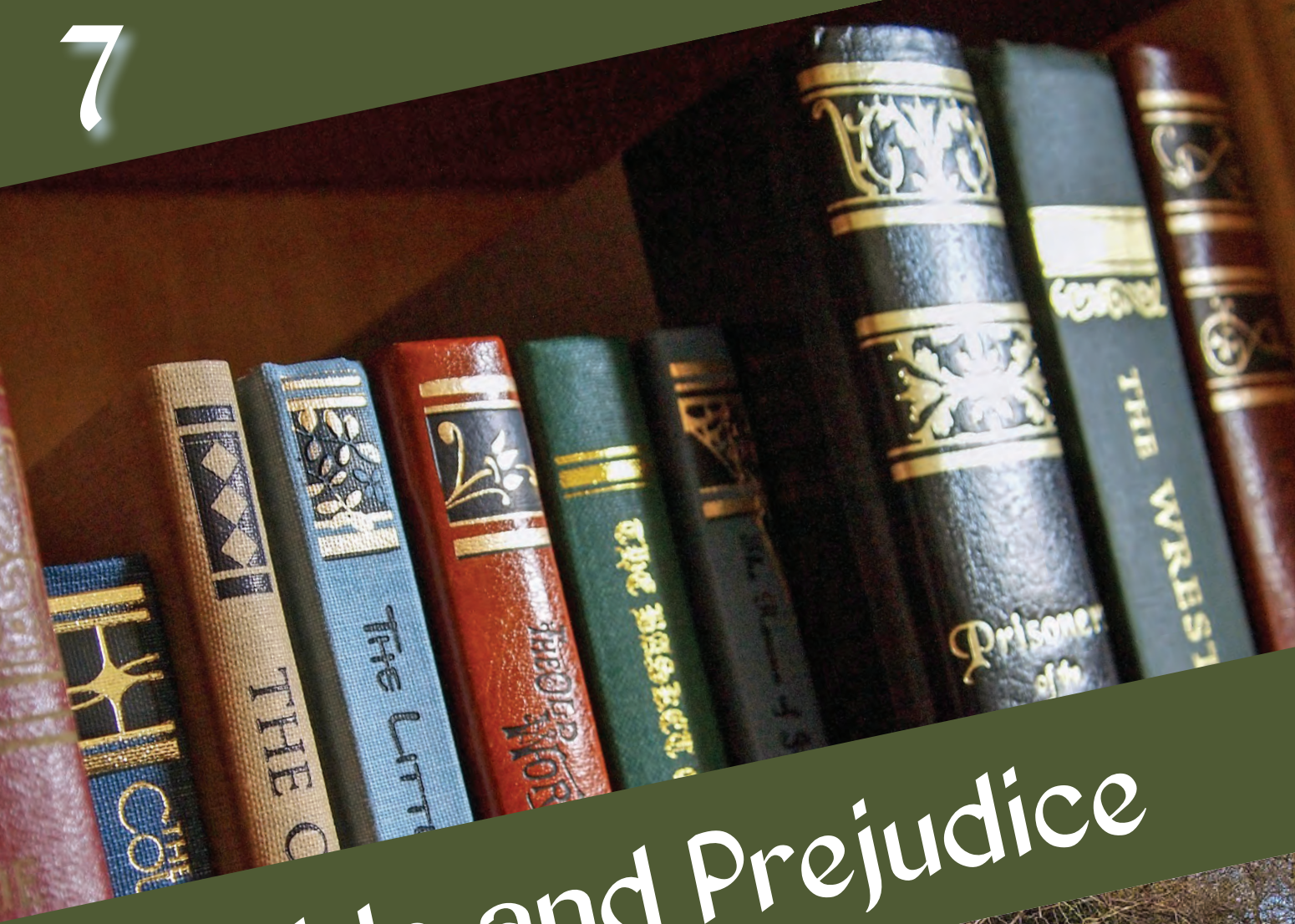


You can create your own posters using a "poster creator" application on the internet.

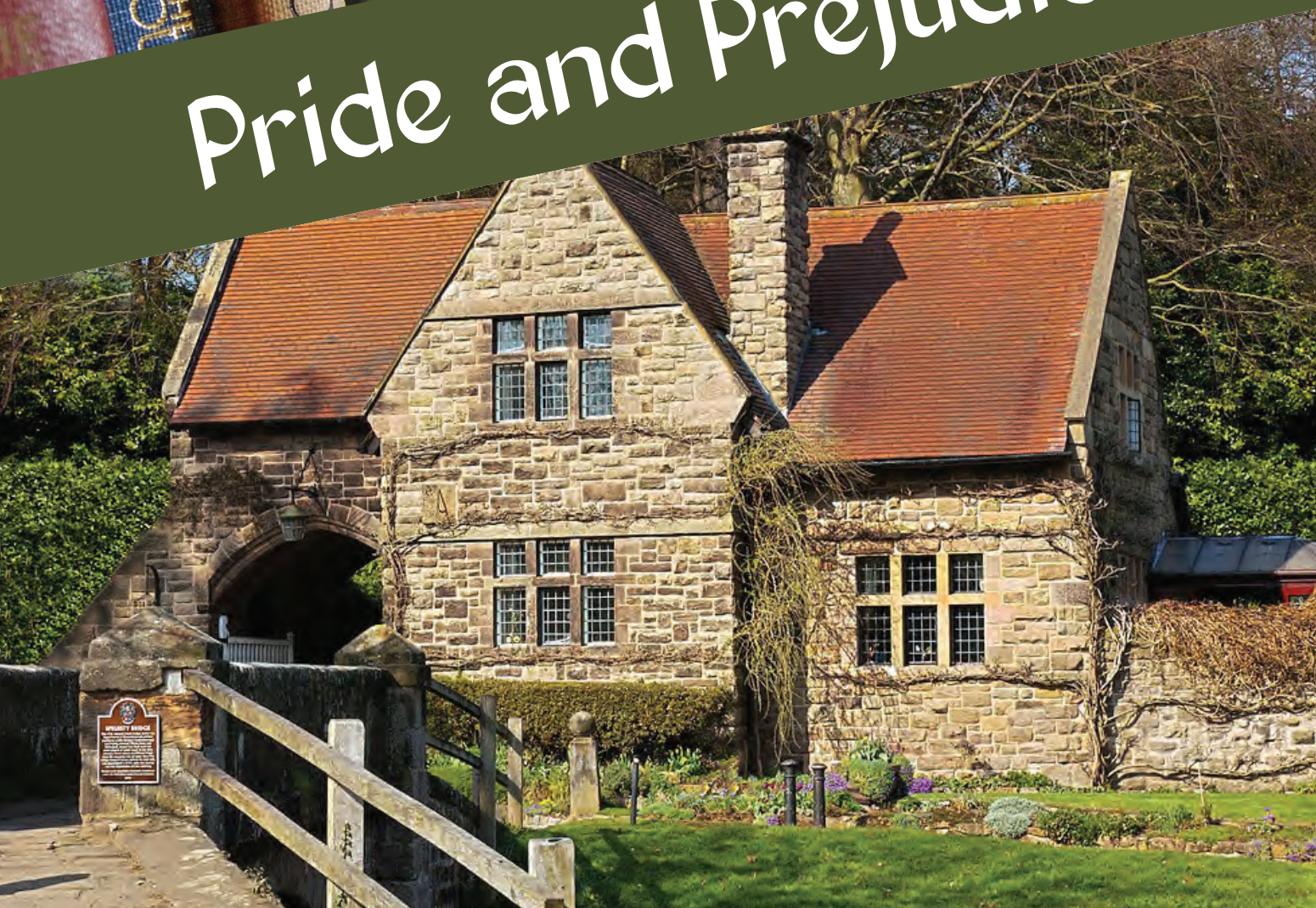
6 Fast Fashion



7



Pride and Prejudice



7 Pride and Prejudice



Pride and Prejudice is a romantic novel by Jane Austen, focusing on the concept of love during the late 18th century in England. In fact, Austen originally titled her novel First Impressions. The novel revolves around the importance of marrying for love, not simply for money, despite the social pressures to make a good (i.e. wealthy) match. The comedy of the writing lies in the depiction of manners, education, marriage and money during the British Regency period.



PRIDE AND PREJUDICE.

A NOVEL.

BY

JANE AUSTEN.

This is not to be borne. Miss Bennet, I insist on being satisfied. Has he, has my nephew made you an offer of marriage?

LONDON:
RICHARD BENTLEY,
(SUCCESSOR TO H. COLBURN)
CUMMING, DUBLIN. BELL & BRADFUTE, EDINBURGH.
GALIGNANI, PARIS.
1833

http://en.wikipedia.org/wiki/Pride_and_Prejudice

1. Work in groups and discuss the following questions:



a. Is reputation and people's social status critical for you to appreciate them as individuals?

b. To what extent are you influenced by first impressions? Explain giving examples.

c. Which characteristics make a person 'significant', in your opinion?





2. Read the plot summary of the novel and work in pairs to do the tasks below.

Mr Bennet is an English gentleman who lives in Hertfordshire with his overbearing wife and their five daughters; beautiful Jane, clever Elizabeth, bookish Mary, immature Kitty and wild Lydia. The family's future happiness and security depend on the girls' marriages since their house, after Mr Bennet's death, will be inherited by a distant cousin they have never met before. They all lead an ordinary life until the arrival of a rich gentleman in their neighbourhood. Mr Bingley, who rents a large house in order to spend the summer in the countryside, brings along his sister and his attractive, wealthy and proud friend, Mr Darcy. Love is soon in the air for one of the Bennet sisters. Yet many trials and tribulations stand between the Bennet sisters and their happiness due to social status and class differences, gossip and scandals.

Pride and Prejudice is a story of romance between the spirited and lovely but poverty-stricken and prejudiced Elizabeth, and the pompous, proud and intriguing aristocrat Mr Darcy. The story charts the emotional development of the protagonist, Elizabeth Bennet, who learns from her mistakes, regrets having made hasty judgments and comes to appreciate the difference between superficial and essential.

a. Who are the main characters? Fill in the graphic organiser with basic information about the story.

b. Which of the Bennet daughters seems to play a significant role in the book?

c. Who seems to be important to Elizabeth from the beginning of the novel?

d. Why do the Bennet sisters have to marry wealthy men?

e. Why does Mr Bingley's arrival seem to be important?



7 Pride and Prejudice



3. Read the adapted summary of the first chapters of Jane Austen's novel *Pride and Prejudice* and work in groups to do the tasks below.

A. The news that a wealthy young gentleman named Charles Bingley has rented the manor known as Netherfield Park causes a great stir in the neighbouring village of Longbourn, especially in the Bennet household. The Bennets have five unmarried daughters, and Mrs Bennet, a foolish and fussy gossip, is the sort who agrees with the novel's opening words: "It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife." She sees Bingley's arrival as an opportunity for one of the girls to obtain a wealthy spouse, and she therefore insists that her husband call on the new arrival immediately. The Bennets invite him to dinner shortly afterwards, but he is called away to London. Soon, however, he returns to Netherfield Park with his two sisters, his brother-in-law, and a friend named Darcy.

B. Mr Bingley and his guests go to a ball in the nearby town of Meryton. The Bennet sisters attend the ball with their mother. The eldest daughter, Jane, dances twice with Bingley. Within Elizabeth's hearing, Bingley exclaims to Darcy that Jane is "the most beautiful creature" he has ever beheld. Bingley suggests that Darcy dance with Elizabeth, but Darcy refuses, saying, "she is tolerable, but not handsome enough to tempt me." He proceeds to declare that he has no interest in women who are "slighted by other men." Elizabeth takes an immediate and understandable dislike to Darcy. Because of Darcy's comments and refusal to dance with anyone not rich and well bred, the neighbourhood takes a similar dislike; on the other hand, they declare Bingley to be quite "amiable."

C. Bingley has inherited a hundred thousand pounds from his father, but for now, in spite of his sisters' complaints, he lives as a tenant. His friendship with Darcy is "steady," despite the contrast in their characters, illustrated in their respective reactions to the Meryton ball. Bingley, cheerful and sociable, has an excellent time and is taken with Jane; Darcy, cleverer but less tactful, finds people dull and even criticizes Jane for smiling too often.

D. Bingley's sisters exchange visits with the Bennets and attempt to befriend Elizabeth and Jane. Meanwhile, Bingley continues to pay attention to Jane, and Elizabeth decides that her sister is very much in love with him but conceals it very well. Elizabeth says it is better for a young woman to be patient until she is sure of her feelings.

E. Darcy finds himself attracted to Elizabeth. He begins listening to her conversations at parties, much to her surprise. At one party at the Lucas house, Sir William attempts to persuade Elizabeth and Darcy to dance together, but Elizabeth refuses. Shortly afterwards, Darcy tells Bingley's unmarried sister that "Miss Elizabeth Bennet" is now the object of his admiration.

F. Miss Bingley spends the following night in a similar fashion, trying to attract Darcy's attention: first by reading, then by criticizing the foolishness of balls, and finally by walking about the room. Only when she asks Elizabeth to walk with her, however, does Darcy look up, and



then the two women discuss the possibility of finding something in his character to ridicule. He states that his only fault is resentment — "my good opinion once lost is lost forever." Elizabeth replies that it is hard to laugh at a "propensity to hate everybody," and Miss Bingley, observing Elizabeth monopolizing Darcy's attention once again, insists on music. The next morning, Elizabeth writes to her mother to say that she and Jane are ready to return home.

G. In the evening, Elizabeth observes Miss Bingley piling compliments upon Darcy as he writes to his sister. The conversation turns to Bingley's style of letter writing and then to Bingley's impetuous behaviour, which entangles Elizabeth and Darcy in an argument over the virtues of accepting the advice of friends. Afterwards, Miss Bingley plays "a lively Scotch air" on the pianoforte, and Elizabeth again refuses to dance with Darcy. Her refusal only increases his admiration, and he considers that "were it not for the inferiority of her connections, he should be in some danger." Miss Bingley, observing his attraction, becomes jealous and spends the following day making fun of Elizabeth's family, inviting Darcy to imagine them connected to his proud and respectable line.

http://www.sparknotes.com/lit/pride/



http://historyandfilmblog.wordpress.com/category/review/

4. Work in groups and do the following tasks.



1	**Irony** is the use of language in a way that expresses the opposite of its literal meaning. Find **examples** of irony in the text.
2	How does the author criticise the society of that era? Compare that society with contemporary society. Make a **chart** outlining these differences.
3	Austen's remarkable skill at shaping characters into unique personalities through the most commonplace actions or events in the whole novel is apparent. Choose one of the characters and justify the previous statement with specific examples based on the text. Make a **character map** (traits, feelings, accomplishments, change over time etc) and compare it with that of other groups.
4	Why was it really important for women of the era to get married, especially to someone who was well-off? Discuss the position of women and compare it with their position in the 21st century. Make a **poster** recording the differences.
5	Based on the text, provide specific **examples** in order to justify why Jane Austen initially titled the novel "First Impressions".

5. Read the text again and match the titles to each paragraph.

1	An affection to be hidden deep inside	
2	Pursuing a much wanted marital status	
3	Cunning behaviour and hypocrisy at play	
4	Inviting negative feelings on personal and social level	
5	A spark is born	
6	Contrasting temperaments	
7	Demonstration of vigour and intelligence	



6. Read the definitions of the words *pride* and *prejudice* provided by "Oxford" and "Collins" dictionaries. Work in pairs to do the tasks below, drawing on information provided in the summary of the first chapters:

pride	a. a feeling of deep pleasure or satisfaction derived from one's own achievements b. the quality of having an excessively high opinion of oneself or one's importance
prejudice	a. preconceived opinion that is not based on reason or actual experience b. dislike, hostility or unjust behaviour deriving from preconceived and unfounded opinions

a. Decide which character shows **pride** and which one shows **prejudice** in the novel, according to the definitions. Justify your answers with specific examples from the text.

b. Fill in the oval shapes below with words or phrases from the text implying that the main characters indicate such behaviour and present your work to your classmates.

Darcy

Bingley

Elizabeth

Jane

7 Pride and Prejudice



http://www.theodysseyonline.com/marriage-pride-prejudice

7. In groups, discuss the following questions:



a. Although the setting and characters of the novel are out of date, *Pride and Prejudice* has remained a popular novel since its publication in 1813. Why do you think it has retained its popularity?

b. Make a list of the elements or values in the novel that you believe are universal. Do they transcend time? Make a poster and present it to your classmates comparing each other's findings.

c. Do you think that Elizabeth Bennet would still be considered a remarkable woman in modern-day society? What qualities does she have which may be significant for a young lady nowadays?



8. Read the opening line of the novel as well as famous quotations from it and work in groups to answer the questions.

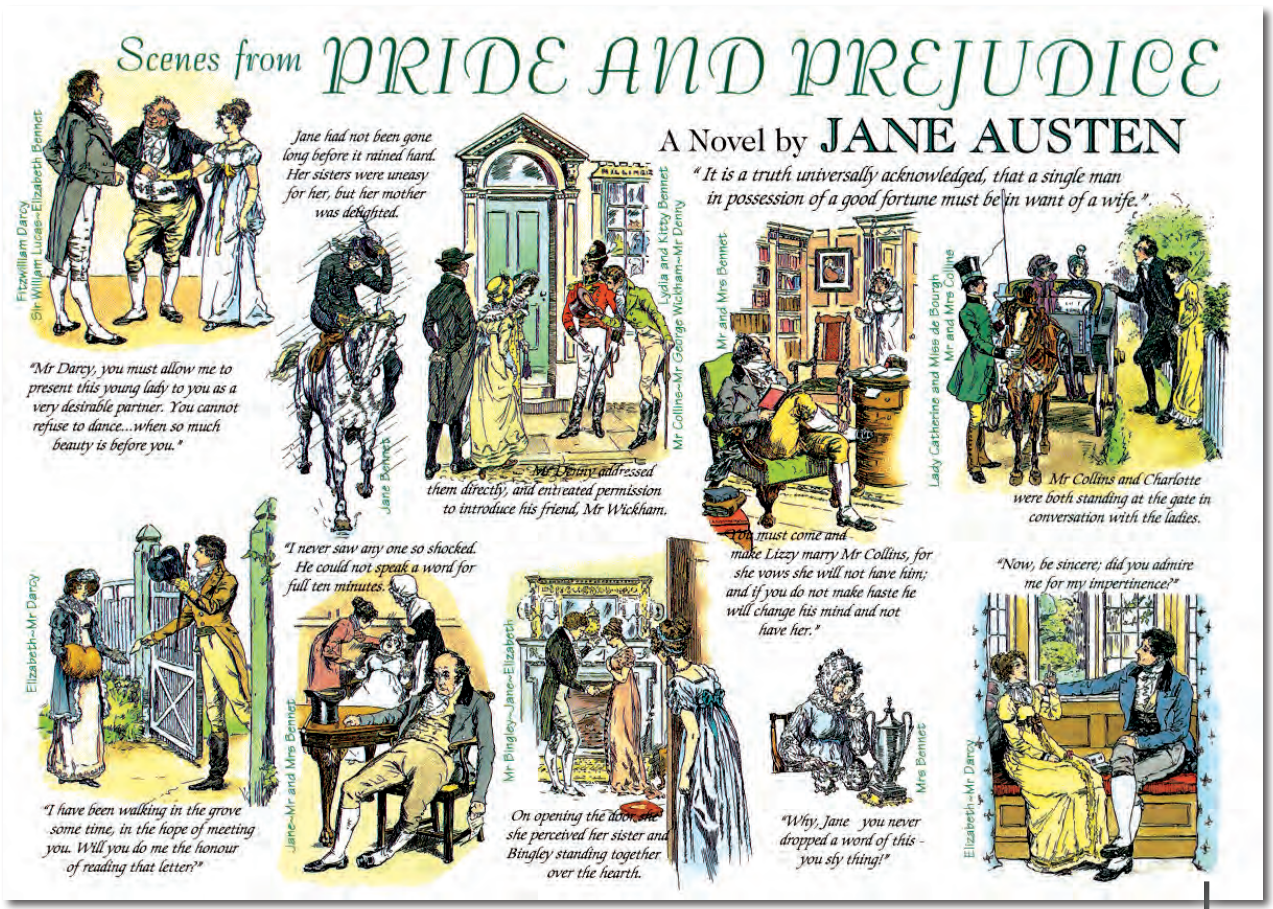
> "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."
>
> Narrator, Volume I: Chapter 1

a. Which two themes are revealed in the opening line?

b. How are individuals defined? Which is the status of women in Regency England, namely in the early 19th century?

c. The gossipy small town environment is a microcosm of society at large. What do you think about Jane Austen's perspective on society as a whole? What conclusion can you draw about Jane Austen's perspective on the society of that era?

d. Imagine that you are a novel writer and transform the sentence, changing its perspective.



http://www.mollands.net/etexts/prideandprejudice/pnpillus.html

7 Pride and Prejudice

"Which do you mean?" and turning round, he looked for a moment at Elizabeth, till, catching her eye, he withdrew his own and coldly said, "She is tolerable; but not handsome enough to tempt me; and I am in no humour at present to give consequence to young ladies who are slighted by other men. You had better return to your partner and enjoy her smiles, for you are wasting your time with me."

Darcy, Meryton ball Volume I: Chapter 3

a. How does Darcy see people living in Meryton?
b. How do you characterise him? What kind of behaviour does he display?
c. What is his impression of Elizabeth?

Elizabeth felt herself growing more angry every moment; yet she tried to the utmost to speak with composure when she said,

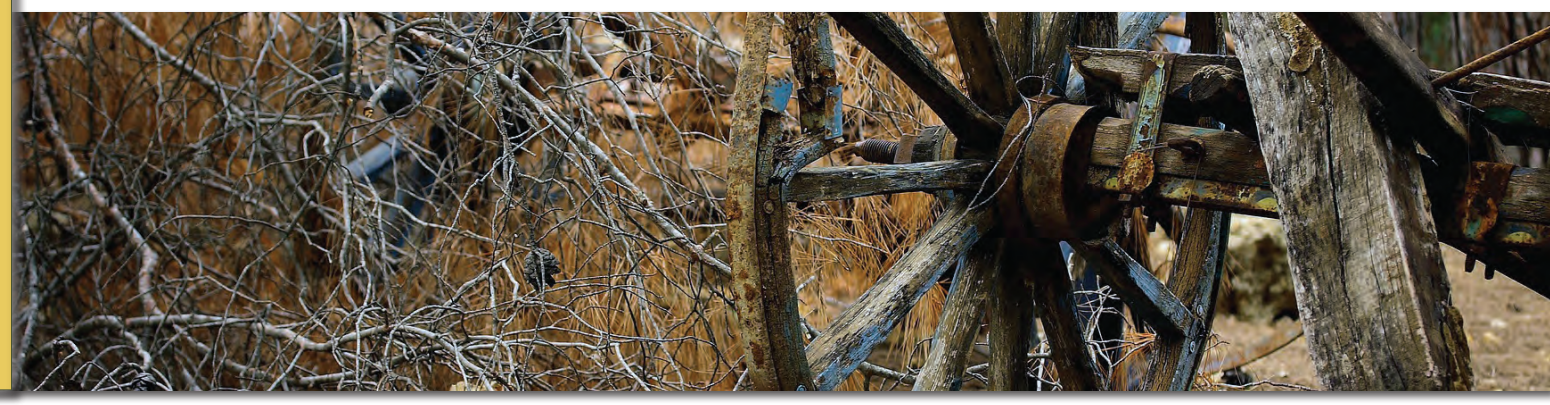
"You are mistaken, Mr Darcy, if you suppose that the mode of your declaration affected me in any other way, than as it spared me the concern which I might have felt in refusing you, had you behaved in a more gentleman-like manner."

She saw him start at this, but he said nothing, and she continued,

"You could not have made me the offer of your hand in any possible way that would have tempted me to accept it."

Elizabeth, Volume II: Chapter 11

a. Which word best describes Darcy's way of making the first marriage proposal to Elizabeth?
b. How does Elizabeth behave and react with reference to the title of the novel?
c. Can you guess about the impact of Elizabeth's behaviour on Darcy? How should he behave from now on?
d. Does Elizabeth pay any attention to his behaviour or his aristocratic standing?



"How despicably I have acted! I, who have prided myself on my discernment! I, who have valued myself on my abilities! who have often disdained the generous candour of my sister, and gratified my vanity in useless or blameable mistrust! How humiliating is this discovery! Yet, how just a humiliation! Had I been in love, I could not have been more wretchedly blind! But vanity, not love, has been my folly. Pleased with the preference of one, and offended by the neglect of the other, on the very beginning of our acquaintance, I have courted prepossession and ignorance, and driven reason away, where either were concerned. Till this moment I never knew myself."

Elizabeth, Volume II: Chapter 13

a. Which words show that Elizabeth has shown narrow-mindedness?
b. Has she recognised her faults? How has her judgment been affected by her pride and prejudice?
c. Do you think she feels humiliated when admitting her feelings to Darcy?
d. How would you characterise Elizabeth on the whole? Why? Draw a character map to show her traits based on her actions.



http://www.vinhanley.com/2016/09/21/character-study-of-elizabeth-bennet-and-mr-darcy-in-pride-and-prejudice/

"I have been a selfish being all my life, in practice, though not in principle. As a child I was taught what was right, but I was not taught to correct my temper. I was given good principles, but left to follow them in pride and conceit. Unfortunately an only son (for many years an only child), I was spoilt by my parents, who, though good themselves (my father, particularly, all that was benevolent and amiable), allowed, encouraged, almost taught me to be selfish and overbearing; to care for none beyond my own family circle; to think meanly of all the rest of the world; to wish at least to think meanly of their sense and worth compared with my own. Such I was, from eight to eight and twenty; and such I might still have been but for you, dearest, loveliest Elizabeth! What do I not owe you! You taught me a lesson, hard indeed at first, but most advantageous. By you, I was properly humbled. I came to you without a doubt of my reception. You showed me how insufficient were all my pretensions to please a woman worthy of being pleased."

Mr Darcy, Volume III: Chapter 16

a. Has Darcy acknowledged that his class prejudice had clouded his judgment about Elizabeth? How is this revealed in the text?

b. What is his opinion about a person's manner and his or her social status? Which words reveal this opinion?

c. Has his upbringing affected his behaviour?

d. Explain how the above quotation reveals Darcy's journey to self-discovery. Having in mind that self-actualisers accept their own human nature with all its flaws, how can it be characterised as a self-actualisation climax?

e. Do you think that achieving a level of self-awareness leads to one's future happiness? Is future happiness determined by self-awareness only?



9. Work in groups and discuss the following topics.



a. Have you ever encountered prejudice in your personal relationships? Have you ever had some kind of prejudice yourselves?

b. Consider the sources of your misperceptions and prejudice regarding personal relationships. What steps did you take to break them down?

c. Were these experiences painful? What dramatic elements did they involve? Did you have to overcome conflicts?

d. Is class consciousness a characteristic of society in Greece? How is our society structured?

e. Can you spot any similarities or differences between current social behaviours and the ones depicted in the novel? Which are they?

f. Name some characteristic social values of the 21st century society.

g. Which words in the summary and extracts you have read so far reflect the importance that Austen places on the family educating its children? Draw a comparison with our own society.





10. Organise a debate on the following issues:

a. Family is mainly responsible for children's upbringing nowadays.

b. Friends and peers mostly affect children's personality and behaviour

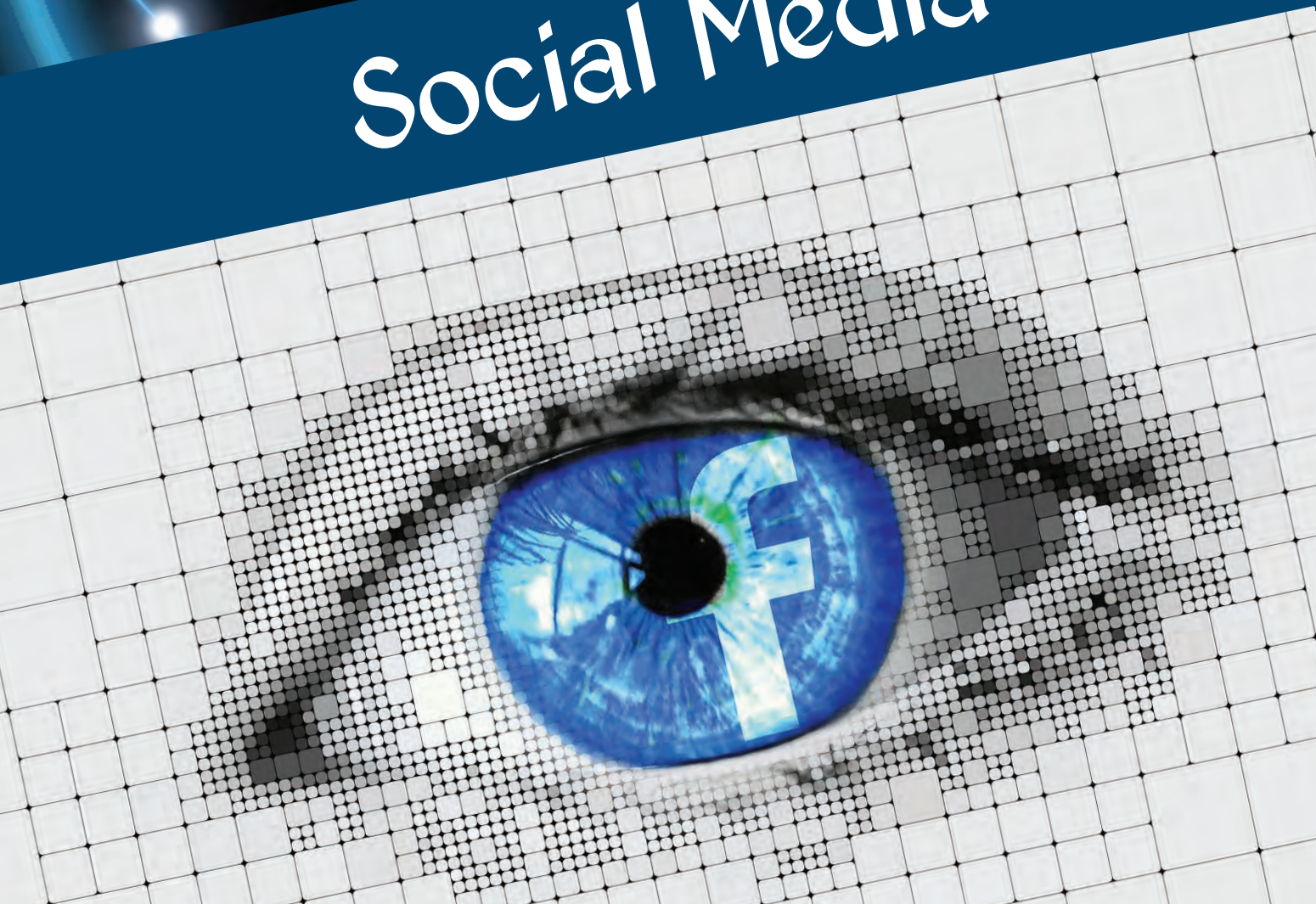
7 Pride and Prejudice



8



Social Media



8 Social Media



◆ *Before you read the text discuss the following questions.*



1. How many words related to social media can you think of?
2. Do we really need social media? Why?/ Why not?
3. Imagine your life without social media. How would it be different/ better/ worse?

1. Read the adapted article below and then do the tasks that follow.

The vital time you shouldn't be on social media

Social media is having a worrying impact on sleep and our mental health.

1 Today's teens and tweens have built up an impressive amount of daily screen time. Figures put it at between six to eight hours a day for 11-15 year-olds, and that's not including time spent on a computer for homework. In fact, even the average UK adult spends more time looking at a screen than they do sleeping, according to one analysis.

2 This trend is now exposing some worrying results and, staying hot on the heels of social-media's popularity, researchers are interested in the impact it is having on many aspects of our health, including sleep, the importance of which is currently gaining unprecedented attention.

3 Ever since the meteoric rise of social media, research has been interested in its impact on society examining the relationships between

technology and mental health looking at the good and the bad. What is unclear, however, is the exact causal direction: does increase social media use, or does social media use increase depression? It could be working both ways, making it even more problematic as there's a potential for a vicious circle. The more depressed a person is the more social media they might then use, which worsens their mental health further. Put another way, an increase in social media is associated with an increase in the likelihood of depression, anxiety, and a feeling of social isolation.

4 But there's another worrying impact. In a 2017 study of over 1,700 young adults, they found that when it comes to social media interaction, time of day plays a fundamental role. Engagement during the last 30 minutes before bed was found to be the strongest indicator of a poor night's sleep being completely independent of the total amount of time of use in the day. Something about keeping those last 30 minutes tech-free, it seems, is crucial to a restful slumber.

5 There are several factors that could explain this. A now well-told caution is that the blue light emitted from our screens inhibits our melatonin levels – a chemical that effectively tells us that it's time to nod off. It could also be possible that social media use increases a person's anxiety as the day goes on, making it hard to switch off when we finally go to bed. Or a more obvious reason might be that social media is deeply alluring and simply reduces the time we have for sleep.

6 And so it seems there is a merry-go-round of interrelated issues at play. Social media is linked to increased depression, anxiety and sleep



deprivation. And a lack of sleep can both worsen mental health and be a result of mental health issues.

7 A lack of sleep has other side-effects. It has been linked to an increased risk of heart diseases, diabetes, obesity, poor academic performance, slower reaction times when driving, risk behaviour, increased substance use... the list goes on.

8 What's worse is that when it comes to sleep deprivation, it's usually young people who are most adversely affected. That's because adolescence is a time of important biological and social changes that are critical to development.



9 If social media use is exacerbating anxiety and depression, it could then, in turn, impact sleep. If you lay in bed awake comparing yourself to other people's posts, you might well believe that your life is somewhat drab in comparison, which could make you feel worse and keep you up.

10 Social media use is growing and changing so quickly, that it is difficult to keep up. To combat any downsides, it's clear that moderation is the key. We should all ring-fence particular times throughout the day in which we can distance ourselves from our screens. Parents need to have set places in their homes where devices can or cannot be used, so it's not a fluid situation where social media is bleeding into every part of your life without any buffer zones.

http://www.bbc.com/future/story/20180110-the-vital-time-you-really-shouldnt-be-on-social-media

2. Answer the following questions.

What is the writer's main purpose?

a. to give information about social media use

b. to raise awareness about the issue

3. Read the text again and match the titles to each paragraph.

1.	Use of media before going to bed leads to bad quality of sleep.	
2.	Social media, emotional disorder and bad sleep are interconnected.	
3.	Absence of sleep brings about a great amount of health problems.	
4.	It is not easy to resist social media.	
5.	The effect of social media on our health.	
6.	The growth of teenagers is strongly affected by lack of sleep.	
7.	Excessive use of social media causes emotional problems.	
8.	Advice on social media usage.	
9.	Both young people and adults allocate more time to screens than sleep.	
10.	Social media cause emotional disorders and, in turn, health problems affect the quality of sleep.	

4. Which paragraph are the following issues mentioned in?

1.	Interaction with technology and social media	_____ paragraph
2.	Well-being is affected by lack of sleep	_____ paragraph
3.	Time allotted to a screen	_____ paragraph
4.	Self-control seems to be the best solution	_____ paragraph
5.	Impact of social media use on sleep quality	_____ paragraph
6.	Importance of lack of sleep during puberty	_____ paragraph
7.	Reasons why sleep time is reduced	_____ paragraph
8.	How social media affects our self-esteem	_____ paragraph

5. Choose the answer (*a*, *b*, or *c*) you find most appropriate.

1. Who is this text addressed to?
- a. researchers
- b. parents and teenagers
- c. counselors

2. The main theme of the text is concerned with
- a. the people involved in social media
- b. the consequences of using social media
- c. the time people use social media

3. Why is "lack of sleep" mentioned in the text?
- a. as an example of bad social media use
- b. because it is a common adolescent problem
- c. because of its negative impact on mental health

4. The roots of the problem lie at
- a. daily screen time
- b. technology
- c. the rise of social media use

5. The most important factor responsible for sleep deprivation is
- a. increased anxiety
- b. low melatonin levels
- c. the blue light emitted from screens

6. Which term does the writer use as a possible solution to the problem?
- a. unprecedented attention
- b. sleep deprivation
- c. moderation

7. What does the word *this* in the second paragraph refer to?
- a. time spent on a computer for homework
- b. social media
- c. time looking at a screen daily

8. The writer uses the expression "staying hot on the heels of social-media's popularity" to show
- a. People cannot avoid social media nowadays.
- b. It is a burning issue
- c. Reputation of media is a fragile thing

9. The writer of the passage apparently
- a. argues that social media will be used more in the near future.
- b. states that the overuse of social media is an alarming fact.
- c. implies that social media can be harmful.

10. What is the writer's conclusion about the issue?
- a. Teenagers should limit the time they spend on social media.
- b. Parents should take action.
- c. We should act wisely.

6. Fill in the table "5-4-3-2-1" in relation to the text you read.

5	*Facts you didn't know:* • • • • •
4	*Pieces of information you found interesting:* • • • •
3	*Questions you have / you would like to ask after reading the text:* • • •
2	*Points you disagree with:* • •
1	*Piece of advice you would give to your friends:* •



7. Read the following text and then discuss in groups:

a. How does this text differ from the previous text you read about social media?

b. Which text did you like most and why?



Teenagers and social networking – it might actually be good for them!

New technologies always provoke generational panic, which usually has more to do with adult fears than with the lives of teenagers. In the 1930s, parents worried that radio was gaining "an invincible hold of their children". In the 80s, the great danger was the Sony Walkman. When you look at today's digital activity, the facts are much more positive than you might expect.

Indeed, social scientists who study young people have found that their digital use can be inventive and even beneficial. This is true not just in terms of their social lives, but their education too. So if you use a ton of social media, do you become unable, or unwilling to engage in face-to-face contact? Research found that the most avid texters are also the kids most likely to spend time with friends in person. One form of socialising doesn't replace the other. It augments it.

Kids still spend time face to face. Indeed, as they get older and are given more freedom, they often ease up on social networking. Early on, the web is their "third space", but by the late teens, it's replaced in reaction to greater autonomy. As they gain experience with living online, they begin to adjust their behaviour, wrestling with new communication skills, as they do in the real world.

Parents are wrong to worry that kids don't care about privacy. In fact, they spend hours tweaking Facebook settings or using quick-delete sharing tools, such as Snapchat, to minimise their traces. Or they post a photograph on Instagram, have a pleasant conversation with friends and then delete it so that no traces remain.

This is not to say that kids always use good judgement. Like everyone else, they make mistakes – sometimes serious ones. But working out how to behave online is a new social skill. While there's plenty of drama and messiness online, it is not, for most teens, a cycle of non-stop abuse. The worst-case scenarios of bullying are not, thankfully, a daily occurrence for most kids and teens.

But surely all this short-form writing is eroding literacy? Surveys have found that kids use overly casual language and text speak in writing, and don't have as much patience for long, immersive reading and complex arguments. Yet studies of first year college papers suggest these anxieties may be partly based on misguided nostalgia.

http://www.theguardian.com/lifeandstyle/2013/oct/05/teens-social-networking-good-for-them



CONDITIONAL SENTENCES

8. Continue the sentence:

If you spend too much time on a computer, ...

9. Read the following sentence from the text and say what could happen if you suffered from lack of sleep using an if-clause: "A lack of sleep has other side-effects. It has been linked to an increased risk of heart diseases, diabetes, obesity, poor academic performance, slower reaction times when driving, risky behaviour, increased substance use... the list goes on".

If I suffered from lack of sleep, I .....

10. How would you feel today, if you had been playing computer games all night?

If I .....

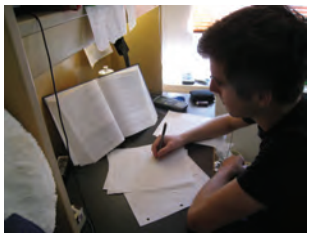
11. Complete the following table. The first one is completed to help you:

Type	If-clause/ condition	Main clause/ result	Refers to the	Shows sth ..
0	If + simple present	Simple present	present/future	real/possible
1				
2				
3				

12. Put the verbs in brackets in the correct tense.



If/When the temperature is below 0°, water ..... *(freeze)*.



If he studies hard, he ..... *(pass)* the exams.



If she didn't have health problems, she ..... *(not go)* to the doctor.



If they hadn't won the lottery, they ..... *(not go)* on a luxurious holiday.

13. Complete the sentences below so that they are true for you.

1	I would have been happier if .....
2	If I didn't trust someone, ...
3	If I had taken a course in French, ...
4	If I were on a diet, ...
5	If I hadn't woken up in time for school today, ...
6	If I don't have any homework for the weekend, ...

14. Read the following sentences and answer the questions.

If social media use is exacerbating anxiety and depression, it could then, in turn, impact sleep.

a. Does this sentence refer to the Present, the Future or the Past?

b. What is different about this sentence compared to the types in the previous exercise?

15. Study the following table. What do the sentences express?

Mixed Conditional Sentences			
If-clause		Result	
Type 2	If she wasn't afraid of planes,	she wouldn't have travelled by train.	Type 3
Type 3	If I had worked harder at school,	I would have a better job now.	Type 2

16. Now study the following conditional sentences. Which words or phrases are used instead of "if"?

1	As long as we arrive early at the theatre, we can have our own seats.
2	Provided/providing that the weather is sunny, we will go on an excursion.
3	On condition that you finish your homework early, you will play video games.
4	Take your umbrella! What if it starts raining?
5	I can't walk unless you help me! I've sprained my ankle.
6	In the event of/in case of an accident, call my parents immediately.

17. Choose the right item.

1	I can go skiing **unless / if** it is foggy.
2	Mary will meet you **provided / unless** she is not busy.
3	**When / what if** you lose your job? What will you do?
4	**Only if / unless** you like classical music will you enjoy coming to the concert tonight.
5	I'll help you **when / on condition that** you give me a lift to the cinema.
6	**On condition / in the event** of an earth quake, get under your desks!

18. Here are some more formal conditional sentences. What type of structure is used? Write them again using *if*.

1 Should you come to the party, please don't be late.

.....

2 Were I you, I would stop smoking immediately.

.....

3 Should you require any further information, please contact us at our office.

.....

4 Had I known about her behaviour earlier, I would have fired her immediately.

.....

5 Were he to see you here, he would be surprised.

.....



19. Rewrite the following sentences using inversion.

1 If she hadn't helped me with my essay, I would have failed the exam.

.....

2 If you decide to sell your car, I will buy it.

.....

3 If Jane was more careful, she would be able to solve the problem.

.....

4 We would have to look for another partner if John decided to invest in another company.

.....

5 If we had known earlier, we would have called the technician immediately.

.....

6 If there are any problems, please contact the building management immediately.

.....

7 The department store will employ extra staff, if the need arises.

.....

8 If he doesn't hurry, he will miss the bus.

.....

9 If I had more money, I would lend you some.

.....

10 If her husband weren't such a difficult person, her life would be easier.

.....

20. Use the following prompts to make conditional sentences. More than one type may be correct. Justify your choice.

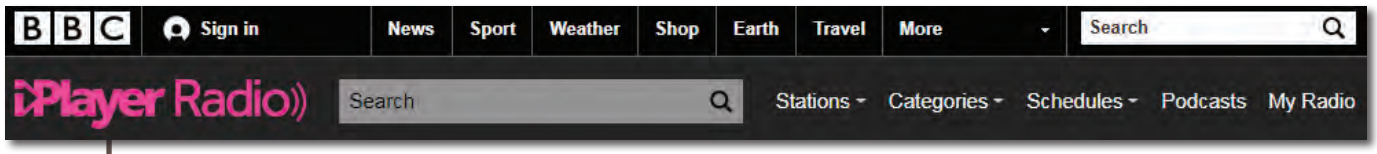
1	What/you/do/ lose/mobile phone?
2	What/you/do/not pass/the exam?
3	If/I/have/free time/hang out with my friends.
4	If/not arrive to school late yesterday/not have to apologize.
5	What/happen/book tickets earlier for the rock concert?
6	Unless/not be on diet/eat that mouthwatering chocolate ice-cream.
7	If/wake up earlier/arrive to school in time.
8	Unless/save up/be able to go on holiday.
9	Find a purse in the street/report it to the police.
10	Email you sooner/my computer not break down.



8 Social Media



21. You will hear a BBC radio talk. Then do the tasks below.



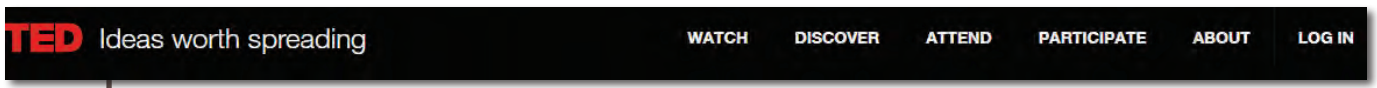
http://www.bbc.co.uk/programmes/b04vdy0y

- ✓ What is the topic of the talk?
- ✓ Give a title to the talk.
- ✓ Why do people prefer to record details of their love-life on social media?
- ✓ What is the impact on their lives?

22. Discuss the impact of social media on our lives as far as the following areas are concerned:

- Personality shaping
- Time
- Development of conversation skills
- Building communities
- Personal relationships

23. Listen to a TED talk on social media. Which of the above issues are mentioned?



http://www.ted.com/talks/sherry_turkle_alone_together?referrer=playlist-our_digital_lives

24. Listen again to the TED talk and complete the sentences with a word or a short phrase.

1	Those little devices in our pockets are so _____ that they don't only change what we do, they change who we are.
2	Children complain about not having their parents' full _____.
3	People text and shop and go on Facebook during classes, during _____, actually during all meetings.
4	We _____ from our grief or from our reverie and we go into our phones.
5	We also have trouble in how we relate to ourselves and our capacity for _____.
6	You can end up hiding from each other, even as we're all _____ to each other.
7	People can't get enough of each other, if and only if they can have each other _____, in amounts they can control.
8	Someday, someday, but certainly not now, I'd like to learn how to _____.
9	Conversation takes place in _____ and you can't control what you're going to say.
10	One of the things that can happen is that we _____ for mere connection.

25. Discuss in groups about the following issues:



- ✓ Sherry Turkle, in her talk, says:
  "We are getting used to a new way of being alone together".
  What does she mean?
- ✓ Sherry Turkle, closing her talk, says:
  "We sacrifice conversation for mere connection".
  Do you agree?

8 Social Media



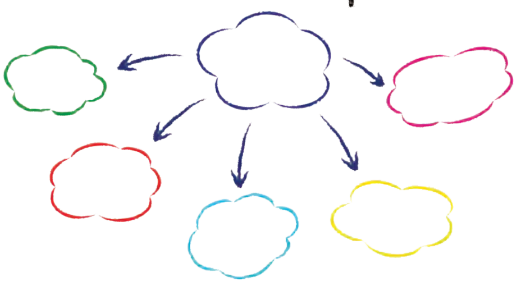
26. Look at the picture and the quote. Then do the tasks below.



By giving people the power to share,
we are making the world more transparent.

Mark Zuckerberg

Mindmap



- ✓ Brainstorm five reasons why the world is made more transparent with social media.
- ✓ What does Zuckerberg mean by power? Give specific examples in the mind map.

27. Discuss the following topics and then report to the class.

- ✓ Are you an active social networks user?
- ✓ How many social media accounts do you have?
- ✓ Which social network is your favourite?
- ✓ How often do you check your social media accounts?
- ✓ How much time do you spend daily on social networking?
- ✓ Which social media channels would you recommend to a friend?

28. Discuss the following issues.

- ✓ Is networking a big part in your life? Why/why not?
- ✓ How important are the following in your interaction with other people?
  - your mobile phone
  - social networking sites
  - other forms of communication



29. Discuss the following issues.

- ✓ To what extent have social media changed our lives?
- ✓ How can we prevent the negative effects of social media on our life?

30. Organize a debate on the following topic.



Social networking technology is making us more antisocial.

Yes, it is making us more antisocial because ...	No, it is not making us more antisocial because ...
•	•
•	•
•	•
•	•
•	•





8 Social Media

31. Read the rubric and then do the tasks.

> *Most people claim that social networking has a huge impact on our intepersonal relationships and has changed the way we communicate with people. Has social networking improved the quality of relationships in society? Discuss the positive as well as the negative aspects giving examples.*
>
> Write an essay (200-240 words) to express your view.

☑ Understanding the topic

1. What are the key words in the topic?
2. What register/style will you use?
3. How many paragraphs should you write?
4. What are the main points/ideas you will include in the main body?

POSITIVE aspects of Social Media	**NEGATIVE aspects** of Social Media
• Connect to other people all over the world	• Sleep deprivation
•	•
•	•
•	•

☑ Organizing your essay

PLAN		For and against essay
Introduction	paragraph 1	⇨ introduce the topic to be discussed ⇨ refer to controversial aspects
Main body	paragraph 2	⇨ arguments for & justifications ⇨ with reasons/examples/results
	paragraph 3	⇨ arguments against & justifications ⇨ with reasons/examples/results
Conclusion	paragraph 4	⇨ give balanced consideration of topic ⇨ state your opinion directly or indirectly

☑ Useful language → linking words/phrases

introducing the topic	over the past decade, this raises the issue of whether, nowadays more and more, Nowadays, we are all realising that ..., It is often said/argued that
introducing advantages	the main advantage is... / one of the most significant advantages / people in favor of ... claim that / I could not agree that ... a major asset is
introducing disadvantages	there are a number of opposing reasons why ... / One of the main risks of ... / Another objection is that ... / Another negative aspect of ...
presenting arguments for	One justification often given is that / Advocates of the issue would claim that / According to proponents of the issue
presenting arguments against	Those who object to ... argue that / Those who oppose to ... claim that ... on the grounds that ... / Notwithstanding the ...
listing viewpoints	first, first of all, secondly, moreover, in addition, also, additionally, besides, apart from that, as well as
justifying	due to this fact, this may result in
expressing reasons	for this reason, that's why, as a matter of fact, owing to, because of
giving examples	for instance, for example, since, as, such as,
expressing results/ consequences	therefore, in this case, this means that
expressing opposing viewpoints/showing contrast	nevertheless, nonetheless, although, even though, in spite of, despite, however
concluding	The obvious conclusion to be drawn is that, on balance it appears, all in all it seems to me that, we must bear in mind that on the whole, taking everything into account

32. Add the following linking words and phrases in the above list next to the correct categories.

- There are a number of arguments against
- Consequently
- On the other hand
- A serious drawback
- There are a number of benefits for
- Furthermore
- What is more
- Particularly/in particular
- All things considered
- As far as I am concerned
- As a result
- This is due to the fact
- Nonetheless
- Notwithstanding

8 Social Media

☑ Writing introductory and concluding paragraphs

Introduction	Conclusion
• Inform the reader about the topic • Paraphrase the topic / do not copy the topic • Capture the reader's attention • Provide readers with background information on the topic • Do not include arguments/analysis of the topic • Use rhetoric devices	• Link the conclusion to the previous paragraphs • Begin with the "specific" and move to the "general" • Do not bring up new ideas • Summarise the main points of the essay • Include a provocative insight or quotation



Writing guide
Useful Tips

- Read the rubric carefully
- Brainstorm on the topic
- Organise your ideas
- Develop your ideas in the main body
- Write a suitable topic sentence for each paragraph
- Write the concluding paragraph giving a balanced consideration of the topic
- Justify and clarify your ideas
- Check for grammar /spelling /punctuation mistakes

Formal Style

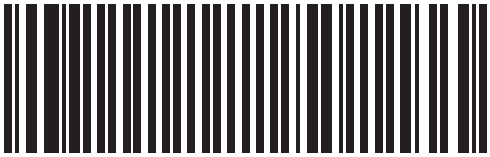
- sophisticated vocabulary
- long, complex sentences
- impersonal constructions
- linking words/phrases
- passive voice
- inversion
- non-contracted forms
- no colloquial words

- Write clear topic sentences
- Organise arguments for/against
- Write suitable introductions & conclusions

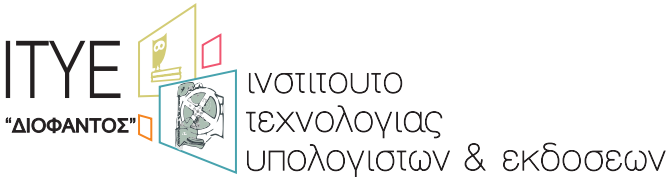
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