Αγγλικά 2

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 **Πουλλά Ελένη**, Σχολική Σύμβουλος ΠΕ06 **Κάλφογλου Χριστίνα**, Εκπαιδευτικός ΠΕ06 **Καραβότα Μαρίνα**, Εκπαιδευτικός ΠΕ06 **Πούλιος Απόστολος**, 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 2
Γενικού Λυκείου

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



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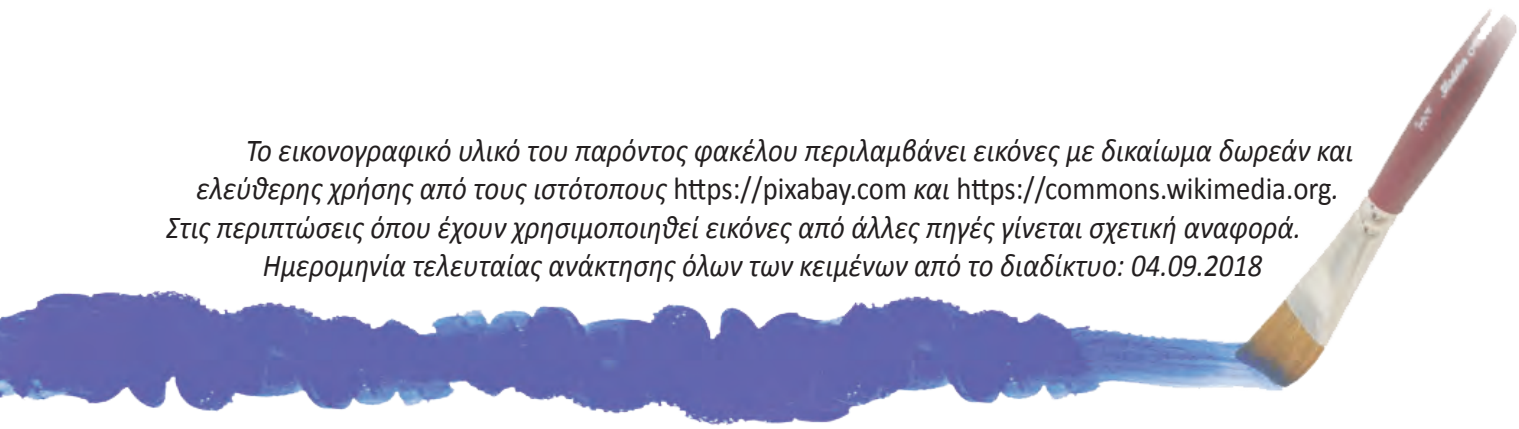
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Το εικονογραφικό υλικό του παρόντος φακέλου περιλαμβάνει εικόνες με δικαίωμα δωρεάν και ελεύθερης χρήσης από τους ιστότοπους https://pixabay.com *και* https://commons.wikimedia.org. *Στις περιπτώσεις όπου έχουν χρησιμοποιηθεί εικόνες από άλλες πηγές 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.

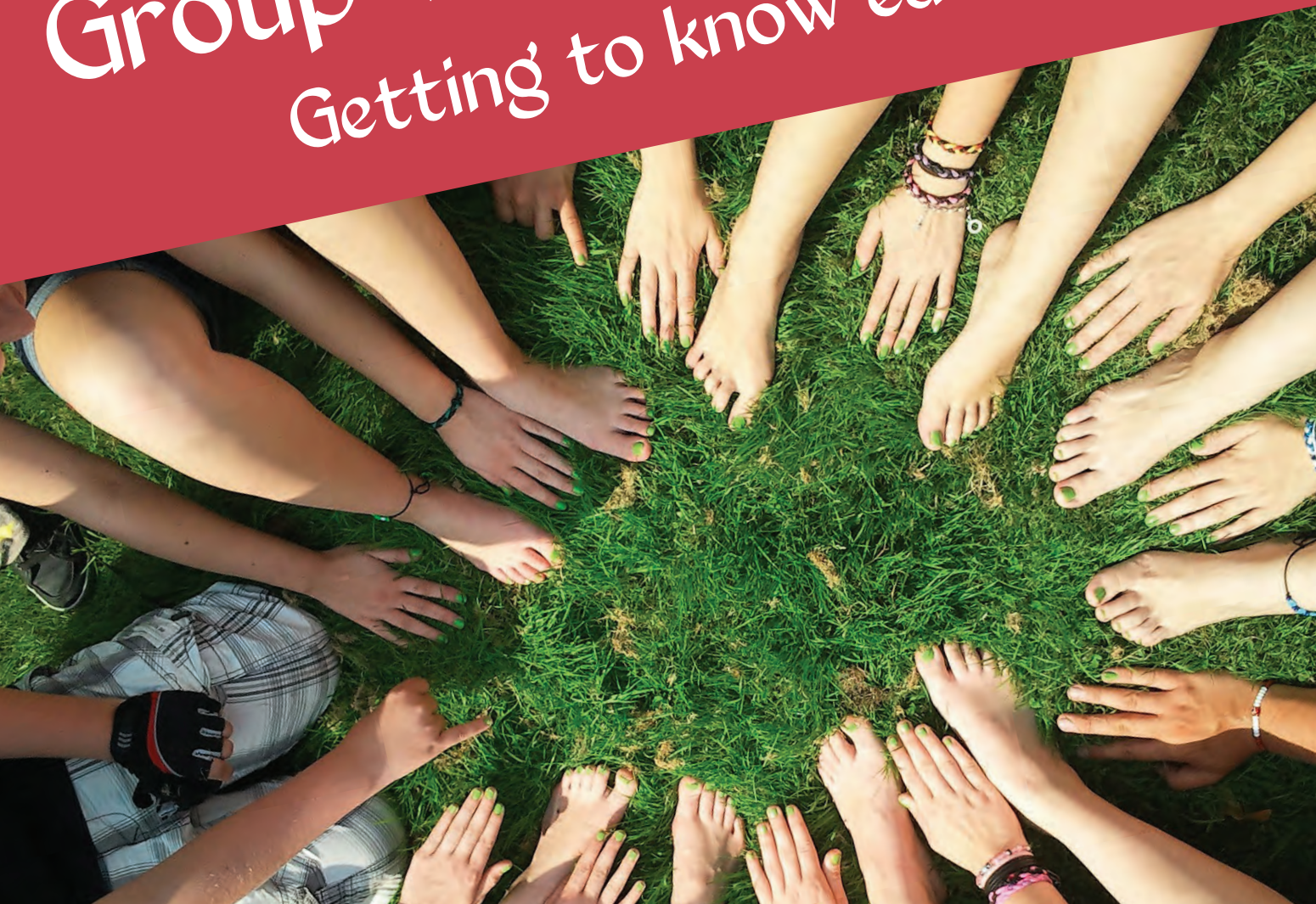
Το υλικό παρέχει τη δυνατότητα για αξιοποίηση των Νέων Τεχνολογιών στην τάξη ή στο σπίτι, ενώ παράλληλα έγινε προσπάθεια ώστε η έλλειψη αντίστοιχων μέσων να μην αποτελεί απαγορευτικό παράγοντα για τη χρήση του.

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.



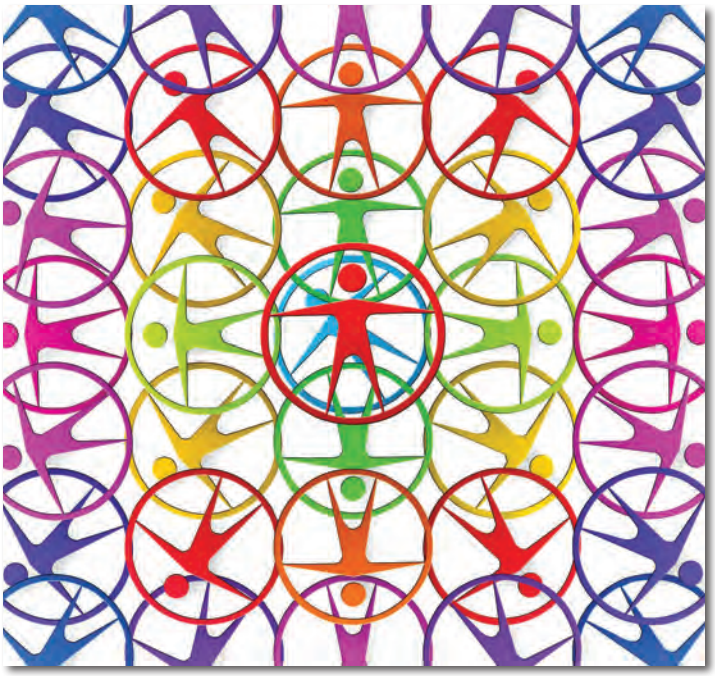
2. Using the information you gathered in the 1st activity, report to the other students what you have learnt about your classmate.

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. Then, introduce yourself to the other members of your group and discuss about:



   a. your expectations from this year's English lessons at school
   b. the difficulties you may have experienced in the previous school years.

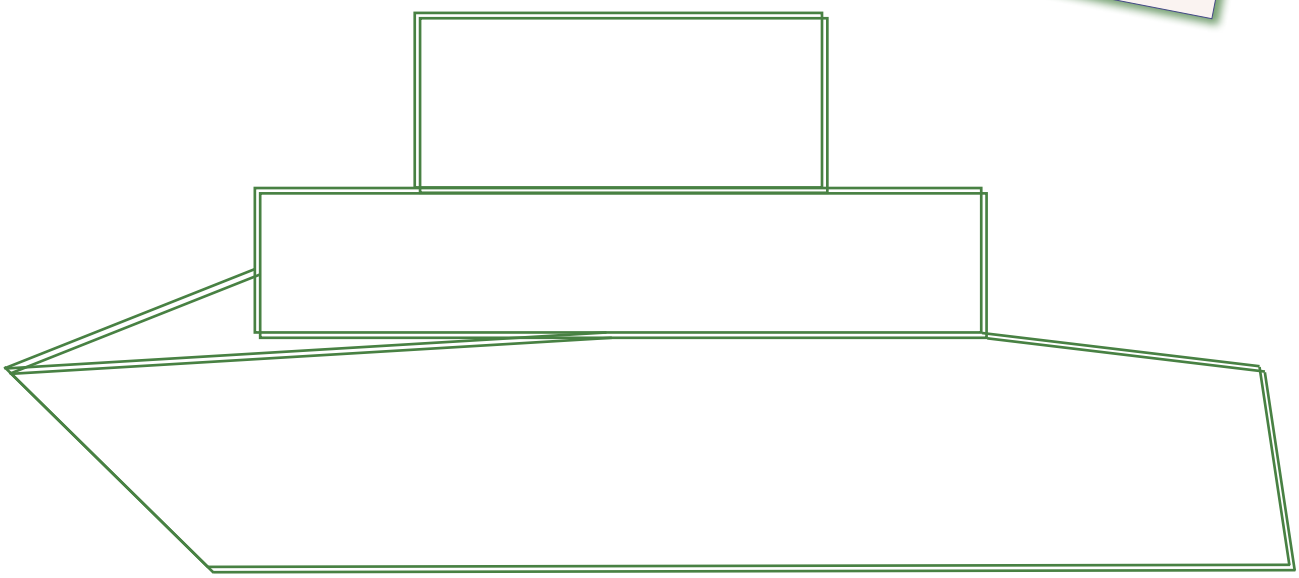
4. In your groups,





- 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



Do we all live in the same world?



2 Do we all live in the same world?



1. Watch a video by the UNHCR (United Nations High Commission for Refugees) on YouTube and answer the questions.

a. What did you see?
b. Who has created the video?
c. What is the message?
d. How did you feel when you watched it?









http://www.youtube.com/watch?v=-Nnloq4zy14

2. Now compare the photos on the left with the ones on the right and discuss in groups, keeping notes. Then report to the class.















2 Do we all live in the same world?



3. Do you know what a *refugee* is? Are you familiar with the terms: *migrant* and *asylum seeker*? Talk about their meaning in class.

4. Some more words: match them with their meanings.

a. Unaccompanied minor	1. The process of moving people to a different place to live, because they are no longer allowed to stay in the area where they used to live (*Collins English Dictionary*).
b. Deportation	2. A person who is not considered as a national by any State under the operation of its law (*"1954 Convention" 360 UNTS 117*).
c. Settlement	3. The removal from a country of an alien whose presence is unlawful or prejudicial (*Merriam-Webster Dictionary*).
d. Stateless person	4. A child without the presence of a legal guardian.
e. Human trafficking	5. A business transaction between two willing parties involving movement across borders, usually by illegal means.
f. Smuggling	6. A form of slavery involving the illegal trade of people for exploitation or commercial gain.

5. Go through the quotations below and decide whether you agree or disagree. Mark your answer in the left column.

BEFORE READING AGREE/DISAGREE	Quotations	AFTER READING AGREE/DISAGREE
	Education is the armour that will protect you in life.	
	No matter what obstacles I face in life, they can be overcome.	
	If you get married before finishing your education, you won't be able to solve your own problems or educate your own children.	
	Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times.	
	In a refugee's life, all tomorrows are the same.	
	Tolerance is the rule of the game and it is the way to sanity.	
	Tomorrow is just another miserable day.	

2 Do we all live in the same world?

6. Before reading the two texts that follow, have a look at the photos, the titles and the subtitles below. Then answer the following questions:

a. What is the genre of each text?
b. Where can you find it?
c. Who is the writer?
d. Who might be the reader?
e. Can you guess the content of each article from the title and the photos?



TEXT 1

UNHCR Stories of refugees and aid workers -Muzon's Story. A Teenage Refugee Champions Girls' Education



TEXT 2

Misganaw Worknehe Ethiopia. All tomorrows are the same from Tilting Cages: An Anthology of Refugee Writings. Edited by Naomi Flutter and Carl Solomon. Sydney, 1995

7. Scan the texts and underline the words which are related to the refugees' lives. Write down the words you are not familiar with on a post-it note. The teacher will help you with the meaning of the new words. Stick your notes to create a "word wall".

UNHCR Stories of refugees and aid workers -Muzon's Story. A Teenage Refugee Champions Girls' Education

A passionate advocate for the education of girls and young women in Jordan's refugee camps, Muzon has been hailed as Syria's answer to Malala.

When Muzon's family fled the war in Syria in early 2013, they briefly considered leaving her behind. The bright 14-year-old had been studying hard all year for her grade-nine school exams, which were just a month away, and her aunt urged the family to let her stay and continue her education.

In the end, her father decided the risks were too great, and so she fled with him and her siblings across the border to Jordan. "I knew she could make up for lost schooling, but if you lose your life there's no way to make up for that" Abu Mohammed, 45, told me when I met the family in Jordan's Azraq refugee camp.



Muzon and her classmates at Azraq camp work on their computer skills. UNHCR/Ed Ou

Education has always played a big part in Muzon's life. Both of her parents were teachers back in Syria's southern Dara'a province, and her aunt and uncle were head teachers at local schools. "I didn't need them to tell me that education is important. I always just felt it," she explains. "Our house was built by an engineer. When I was sick I went to a doctor. Education is everything in life."

Now 17, her deeply held conviction of the importance of education has become a defining feature of Muzon's life in exile. Not only has she continued her studies in Jordan, but she has also become a forceful and increasingly high-profile advocate for education among Syrian refugees, particularly young women and girls.

Her campaigning has drawn comparisons with Malala, Pakistan's Nobel Prize-winning education advocate, whom Muzon has met several times and considers a personal friend. "She taught me that no matter what obstacles I face in life, they can be overcome."

Before the crisis began, Muzon remembers a normal, middle-class life surrounded by friendly neighbours and relatives. "I'm not saying I was a queen back in Syria. We had problems, good things and bad things, but it was like any normal life," she says.

The family's main home in Izra was close to a military base that regularly came under attack, leaving them trapped in the crossfire. Unable to endure the fighting any longer, they made their way to Jordan and settled initially in Za'atari refugee camp.

Before arriving they had little idea what to expect, and the transition was tough. Back home, Muzon and her three younger siblings each had their own room, and now the whole family was forced to share a single tent where they slept, cooked and washed.



"Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times," Muzon says. UNHCR/Ed Ou

Thankfully, Muzon's biggest fear – that there would be no schools in the camp – was quickly dispelled. She enrolled in summer classes to get to grips with the new Jordanian curriculum before passing her grade-nine exams.

As she continued her schooling, she noticed that many of her fellow pupils stopped attending classes, often girls around her own age. She heard about one girl who had dropped out and was trying to sell her schoolbooks. Muzon sought her out and convinced her to change her mind. A campaigner was born.

"After that I began advocating for education any time and any place. To my friends, their parents, neighbours or even just girls I met in the street," she says. She has also fought against the widely held belief within the camps that early marriage is the best way to secure the future of young female refugees.

"When I hear of people not letting their daughters go to school or marrying them off early, it makes me angry," she says. "Education is the armour that will protect you in life. If you get married before finishing your education, you won't be able to solve your own problems or educate your own children."

When I first meet Muzon in Azraq, where the family moved a little over a year ago, it's hard to imagine this neat, polite young woman going door-to-door to cajole parents into letting their daughters attend school. But as our interview starts, her gaze becomes intense and the pitch of her voice begins to rise with the passion of her argument. "Indomitable" was the description used by award-winning author and UNHCR Goodwill Ambassador Khaled Hosseini when he met Muzon on a visit to the camp, and it's easy to see why.

She says she has encountered opposition along the way: "some people refuse to listen from the start. They think, 'Why should we listen to her? She's my children's age.' But I don't let it discourage me. The opposite, in fact; it makes me want to talk to more people and try again and again."

Her friendship with Malala has provided Muzon with a role model for her campaigning cause, as well as raising her profile within the camp and beyond. She has met several other high-profile visitors to Azraq, and understands the importance of spreading her message through them to a wider audience.

"As an individual, I can convince people I meet to go to school but I can't build the schools or provide the teachers," she acknowledges. "We need the help of the international community to do that, so I need to get the message out to those who have the resources to help."



Muzon studies in her home at Azraq camp. "Our house was built by an engineer. When I was sick I went to a doctor. Education is everything in life," she says. UNHCR/Ed Ou

When I express admiration at what she has achieved despite her age and difficult circumstances, she brushes off the compliment. "Of course I have tried to turn this experience into a positive one," she says. "Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times."

Education has given Muzon's life in exile a newfound purpose, and her simple message to the world is that the same can and should be true for every young refugee.

http://tracks.unhcr.org/2015/11/a-teenage-refugee-champions-girls-education/

Misganaw Worknehe Ethiopia: "All tomorrows are the same", extract from Tilting Cages: An Anthology of Refugee Writings. Edited by Naomi Flutter and Carl, Solomon. Sydney, 1995

Kakuma is found in Turkana district which is situated in the north-western part of Kenya, bordering Ethiopia, Uganda and the Sudan. The area where the refugee camp is located is dry, dusty and sunny. Sometimes you feel the heat as if the sun is only kilometers away. The air is full of dust particles.

At the far end of the refugee camp stands a lone plastic make-shift hut, as if it has no care for what exists in the world. The owner is also lonely; he lives by himself in an alien land. The shabby shelter is neither a house nor a pen. But it partially protects its owner from the sun and the big grains of sand and it is the only worldly thing which relates Mesfin with property. He says "It is my house", but deep inside he knows that he does not deserve it.



When Mesfin feels the stress from the combined forces of loneliness, lack of love and hunger he usually loiters in the forest. Moreover, when there is a shortage of firewood, which is more often than not, he walks for about twenty kilometers to fetch twigs. The wood is essential to provide the energy required to boil the beans which are hard to cook. The firewood rationed is hardly enough to make a day's meals, so fetching wood is one of Mesfin's main activities.



Buying charcoal is out of the question since money is hard to come across; collecting from around the camp is illegal and it would invite confrontation with the uncompromising local Turkana people. But having a piece of wood is the difference between eating and going without food. So, to cook and eat a decent meal, he has to rise with the sun and go in search of firewood.

Once he almost lost his life because of a bundle of firewood. Shame. On this occasion he walked very far from the camp. He collected fallen trees and branches, tied the pieces together with the rope he had carried with him and started his journey back to the camp. He braved the scorching sun from above and the burning heat of the sand under his feet. He took strength from the hope that he would reach home safely with his bundle, to cook and to eat his fill.

After travelling much of the distance back to the camp, sweating and panting under the load of the bundle, the unexpected happened. Unfortunately he met an aggressive local Turkana armed with knives and arrows and was asked to throw the bundle he was carrying down. Poor chap! He tried to reason with the Turkana forgetting that neither of them could understand the other. He tried to win his heart by showing submissiveness and bowing repeatedly, but in vain. He even tried to cry to evoke sympathy, but to no avail. The local was determined and uncompromising. He threatened Mesfin with his armaments and indicated the place where Mesfin should place the bundle of wood. Finally, when Mesfin understood his position and when he knew that he was beaten, he abandoned the bundle and restarted the interrupted journey back home. He doesn't know how he covered the remaining distance, since he finished it moving as a corpse, cursing the star under which he had been born.



Back at home he lay on his mat. He forgot that he had eaten nothing the whole day and that his stomach was empty. He crouched with his head and knees together as a hungry dog and cried for peace. He wondered if it was proper to cry at the age of 40 or so, but it was the only way to keep his sanity; all he could do to keep himself from self-destruction.

When he sits and ponders what he is doing with his life or what is being done to him, Mesfin always ends up confused. He first fled his home country to the Sudan when the Marxist junta – which had stood for the down-trodden – won state power and started to eliminate the so-called reactionaries. He returned to Ethiopia when President Mengistu took his turn to flee the country and to join the refugees in Harare,

and then the new Ethiopian Transitional Government came to power. He returned and stayed in the country long enough to see how fast Ethiopians were going "from the frying pan into the fire". Then he took off again, this time to Kenya. Born to run away as a rabbit at the first sight of a problem, he thought to himself silently.

He learned nothing from his running, but his long life as a refugee taught him tolerance. He knows that tolerance is the rule of the game and it is the way to sanity. That is why he is still alive. He remembered how many of his friends perished and how many went mad and disappeared into the desert, left to unknown fates. Once while wandering around somewhere, he had found an identity card, an Ethiopian one, near a partially decomposed body. He tried to see the face of the deceased but his legs failed him. He fell to the ground and vomited. When he had composed himself, he ran to the camp and hid in his hut for days.

He hated remembering, sitting on his mat, counting the days that he had lived in the refugee camp, enduring the unendurable. But here he was, sitting and remembering.

He tolerated the police who behave as if they own the world, and demand so much when



they see a refugee. He tolerated the workers of the humanitarian organisations who think that they know the needs of the refugees. And he also tolerated the hunger, the thirst, the cold and the sun which are intolerable.

As he sat, he prayed for his deliverance. But he knows God is unfair in his treatment of individuals. The illogical God allows some creatures to wither away in a hot desert, in an alien land, while others are leading luxurious lives. Today, he doubts fairness.

Finally, he was tired and went to sleep, to wait for another tomorrow. In a refugee's life, all tomorrows are the same. No story to tell, no history to write and no future to plan. Tomorrow is just another miserable day.

8. Read the two texts again and, in groups, complete the following tables.



TEXT 1 SOMEBODY WANTED BUT SO (SWBS)

SOMEBODY... Who is the main character?	
WANTED What do they want? goal/motivation	
BUT... What is the problem in the story? What is keeping the characters from their goal? Focus on the conflict/ challenge/problem	
SO/SO THEN... How does everything finally work out? What is the solution? How does the character reach their goal?	

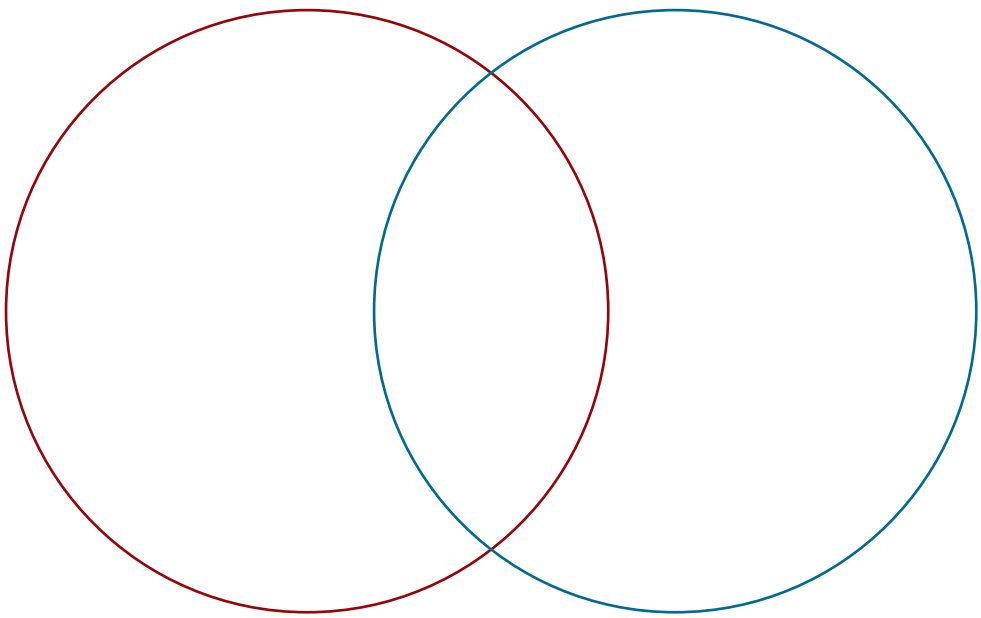
TEXT 2

SOMEBODY... Who is the main character?	
WANTED What do they want? goal/motivation	
BUT... What is the problem in the story? What is keeping the characters from their goal? Focus on the conflict/ challenge/problem	
SO/SO THEN... How does everything finally work out? What is the solution? How does the character reach their goal?	

9. Now, fill in the missing information.

LIFE BEFORE		
WHAT CAUSED THE FLEE		
LIFE NOW - CHANGES (WHERE, WHO, WHAT, LIFE CONDITIONS)		
PROBLEMS, DIFFICULTIES		
FUTURE LIFE, EXPECTATIONS		
FEELINGS		

10. Fill in the *Venn Diagram* by writing the similarities and differences of the two texts.



11. Complete the table below, individually. There are no correct answers, only answers that are true for you!!

	Text 1	Text 2
5	*Key words from the text:* • • • • •	 • • • • •
4	*Facts related to the main topic:* • • • •	 • • • •
3	*New words:* • • •	 • • •
2	*Facts you already knew:* • •	 • •
1	*Question you still have:* •	 •



12. Go back to text 1 and answer the following question:

What did Muzon say about life before the crisis started?

She said that .....

The writer in text 1 has used a lot of sentences in direct speech. Why do you think she has done so?

13. Are the following statements true or false?
Justify your answers reporting what Muzon said. The following table will help you.

"As an individual, I can convince people I meet to go to school but I can't build the schools or provide the teachers," she acknowledges.

↓

She said that, as an individual, she could convince people she met to go to school but she couldn't build the schools or provide the teachers.

Direct Speech	Indirect Speech
Present	Past
Past	Past / Past Perfect
Present Perfect	Past Perfect
Past Perfect	Past Perfect
will	would
can, may, shall, must/have to	could, might, should, had to
this, these, now, here, today, tonight, yesterday, tomorrow, next (month/year), last week/ month, ago, come	that, those, then, there, that day, that night, the day before/ the previous day, the next/following day, the day after, the following (month/year), the previous week/month, before, go

True or *False*?



		True	False
1.	Muzon's father didn't know about the risks involved when he decided to flee across the border to Jordan.		
2.	Muzon didn't know that education was important.		
3.	Muzon doesn't think highly of Malala.		
4.	Before the crisis began, Muzon used to live a normal, middle-class life.		
5.	Muzon doesn't mind when people don't let their daughters go to school.		

2 Do we all live in the same world?

14. Form groups and choose one photo showing refugees. Each group should choose a different photo but you will all use the same key words to make up a story related to that photo:



♦ *exploitation* ♦ *danger* ♦ *life jacket* ♦ *trafficking* ♦ *smuggling* ♦ *dinghy* ♦ *pain*
♦ *suffer* ♦ *army* ♦ *asylum* ♦ *borders* ♦ *contract* ♦ *detention* ♦ *centre* ♦ *education*
♦ *deportation* ♦ *fear* ♦ *family* ♦ *reunion* ♦ *chance* ♦ *parents* ♦ *passport*
♦ *persecution* ♦ *poverty* ♦ *protection* ♦ *return* ♦ *smuggler* ♦ *labour* ♦ *visa*

Imagine and write their **names**, their **family names**, their **background**, their **country** and **what happened**. You may also decide to use some small items you think are necessary to make your story more vivid and realistic (e.g. a photo, a piece of clothing...)









Alternatively,

- ✓ you can write a **dialogue** among the imaginary people and act it out before your classmates
- ✓ write an **interview** about their background, the difficulties they face, their dreams
- ✓ write a **letter** to the international community to sensitize people about the human rights of refugees.



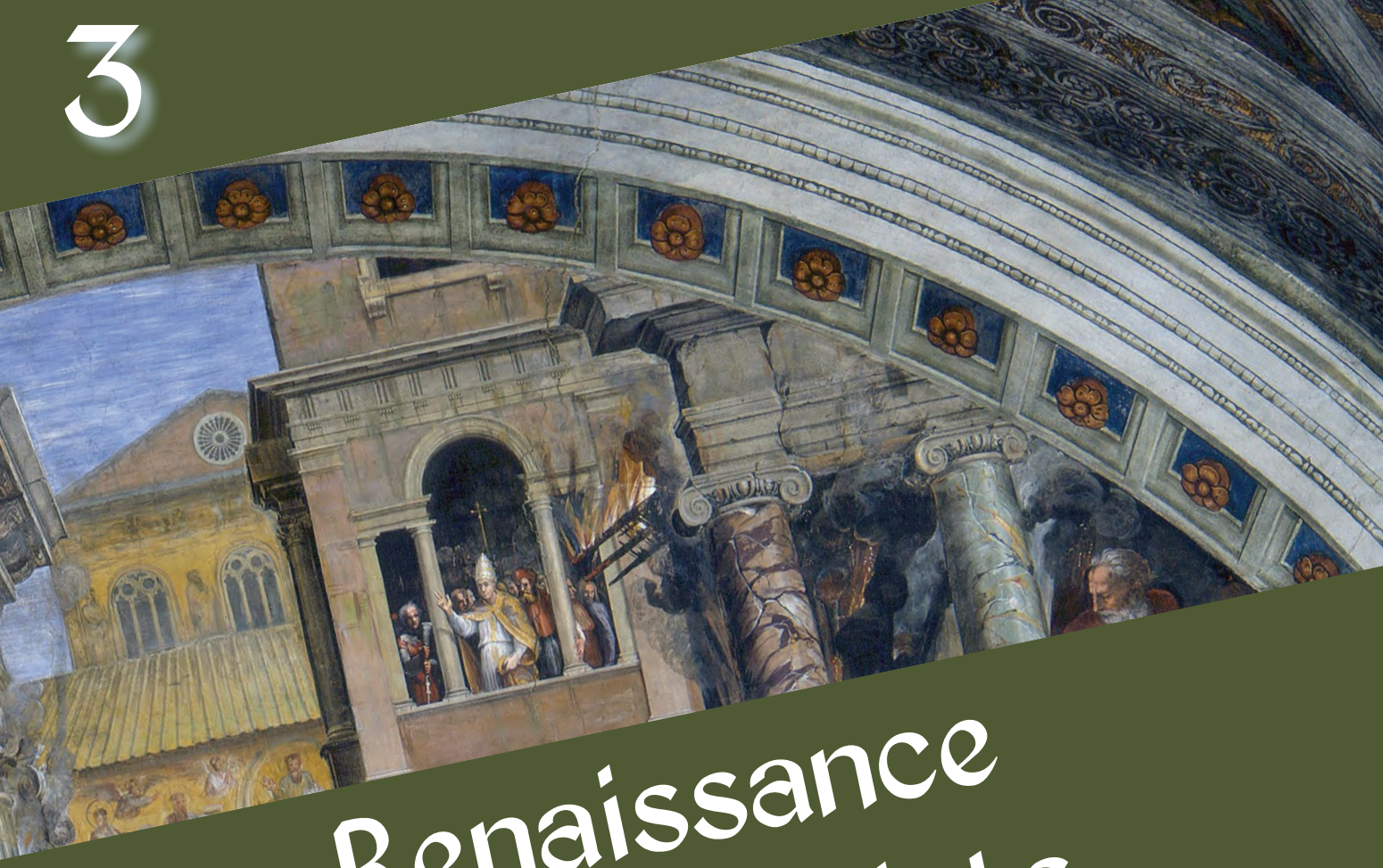
FURTHER **PRACTICE**

15. Choose any of the following tasks:

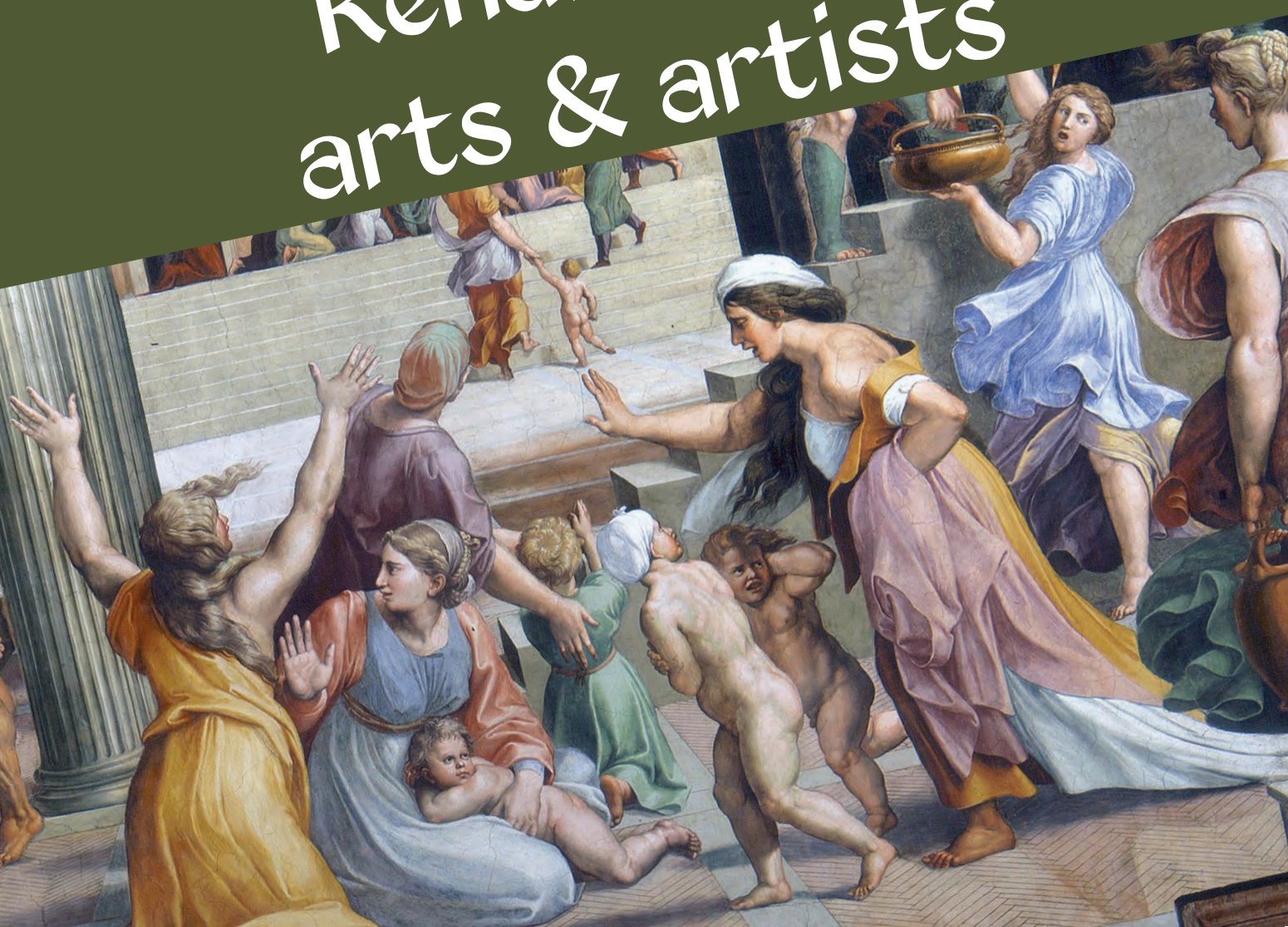
- Talk with your parents about the origins of your family and draw your family tree.
- Draw your story or use IT tools to present it to your fellow students.
- Take interviews from refugees or migrants you know and present them in class.
- Search the internet and find stories you would like to share. You could find examples with refugees from your country's history and present them in class.
- Prepare a board game with questions related to the issue of this unit.
- Search for relevant literature on refugees from your country and make a presentation in class.



3



Renaissance arts & artists



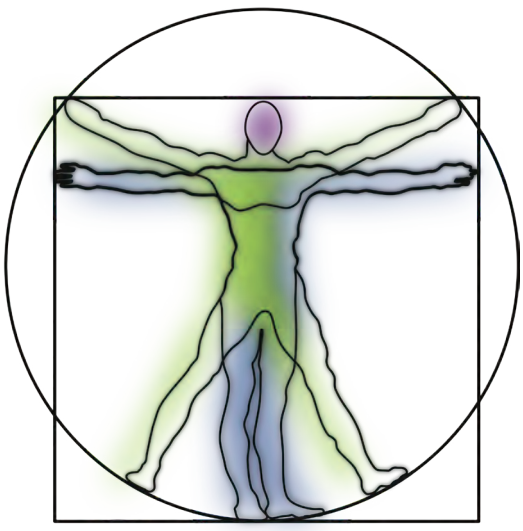
3 Renaissance arts & artists

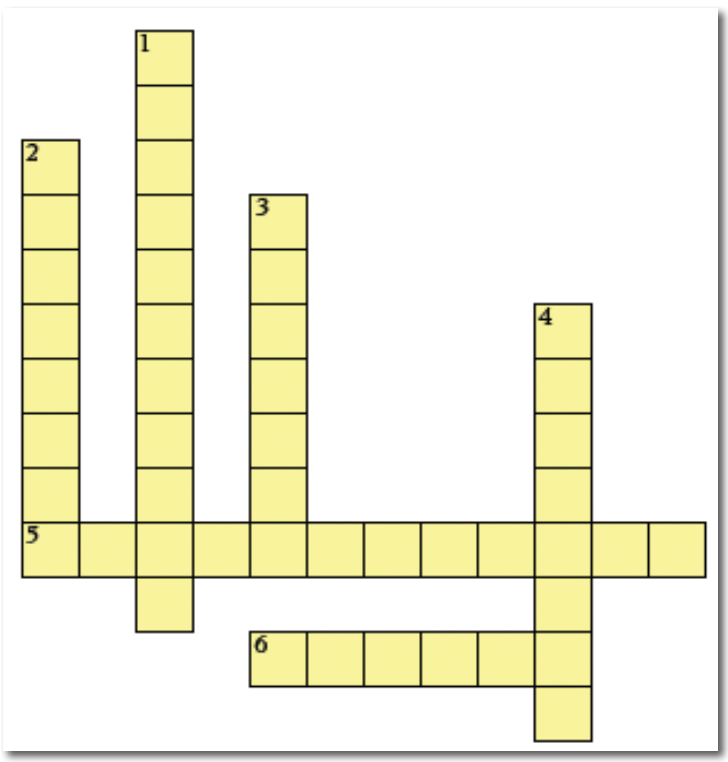


- *Watch the video "Renaissance-Overview-Goodbye-Art Academy", created by Artist Phil Hansen, on YouTube to get an idea of the renaissance art and discuss about it in class.*

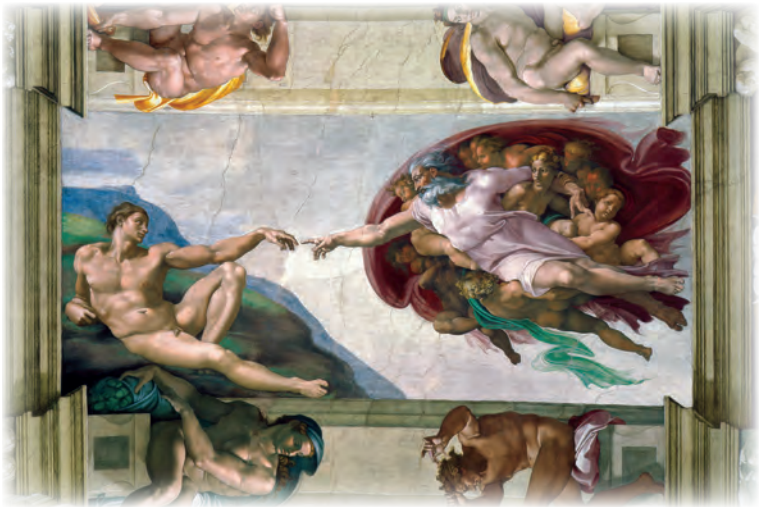
1. How much do you know about the Renaissance? Complete the crossword.

*(1) Period in European civilization immediately **following the Middle Ages**. (5) He was a sculptor but he also achieved greatness as a painter, notably with his giant fresco covering the ceiling of the **Sistine Chapel**. (6) Leonardo Da Vinci is best known for his two paintings that remain among the world's most admired, Mona Lisa and **The Last** ..... . (2) The spirit of the period was expressed mainly through the movement emphasizing the value of **human beings**, called ..... . (3) Notable changes were experienced during that period in the fields of **art**, **literature**, **philosophy** and ..... . (4) Basic characteristics of this period's art are **stability** and **sy**..... .*





2. These are some of the most famous Renaissance works of art. Can you guess who the artists are? If not, look at the artists' and the painting's name at the bottom of the next page and try to match them with the paintings. Note: there is an extra name you don't need to use.



1. .....



2. .....

.....



3. .....

.....



4. .....

.....

3 Renaissance arts & artists





3. .....

.....

4. .....

.....



7. .....

Leonardo da Vinci - The Virgin and Child with St Anne	☐
Raphael - The Wedding of the Virgin	☐
Bellini - St Jerome in the Desert	☐
Bellini - Madonna and Child	☐
Botticelli- Primavera	☐
Michelangelo - Creation of Adam	☐
Verrocchio - Madonna with Saint John the Baptist and Donatus	☐

3. Observe the paintings in the previous pages and decide which one you like the most and why. Keep some notes about what you see and about the feelings it evokes so as to share them with your classmates.



4. Now form groups and read the texts below about Leonardo da Vinci, Michelangelo, Botticelli, Raphael and Andrea del Verrocchio. Each group reads a different text.

- Read the text quickly and write the words you are not familiar with on a post-it note. Discuss them in your group and if you still don't know what they mean, the teacher will help you. Then, use the notes to make a **word wall**.
- Read the text again and fill in the missing information in the table that follows. When you are finished, write a summary of the main points in one paragraph. Be prepared to read it aloud in class and share it with your classmates. Don't forget to write your names and your group's nickname at the end. If you wish, you can decorate your work by drawing something of your own. It' s a lesson about painting after all!

a. Leonardo Da Vinci



Leonardo Da Vinci was one of the great creative minds of the Italian Renaissance, hugely influential as an artist and sculptor but also immensely talented as an engineer, scientist and inventor.

Leonardo da Vinci was born on 15 April 1452 near the Tuscan town of Vinci, the illegitimate son of a local lawyer. He was apprenticed to the sculptor and painter Andrea del Verrocchio in Florence and in 1478 became an independent master. In about 1483, he moved to Milan to work for the ruling Sforza family as an engineer, sculptor, painter and architect. Then, he produced the famous Madonna on the Rocks and The Last Supper which has been described as one of the greatest spiritual paintings. Unfortunately over the time the quality of the original painting has deteriorated despite frequent restoration attempts.

During his time in Florence, he painted several portraits, but the only one that survives is the famous 'Mona Lisa' (1503-1506). The Mona Lisa is one of the world's most famous and intriguing pictures. It is a portrait of a wife of a Florentine noble. For several days she came to Leonardo and sat for her portrait to be painted. However she refused

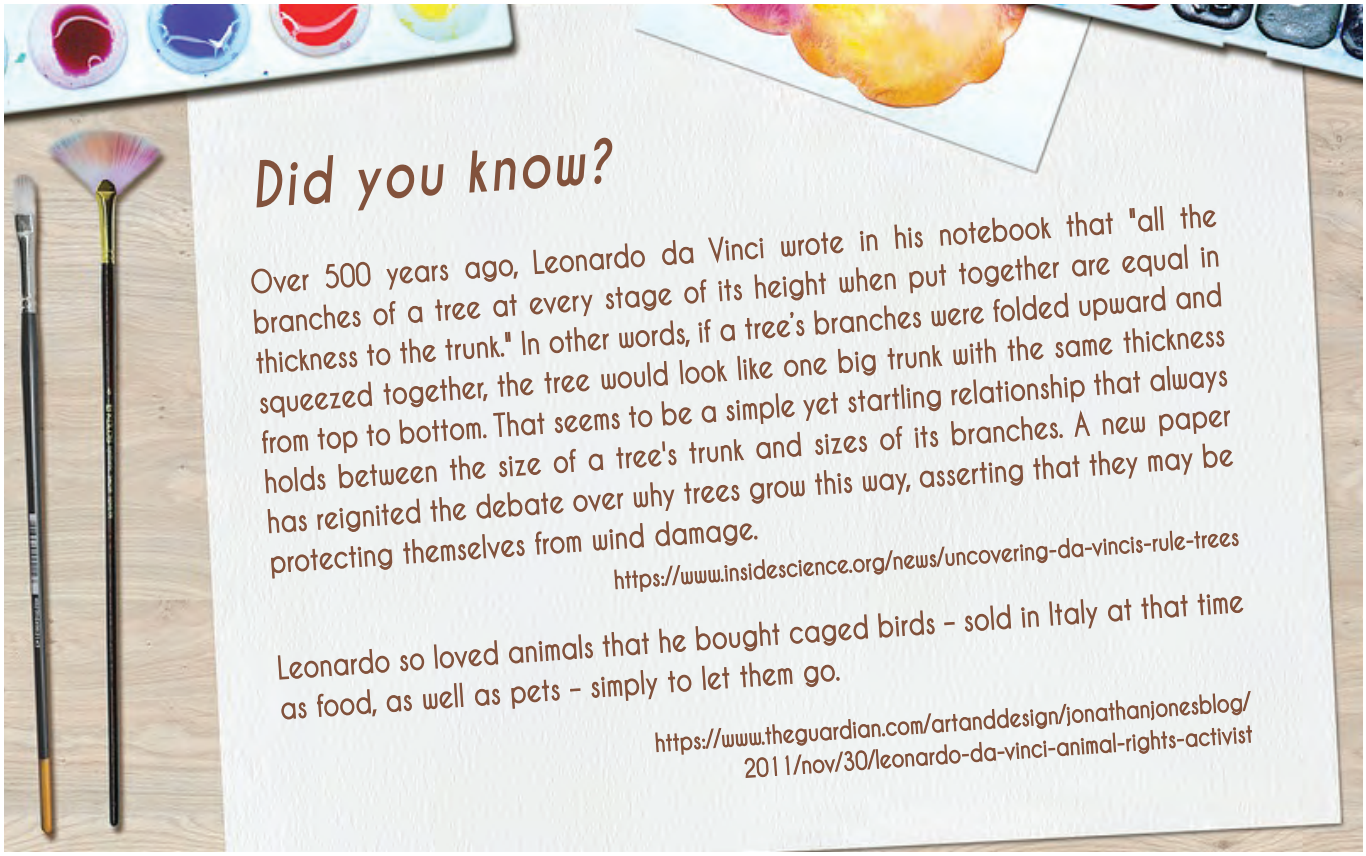
to smile, Leonardo even tried hiring musicians but to no avail. One day just for a fleeting second she gave a faint smile and Leonardo was able to capture it. Her smile encapsulates a tremendous mysteriousness which is both fascinating and intriguing. In 1517, at the invitation of the French king Francis I, Leonardo moved to the Château of Cloux, near Amboise in France, where he died on 2 May 1519.

The fame of Da Vinci's surviving paintings has meant that he has been regarded primarily as an artist, but the thousands of surviving pages of his notebooks reveal the most eclectic and brilliant of minds. He wrote in left-handed mirror script and drew on subjects including geology, anatomy (which he studied in order to paint the human form more accurately), flight, gravity and optics. He 'invented' the bicycle, airplane, helicopter, and parachute some 500 years ahead of their time.

Da Vinci's place as a pioneering scientist is beyond dispute. Yet his true genius was not as a scientist or an artist, but as a combination of the two: an 'artist-engineer'. His painting was scientific, based on a deep understanding of the workings of the human body and the physics of light and shade. His science was expressed through art, and his drawings and diagrams show what he meant, and how he understood the world to work.

http://www.bbc.co.uk/history/historic_figures/da_vinci_leonardo.shtml





Did you know?

Over 500 years ago, Leonardo da Vinci wrote in his notebook that "all the branches of a tree at every stage of its height when put together are equal in thickness to the trunk." In other words, if a tree's branches were folded upward and squeezed together, the tree would look like one big trunk with the same thickness from top to bottom. That seems to be a simple yet startling relationship that always holds between the size of a tree's trunk and sizes of its branches. A new paper has reignited the debate over why trees grow this way, asserting that they may be protecting themselves from wind damage.

https://www.insidescience.org/news/uncovering-da-vincis-rule-trees

Leonardo so loved animals that he bought caged birds – sold in Italy at that time as food, as well as pets – simply to let them go.

https://www.theguardian.com/artanddesign/jonathanjonesblog/2011/nov/30/leonardo-da-vinci-animal-rights-activist

He was born .....

(place, time)

His fields of work .....

.....

His most famous works of art .....

.....

He died .....

(place, time)

The impact of his work .....

.....

6. Michelangelo



Michelangelo was a painter, sculptor, architect and poet and one of the great artists of the Italian Renaissance.

Michelangelo Buonarroti was born on 6 March 1475 in Caprese near Florence (Italy) where his father was the local magistrate. A few weeks after his birth, the family moved to Florence. In 1488, Michelangelo was apprenticed to the painter Domenico Ghirlandaio. He then lived in the household of Lorenzo de' Medici, the leading patron of the arts in Florence.

After the Medici were expelled from Florence, Michelangelo travelled to Bologna and then, in 1496, to Rome. His primary works were sculpture in these early years. His 'Pietà' (1497) made his name and he returned to Florence a famous sculptor. Here he produced his 'David' (1501-1504).

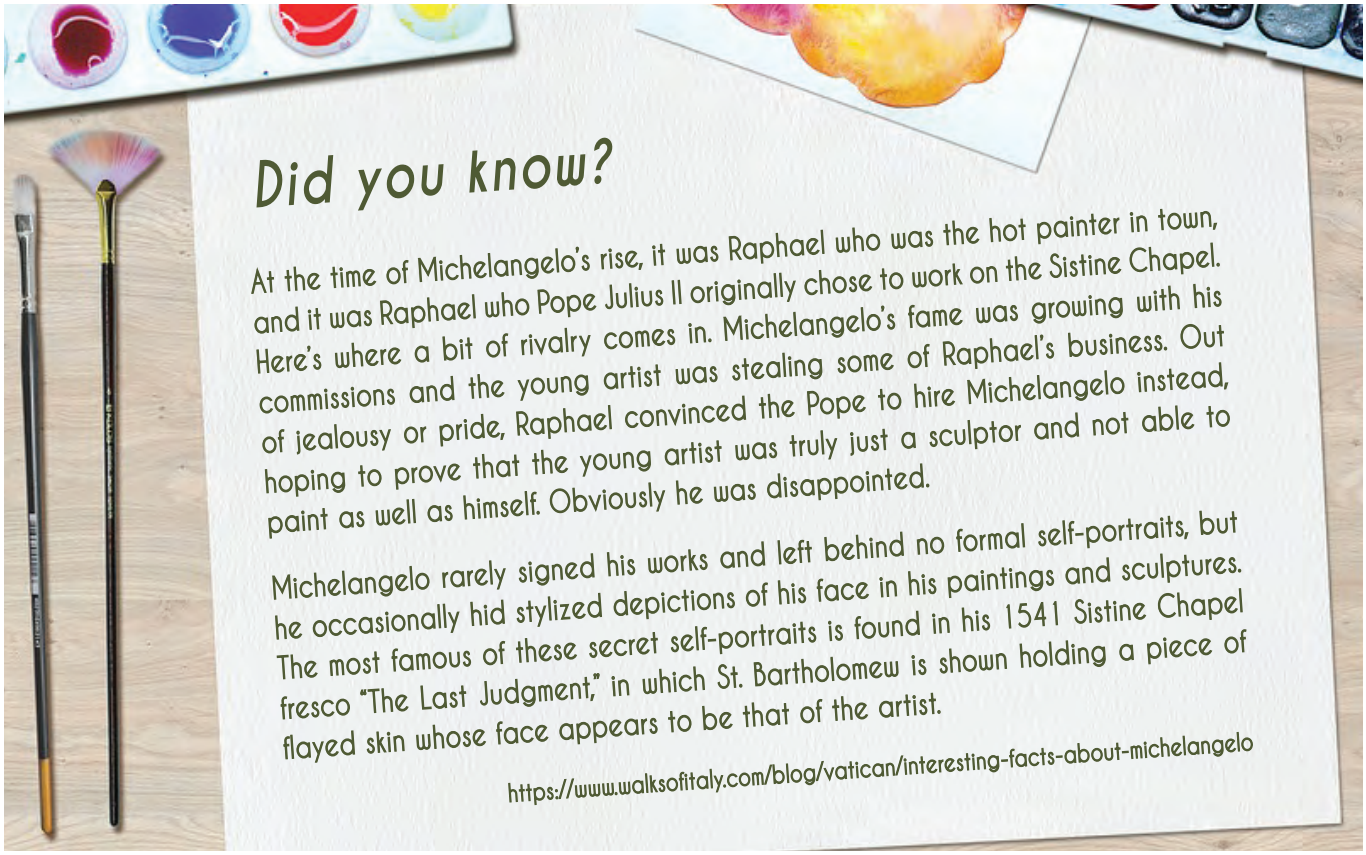
In 1505, Pope Julius II summoned Michelangelo back to Rome and commissioned him to design Julius' own tomb. Due to quarrels between Julius and Michelangelo, and the many other demands on the artist's time, the project was never completed, although Michelangelo did produce a sculpture of Moses for the tomb.

Michelangelo's next major commission was the ceiling of the Sistine Chapel in the Vatican (1508-1512). It was recognised at once as a great work of art and from then on Michelangelo was regarded as Italy's greatest living artist.

Michelangelo was greatly affected by another artist of the day, Leonardo da Vinci. The two artists battled for different commissions in the city, but Michelangelo was summoned by the Pope to complete a vast number of projects. None of these were ever completed in their full mastery, as was the Sistine Chapel. In 1534, Michelangelo returned to Rome where he was commissioned to paint 'The Last Judgment' on the altar wall of the Sistine Chapel (1537-1541). From 1546 he was increasingly active as an architect, in particular on the great church of St Peter's. He died in Rome on 18 February 1564.

He completed more paintings, sculpted, wrote poetry, and contributed to many architectural projects during his lifetime. Michelangelo's unmistakable genius in various art forms was early recognised and he became one of the world's most famed artists remembered and adored by future generations.

http://www.bbc.co.uk/history/historic_figures/michelangelo.shtml (adapted text)



Did you know?

At the time of Michelangelo's rise, it was Raphael who was the hot painter in town, and it was Raphael who Pope Julius II originally chose to work on the Sistine Chapel. Here's where a bit of rivalry comes in. Michelangelo's fame was growing with his commissions and the young artist was stealing some of Raphael's business. Out of jealousy or pride, Raphael convinced the Pope to hire Michelangelo instead, hoping to prove that the young artist was truly just a sculptor and not able to paint as well as himself. Obviously he was disappointed.

Michelangelo rarely signed his works and left behind no formal self-portraits, but he occasionally hid stylized depictions of his face in his paintings and sculptures. The most famous of these secret self-portraits is found in his 1541 Sistine Chapel fresco "The Last Judgment," in which St. Bartholomew is shown holding a piece of flayed skin whose face appears to be that of the artist.

https://www.walksofitaly.com/blog/vatican/interesting-facts-about-michelangelo

He was born .....

(place, time)

His fields of work .....

.....

His most famous works of art .....

.....

He died .....

(place, time)

The impact of his work .....

.....

c. Sandro Botticelli



Alessandro Filipepi, known as Sandro Botticelli (1444-1510), began his career during the Italian Renaissance period. Botticelli was born in Florence around 1445 where he would live out the rest of his life. As the youngest of five children, Botticelli's father, a tanner, allowed him to become an apprentice to a goldsmith. During this apprenticeship, the goldsmith he worked with gave him the name Botticelli, meaning 'little barrel.'

After a time, Sandro convinced his father that he wanted to study painting and was chosen to be apprentice to the well-known painter Fra Filippo Lippi. Botticelli quickly became recognised as a gifted artist all by himself. By the time he was 15 years old, he was able to open a workshop dedicated to his own work.

Botticelli's style evolved into one that was very distinct. His portraits seemed to have a melancholy or sad characteristic to them. Botticelli also included Neo-Platonism in his work. This meant that he would bring together in one painting ideas that belong to both Christianity and pagan ideas which may have included mythology. One theme that Botticelli used over and over again was the idea of a very sad young girl that was detached from what was going on around her. This theme appeared in many of his portraits throughout his career. Another theme Botticelli liked tackling were the roles male and females played in society. In 1481, Botticelli was invited to Rome to take part in the painting of the Sistine Chapel. Among his greatest works are the Primavera, Pallas and the Centaur, Venus and Mars, and The Birth of Venus, all painted between 1477-90.

As Sandro grew older, his style underwent a remarkable change. Many of his works contained a very religious feel to them. Sandro included highly religious symbolism in his paintings; they seemed to be telling a story. After 1490 Botticelli concentrated on paintings with many small figures, so that the entire picture surface seemed more alive. Many works showed this new method, such as the Calumny of Apelles, the Crucifixion, the Last Communion of St. Jerome, and the Nativity (1501). Sandro Botticelli died at the age of 65. Some say Sandro was poor and unaccomplished at his death. This could be attributed to the rising popularity of new and contemporary artists such as Michelangelo, Raphael and Leonardo Da Vinci.

Even though his work is now thought to be among the most masterful of his time, his work lay forgotten for over 400 years after his death. Looking back at history, he now has the respect he earned through a lifetime of achievement. Sandro Botticelli's contribution to the Italian Renaissance period was one of great distinction. About 75 of his paintings survive, many of them in the Uffizi Gallery in Florence and today he is one of the most esteemed painters of the Italian Renaissance.

http://historylink101.com/art/Sandro_Botticelli/bio_Botticelli.htm (adapted text)
http://en.wikipedia.org/wiki/Sandro_Botticelli#/media/File:Sandro_Botticelli_083.jpg

He was born .....

(place, time)

His fields of work .....

.....

His most famous works of art .....

.....

He died .....

(place, time)

The impact of his work .....

.....

d. Raphael



Raphael (son of the painter Giovanni Santi and his wife Magia Ciarla) was born on the 28th March or the 6th April 1483. His father Giovanni Santi was a competent painter and was highly regarded in Urbino, a province that housed one of the most glittering courts in Italy.

This provided the young Raffaelo with quite a privileged upbringing within the culture of the Umbrian court. However, Raphael's mother dies in 1491 when he is 8 years old. His father Giovanni dies three years later when he is still only eleven Before his death Giovanni manages to place his son as an apprentice in the workshop of Pietro Perugino Although Raphael very quickly freed himself from the painting style of his master, he followed Perugino's method of constructing paintings all of his life.

Raphael's move to Florence in 1504 was fuelled by his hunger to learn more from the acknowledged greats of Florentine art. Leonardo da Vinci was at the height of his fame and had returned to the city from Milan in 1500 and Raphael copied figures by Leonardo and Michelangelo who had both studied the anatomy of the human body. In Florence Raphael completed three large altarpieces, The Ansidei Madonna, The Baglioni altarpiece,

both commissioned for Perugian clients, and The Madonna del Baldacchino for a chapel in Santo Spirito, a Florentine church. One of his final paintings of the Florentine period is the magnificent Saint Catherine now in the National Gallery in London. Raphael was able to continue with his own developing style whilst absorbing the influences of Florentine art.

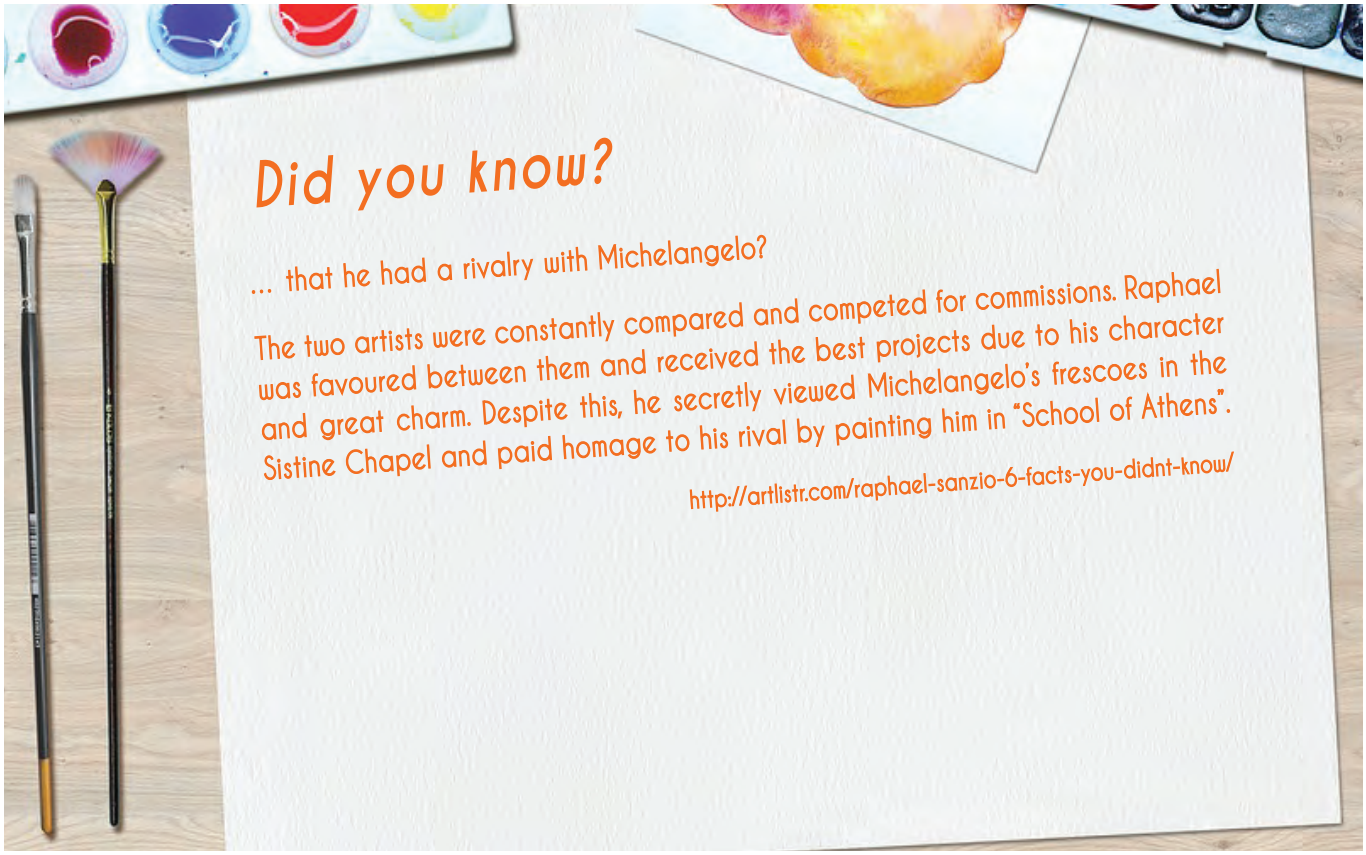
At the age of 25 he found a patron, Pope Julius II, and was given the task of decorating rooms in the pope's private apartments. The Stanza also known as the Raphael rooms, are located on the upper floor of the Vatican palace. Raphael started work first on the middle chamber, the Stanza della Segnatura, containing the pope's library. This room contains some of the artist's best known works including, The School of Athens, Parnassus, and The Disputation of the Sacrament. The amount of work produced by Raphael is remarkable when you consider his untimely death at the age of 37. He produced a wealth of paintings including several Madonna's, portraits and altarpieces, all in addition to his Vatican efforts. His only mythological work, Galateia, was painted for the Tiber villa of Agostino Chigi, another of his great patrons.

Raphael died on the 6th of April 1520 at the age of 37 in Rome and was buried the next day in the Pantheon. He was a famous, wealthy and popular renaissance personality and his funeral was very well attended attracting large crowds. His compositions were referred to extensively when training successive generations of artists. Raphael became, along with Michelangelo and Leonardo, one of the three greatest masters of the High Renaissance.

http://www.italian-renaissance-art.com/Raphael-Biography.html (adapted text)



http://edition.cnn.com/style/article/raphael-paintings-vatican/index.html



Did you know?

... that he had a rivalry with Michelangelo?

The two artists were constantly compared and competed for commissions. Raphael was favoured between them and received the best projects due to his character and great charm. Despite this, he secretly viewed Michelangelo's frescoes in the Sistine Chapel and paid homage to his rival by painting him in "School of Athens".

http://artlistr.com/raphael-sanzio-6-facts-you-didnt-know/

He was born .....

(place, time)

His fields of work .....

.....

His most famous works of art .....

.....

He died .....

(place, time)

The impact of his work .....

.....

e. Andrea del Verrocchio



Andrea del Verrocchio (c. 1435-1488) was born in Florence in or about 1435. His father was Michele di Francesco Cioni, who worked as a tile and brick maker and, later, as a tax collector. Verrocchio never married, and had to provide financial support for some members of his family. He was at first apprenticed to a goldsmith.

He was an Italian sculptor, goldsmith and painter who worked at the court of Lorenzo de' Medici in Florence in the early renaissance. Few paintings are attributed to him with certainty, but a number of important painters were trained at his workshop. His pupils included Leonardo da Vinci, Pietro Perugino and Lorenzo di Credi. His greatest importance was as a sculptor and his last work, the equestrian statue of Bartolomeo Colleoni in Venice, is universally accepted as a masterpiece.

A small painting on panel of Tobias (Tobias and the angel) setting out on his journey with the Archangel Raphael, carrying the fish with which he was to heal his father's blindness, was probably painted as a private devotional picture. It is now in London at the National Gallery. The Baptism of Christ, now in the Uffizi at Florence, was painted in 1474-75. In this work Verrocchio was assisted by Leonardo da Vinci, then a youth and a member of his workshop, who painted the angel on the left and the part of the background above. Andrea resolved never to touch the brush again because Leonardo, his pupil, had far surpassed him. The Madonna enthroned with John the Baptist and St Donato is in the Cathedral at Pistoia. It had been left unfinished and was completed by Lorenzo di Credi when Verrocchio was in Venice near the end of his life. He died in Venice in 1488.

Verrocchio was a Florentine sculptor and painter who is ranked second only to Donatello among the Italian sculptors of the Renaissance. He set an example for other Renaissance sculptors to follow which brought many new artists into the world.

http://www.italian-renaissance-art.com/Raphael-Biography.html (adapted text)

He was born .....

(place, time)

His fields of work .....

.....

His most famous works of art .....

.....

He died .....

(place, time)

The impact of his work .....

.....

5. Complete the table below in relation to the text you read.

5	*Key words from the text:* • • • • •
4	*Facts related to the main topic:* • • • •
3	*New words:* • • •
2	*Facts you already knew:* • •
1	*Question you still have:* •

6. Go back to the texts and answer the following questions.

a. Where was Michelangelo born?

He .....

b. Who painted "The Birth of Venus"?

"The Birth of Venus".....

c. A lot of passive voice sentences are used in the above texts.

- ✓ Why do you think the writers have done so?
- ✓ Underline all the passive forms in your group's text and try to change them into active.

☑ *The following table will help you with the transformation.*

Passive Voice: be + past participle	
Transforming Active Voice into Passive Voice	
Leonardo Da Vinci <u>painted</u> the most famous painting in the world.	
The most famous painting in the world <u>was painted</u> by Leonardo Da Vinci.	

Present Simple	⇨	*am / is / are + pp*
Present Continuous	⇨	*am / is / are being + pp*
Past Simple	⇨	*was / were + pp*
Past Continuous	⇨	*was / were being + pp*
Present Perfect Simple	⇨	*have / has been +pp*
Past Perfect Simple	⇨	*had been + pp*
Future Simple	⇨	*will be + pp*
Future Perfect Simple	⇨	*will have been + pp*
Modals	⇨	*can / could / may .. be + pp*

FURTHER **PRACTICE**

7. Choose any of the following tasks:

- **Draw** one painting and show it to your classmates explaining what it is about.
- There is a competition in your school newspaper about the best **article** to be published regarding a work of art and you decide to take part in it (150-180 words).
- Find more information on the Renaissance Period, its characteristics and its impact on the world. Then write an **essay** of about 180 words.
- Prepare a power point **presentation** about a work of art or the work of a famous artist.
- Write an imaginary **interview** with one of the great painters of the Renaissance.
- Use information about renaissance art and make a **trivia board game** to play in class!!!

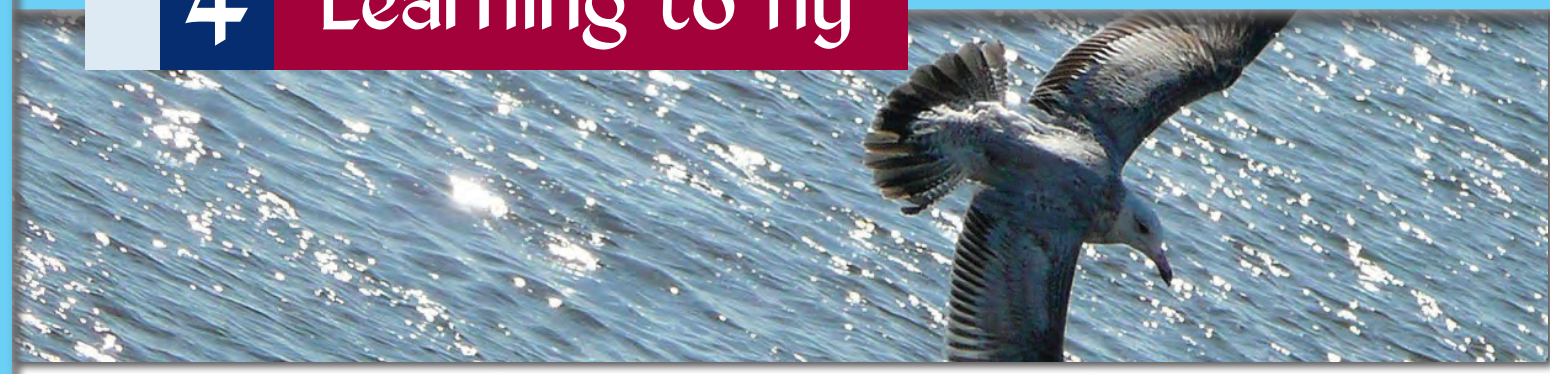


4



Learning to fly

4 Learning to fly



1. Read the information about blackbirds below and then look at the video screenshots that follow and try to think about the connection between the two. Are they compatible and, if so, in what way? If not, why? Discuss your suggestions in class.



Blackbirds usually feed off the ground. The majority of English blackbirds seldom move any distance from where they were hatched. They are rather solitary birds with a very melodious voice.





2. Can you see the story behind the images? You can make a note of the steps of the narrative in the flow chart provided. You can add as many steps/boxes as you choose to. What verb forms will you use in your narrative? Work in groups.



3. Can you now develop your story further to include a background, monologue, description as well as a flashback? Some examples are provided for you but you should not think of them as binding. What verb forms will you be using? Work in your group.

Background information

There was a blackbird once, which was very solitary. It perched on the branches of its favourite tree and never flew away.

Zooming in on the story

One day, as it was singing

Flashback

It had never seen anything so beautiful before!

Storyline

it looked up.

It plunged into thinking.

Description

A flock of birds was flying in formation.

Monologue

'Perhaps I should try to fly, at least once'.

.....



4. a. Go back to the forms you used in your enriched story framework in the previous activity. Can you draw any general rules about the use of narrative tenses? Here's an example:

When you talk about the steps in the storyline, you use .....

When you pause the storyline and introduce a description, you use .....

b. Do you think the same generalisations might hold across time? In other words, do we use continuous tenses, for example, to express the same idea in the past, the present and the future? If you use past continuous forms to present a scene in a description, for instance, as in "a flock of birds *was flying* in formation" above, would you use present continuous forms to describe a scene in the present, as in "Look at those birds over there! They *are flying* in formation" and future continuous forms to introduce a description in the future, as in "At 8 o' clock in the evening the birds *will be flying* in formation?" Can you think of examples for the other forms used in 3 above, in conjunction with the general rules you formed in 4a?

5. What is the moral of your story? Discuss it with the other groups. What made you give the story the specific twist?





4 Learning to fly

6. Here are Paul McCartney's words about the "Blackbird" song the screenshots were based on. Are these words related to your story? How would you need to change it so as to fit in the composer's original idea?



"I had in mind a black woman, rather than a bird. Those were the days of the civil rights movement, which all of us cared passionately about, so this was really a song from me to a black woman, experiencing these problems in the States: 'Let me encourage you to keep trying, to keep your faith, there is hope.' As is often the case with my things, a veiling took place so, rather than say 'Black woman living in Little Rock*' and be very specific, she became a bird, became symbolic, so you could apply it to your particular problem".

* The capital of the US state of Arkansas, 42.1% of the inhabitants of which are Blacks or African-Americans.

http://www.quora.com/What-is-the-meaning-of-the-phrase-blackbird-singing-in-the-dead-of-night





7. Now listen to the Beatles song ("Paul McCartney - Blackbird (Live)") on YouTube and make a note of words or phrases expressing positive or negative ideas. Then enrich your list of phrases by going through the lyrics. Which do you believe agree with the spirit of the text you wrote in 3 above? Go back to it and see how you could fit in the phrases you have made a note of in this step.

8. Below you will find the full lyrics of the song. You will need them to perform one or more of the tasks that follow:

a. Rewrite the song, replacing the phrases you had made a note of in activity 7 with phrases of your own.

b. Set the lyrics to music you compose yourself. If you have done activity 7a, you could set your version of the lyrics to music.

c. Replace the lines that repeat themselves in the song with phrases of your own, making sure the song still makes sense as a whole.

Blackbird

Blackbird singing in the dead of night
Take these broken wings and learn to fly
All your life
You were only waiting for this moment to arise

Black bird singing in the dead of night
Take these sunken eyes and learn to see
all your life
you were only waiting for this moment to be free

Blackbird fly, Blackbird fly
Into the light of the dark black night.

Blackbird fly, Blackbird fly
Into the light of the dark black night.



Blackbird singing
in the dead of night
Take these broken wings
and learn to fly
All your life
You were only waiting for this moment to arise,
You were only waiting for this moment to arise,
You were only waiting for this moment to arise

The Beatles, "Blackbird"
White Album, 1968

4 Learning to fly

9. Now take a look at the paragraph that follows, from Bach's *Jonathan Livingston Seagull*, and do the following:

a. Comment on the dedication right below the title. What do you think it talks about?

b. What do you think Jonathan Livingston Seagull was practising? Why?

c. Where would you place the opening paragraph and the opening line of the second paragraph within the story framework you worked on in activity 3 earlier? The verb form should help you decide.



Richard Bach.
Jonathan Livingston Seagull

To the real
Jonathan Seagull,
who lives within us all.

PART ONE

It was morning, and the new sun sparkled gold across the ripples of a gentle sea. A mile from shore a fishing boat chummed the water and the word for Breakfast Flock flashed through the air, till a crowd of a thousand seagulls came to dodge and fight for bits of food. It was another busy day beginning.

But way off alone, out by himself beyond boat and shore, Jonathan Livingston Seagull was practicing.



10. Can you predict what happens next in the story? Form groups and write down a possible continuation. Then present it to the rest of the class, explaining what drove you to the specific scenario.

4 Learning to fly

11. Now read the rest of the text below and compare it with yours. How accurate were you in your predictions? Can you now re-evaluate the comments you made on the dedication in 9a above?

A hundred feet in the sky he lowered his webbed feet, lifted his beak, and strained to hold a painful hard twisting curve through his wings. The curve meant that he would fly slowly, and now he slowed until the wind was a whisper in his face, until the ocean stood still beneath him. He narrowed his eyes in fierce concentration, held his breath, forced one... single... more... inch... of... curve... Then his feathers ruffled, he stalled and fell.

Seagulls, as you know, never falter, never stall. To stall in the air is for them disgrace and it is dishonor. But Jonathan Livingston Seagull, unashamed, stretching his wings again in that trembling hard curve - slowing, slowing, and stalling once more - was no ordinary bird.

Most gulls don't bother to learn more than the simplest facts of flight - how to get from shore to food and back again. For most gulls, it is not flying that matters, but eating. For this gull, though, it was not eating that mattered, but flight. More than anything else. Jonathan Livingston Seagull loved to fly.

This kind of thinking, he found, is not the way to make one's self popular with other birds. Even his parents were dismayed as Jonathan spent whole days alone, making hundreds of low-level glides, experimenting.

12. Reflect on the text as a whole. Can you draw Jonathan's portrait? Which of the words below would you use? You can add more of your own.

daring bold solitary
chicken-hearted decisive cowardly
arrogant risky single-minded
dynamic persistent flexible
headstrong submissive revolutionary
resourceful a non-conformist
.....



13. Compare the text above with the Blackbird poem. Discuss how the two are similar. If you were to draw the blackbird's portrait, would it be the same as Jonathan's above? Would you borrow any of the adjectives in activity **12** in drawing this portrait?

14. Have you felt the need to "fly"? Does the real Jonathan Seagull really live within us all? What are the obstacles on one's way to freedom and non-conformity? You can get more ideas for your discussion from the book blurb below:





This is a story for people who follow their dreams and make their own rules; a story that has inspired people for decades.

For most seagulls, life consists simply of eating and surviving. Flying is just a means of finding food. However, Jonathan Livingston Seagull is no ordinary bird. For him, flying is life itself. Against the conventions of seagull society, he seeks to find a higher purpose and become the best at doing what he loves.

This is a fable about the importance of making the most of our lives, even if our goals run contrary to the norms of our flock, tribe or neighbourhood. Through the metaphor of flight, Jonathan's story shows us that, if we follow our dreams, we too can soar.

'Richard Bach with this book does two things.
He gives me Flight.
He makes me Young.
For both I am deeply grateful.'

RAY BRADBURY

Richard Bach (1970).
Jonathan Livingston Seagull: a story, HarperCollinsPublishers Ltd.

4 Learning to fly

15. Jonathan's parents were "dismayed", desperate, unhappy and disappointed at their son's behaviour. Is this parents' reaction to their children's "flight" generally?





Form two groups:

- Group A is the child group while
- Group B is the parent group.

✓ Role-play the dialogue between a child choosing to fly along his/her own personal route and in his/her personal way and his/her parents, preaching caution and somehow obstructing their child's "flight" to freedom.

✓ Form smaller groups first and decide on at least five arguments supporting your position, then join the other groups with the same role and enrich your arguments further. You should have some ten arguments before you start the role-play. All group members participate.

✓ A pair of students, one from each group, will not take part in the final stage but will need to act as "judges" and decide which of the two groups has advanced more convincing arguments.

16. The text above combines action with comments. For example, "he lowered his webbed feet" forms part of the action while "seagulls, as you know, never falter, never stall" is a general comment on seagull behaviour and this is also signalled by the use of present forms. On the other hand, past forms are also used to describe Jonathan's character or behaviour, as in "was no ordinary bird", "it was not eating that mattered, but flight". Can you single out all action parts and reflect on what the text would be like without the comments?

17. a. What makes the above book extract literary? Make some suggestions and then read the revised version of the opening sentence below. How is it different from the original sentence? Discuss.



When in the sky he lowered his feet, lifted his beak, and tried to hold a curve through his wings.

b. Now go back to the story you had written about the blackbird earlier and add or modify elements to make it more literary, like the book extract above. Work in groups.







18. Listen to the book read out on YouTube ("Jonathan Livingston Seagull, narrated by Richard Harris") and do one or more of the following:

a. Write down your impressions, as in a diary.

b. Draw a scene from what you listened to.

c. Write a review to be uploaded on a teenager book fan blog.

19. Watch the trailer of the filmed version of the book on YouTube ("Jonathan Livingston Seagull - Trailer") and discuss how the effect might have been different from that of reading the book. Have you experienced this with other books made into film?



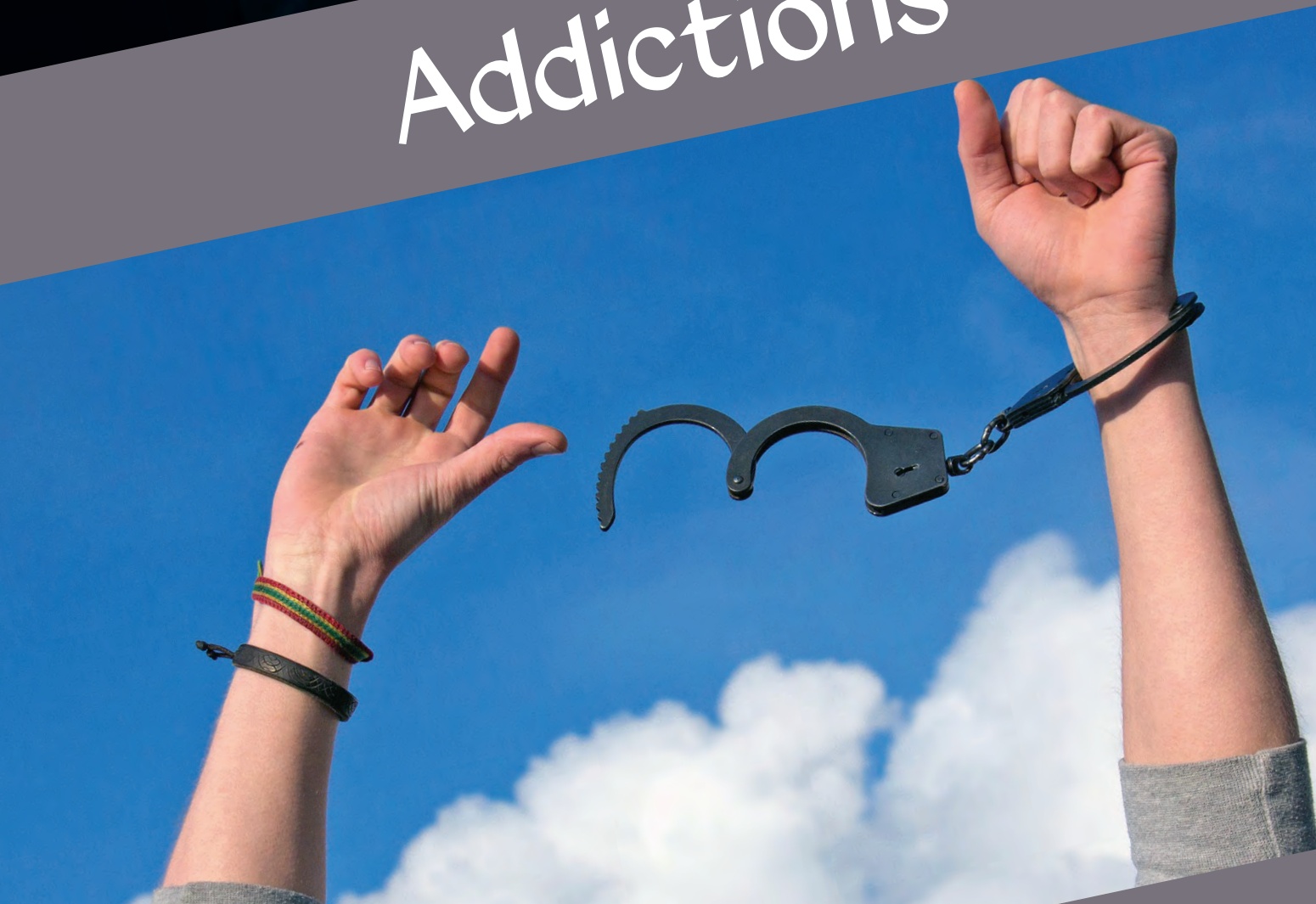
4 Learning to fly



5



Addictions



5 Addictions



1. What do you think of when you hear the word *addiction*? Which substances and behaviours could be addictive? Work in groups and note down your ideas in a mind map. Then present them to the rest of the class.

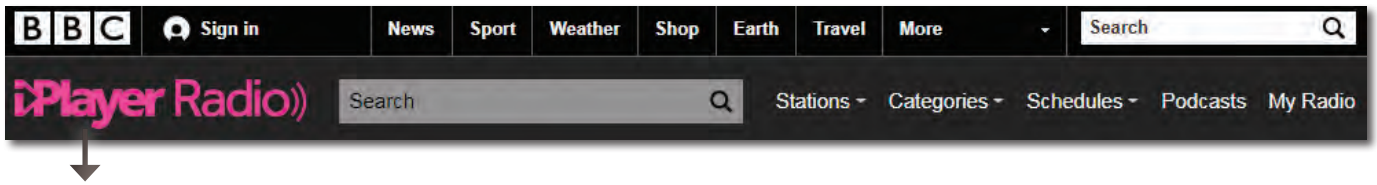








2. Listen to a BBC radio talk and answer the questions below.



http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/05/140522_6min_coffee_addiction.shtml

a. What is the topic of the talk?

.....

.....

.....

.....



b. Can you think of a "catchy" title for this radio talk?

.....

.....

c. What are the dangers mentioned?

.....

.....

d. Why do people develop such an addiction?

.....

.....

e. What is a "psychoactive drug"?

.....

.....

f. What is the definition given for the following words?

- *insomnia* .....
- *indigestion* .....
- *lethargic* .....

g. What do we mean by "withdrawal symptoms"?

.....

.....

h. Why is Finland mentioned in the talk and what do they say about it?

.....

.....



3. Read the adapted newspaper extract about adolescent alcohol consumption below and try to specify the writer's purpose.

1 Greek law prohibits the sale of alcoholic drinks to children younger than 18 years old, or their entry to bars and clubs. Yet these laws are never enforced and, what's worse, a lot of these places are even getting away with selling potentially lethal adulterated spirits.



2 Alcohol consumption among teenagers in Greece is widespread, largely because it is considered socially acceptable, even taking place in the home. According to a study on youngsters aged up to 16 by the University Mental Health Research Institute (UMHRI) in Athens, 94.1 percent of respondents in Greece had consumed alcohol at some point.

3 "Alcohol-related harm is the third biggest factor in the rise of morbidity and mortality in Europe. At the same time, it is a legal and very widely available product that is economically important to businesses and states. All of this requires a multidimensional approach to the issue, but under no circumstances should we treat alcohol as something innocent, especially when it comes to young people," said a clinical psychologist.

4 "Greece is a wine-producing country and drinking wine or other alcoholic drinks is part of the country's cultural heritage. You cannot imagine a festive dinner without there being wine, beer or some form of alcohol on the table. The question is how societies can hold onto the positive aspects of such cultural traits and avoid the harmful consequences."

5 "Children in Greece first taste alcohol much sooner than in other European countries and many parents actually encourage their children – wrongly, of course – to taste beer or wine at a very young age," added the clinical psychologist.

6 This misguided practice tends to be spurred by the belief that it will take the mystique out of alcohol and make children less eager to get their hands on it. However, it also breeds familiarity and the data show that 4.7 percent of under-16s got drunk for the first time when they were younger than 13.

7 Another fact pointing to the cultural aspects of the issue, as well as the effect of having easier access, is that alcohol consumption in general tends to be higher in rural parts of the country than in Athens and other cities. That said, alcohol consumption among minors has decreased steadily since the 1980s, pointing to more public awareness.

8 "People need to acknowledge that alcohol is not harmless. It is an addictive substance like nicotine and narcotics," said the clinical psychologist. "The main thing is to educate children at school and in the home. Banning it is not the way to really solve the problem, especially when it comes to teens who see breaking a ban as a challenge."

9 Experts want to see more being done to tackle the phenomenon on every level and point to the proliferation of sweet fizzy drinks that contain alcohol as a sign that there is not enough awareness on the part of the state and consumers.



http://www.ekathimerini.com/225684/article/ekathimerini/community/teen-alcohol-consumption-going-unchecked

4. Read the text again and match the following titles to each paragraph.

1.	An alarming reality	
2.	The need for drastic measures to be taken	
3.	A mistaken attitude of Greek parents	
4.	Regulations regarding alcohol consumption	
5.	Detrimental effects of alcohol consumption	
6.	Alcoholism rate by area	
7.	Action to be taken on the part of the state	
8.	Country-specific traditions	
9.	A common practice among teenagers	

5. Choose the best answer *A*, *B* or *C* for the following questions.

1.	Who is this text addressed to?	**a.** researchers **b.** parents and teenagers **c.** general public
2.	The clinical psychologist considers the problem	**a.** partially solved **b.** simple **c.** complicated
3.	Who is to blame for the problem?	**a.** lack of regulation enforcement **b.** teenagers **c.** parents
4.	The roots of the problem lie at the fact that	**a.** alcohol is part of our tradition **b.** Greek society is rather tolerant **c.** alcohol is essential to economic boost
5.	What does the word ***this*** in the third paragraph refer to?	**a.** alcohol consequences **b.** businesses and states **c.** aspects related to alcohol consumption
6.	What is the writer's conclusion about the issue?	**a.** the state should take measures **b.** there is a need to raise awareness **c.** school education should be improved



5 Addictions

Vocabulary

6. Match the following words (*1-8*) from the text with their definitions (*a-j*). There are two extra options you do not need to use. Then put the words in sentences of your own.

1.	adulterated	.....	**a.**	the condition of being diseased
2.	lethal	.....	**b.**	grow suddenly in number
3.	morbidity	.....	**c.**	accept/admit the existence or truth
4.	spur	.....	**d.**	render poorer in quality by adding another substance
5.	rural	.....	**e.**	motivation, incentive
6.	acknowledge	.....	**f.**	causing death
7.	enforce	.....	**g.**	the state of being subject to death
8.	proliferation	.....	**h.**	characteristic of the countryside
			i.	admittance
			j.	make people obey a law



Grammar

7. Read the following sentence from the newspaper article and answer the questions.

"Under no circumstances should we treat alcohol as something innocent, especially when it comes to young people," said a clinical psychologist.

a. What do you notice in relation to its syntax?

b. When do we use this kind of syntax?

c. Can you give some more examples?

◆ **Use your answers to complete the following grammar notes:**

- ✓ In statements it is usual for the verb to follow the ..... .
- ✓ Sometimes however this word order is reversed. This pattern is called ....

  e.g. He had never seen such a sunset before. ⇨ *Never before ..... such a sunset.*
- ✓ We can invert the subject and the auxiliary verb in a statement to give ....
- ✓ This structure is mainly used in ..... English.



5 Addictions

Inversion

We use inversion ⇨ in questions

Have you ever been in that restaurant before?

⇨ with a negative adverb or adverb phrase at the beginning of the sentence to give emphasis

Hardly had I got into the house when the telephone rang.
Never had they seen such an amazing sight before.
Seldom do we see such a wonderful display of dance.
Rarely will you find him at home.
Only then did I realise what I had done.
Not only does she play music but she also sings very well.
No sooner had we arrived home than the guests rang the doorbell.
Scarcely had I got off the bus when it crashed into the back of a car.
Only later did he really think about the incident.
Nowhere have I ever had such bad service.
Little did he know!
Only in this way could he earn enough money to live on.
In no way do I agree with what you're saying.
On no account should you do anything without asking your boss first.

⇨ in the second part of the sentence with negative or limiting adverbials

Not until I saw him with my own eyes did I really believe him.
Not since she left school had she had such a wonderful time.
Only after I had seen her house did I understand why she loved it so much.
Only when we had finally arrived home did I feel safe.
Only by working hard did we manage to get a decent salary.

⇨ instead of "if" in conditionals

Had I been there, all this wouldn't have happened.

Should you require any further information, please contact us.

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

⇨ with an adverbial expression of place at the beginning of the sentence

On the table was all the money we had lost.

Round the corner came the policeman.

⇨ after "so + adjective... that"

So beautiful was the bride that nobody could talk of anything else.



8. Now rewrite the following sentences using inversion.

1 The keys I was looking for were in my pocket.

.....

2 The food was so delicious that we could not stop eating.

.....

3 Michael had never been to such a fantastic restaurant before.

.....

4 I had scarcely finished writing my essay when the examiner announced the end of the exam.

.....

5 He understood little about the situation.

.....

6 It is now the time to deal with the problem.

.....

7 Mary is not only a good student but she is also a gifted musician.

.....

8 If you need any help, you can call me anytime.

.....

9 You will not find such nice people anywhere else.

Nowhere .....

10 We cannot cope with this problem without the help of the others.

Only with .....

11 We cannot accept applications until after the end of May.

Not until .....

12 If we had known it would take so long to get there we would have never decide to go.

.....

13 They were never aware of the danger that threatened them.

At no time.....

14 He wasn't rich and he wasn't handsome either.

Neither .....

15 You shouldn't tell him about my trip to England.

On no account .....

16 We were only able to get into the building by calling the security guard.

Only .....

17 As soon as he came to the party he started complaining about the food.

Barely ..... before .....

18 If you need any help, you can call me anytime.

No sooner ..... than .....

19 He cannot suspect that his daughter is so much in trouble.

Little.....

20 You couldn't hear a sound in the church

Not a sound .....



9. A significant number of people is struggling with certain addictions. Write an essay (180-220 words) suggesting ways to deal with the problem. Your essay will be published in the school magazine.

Before you start writing read the advice and guidelines provided.

☑ Understanding the topic

1. What are the key words in the topic?
2. What register will you use?
3. How many paragraphs do you need to write?
4. What will you write in the introductory and the concluding paragraph?



☑ Organizing your essay

PLAN		For and against essay
Introduction	paragraph 1	⇨ state the problem
Main body	paragraph 2	⇨ first suggestion / solution with examples / supporting details and expected results
	paragraph 3	⇨ second suggestion / solution with examples / supporting details and expected results
	paragraph 4	⇨ third suggestion / solution with examples / supporting details and expected results
Conclusion	paragraph 5	⇨ summarise all the solutions ⇨ state your opinion

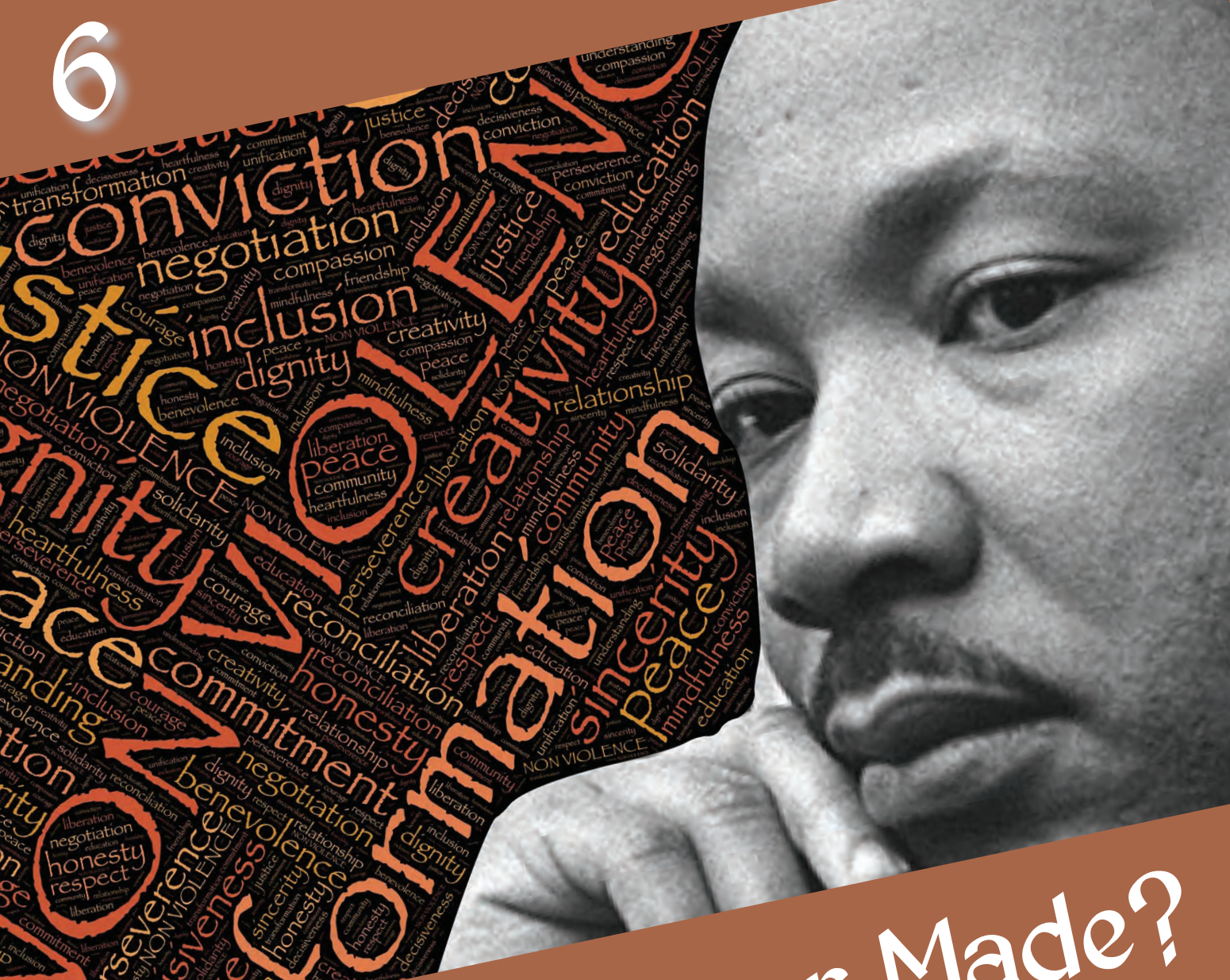


☑ Useful language → linking words/phrases

listing points	first, first of all, secondly, moreover, in addition, also, additionally, besides, apart from that, as well as,
making suggestions/ solutions	one way of solving the problem…, a good idea would be to…, measures should be taken…, the situation could be improved by…,
showing contrast	however, nonetheless, on the other hand, in spite of, on the contrary,
expressing an opinion	it seems to me that…, I believe/feel…, it is apparent that…,
giving examples	for instance, for example, since, as, such as, in particular,
presenting expected results	therefore, as a result, in this case, this means that, consequently, then, this way …
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, to sum up



6



Leaders. Born or Made?



6 Leaders. Born or Made?



1. In groups, discuss the following questions and note down your ideas in a mind map.





a. What skills do leaders in your school/town/country have that make them efficient?

b. Brainstorm any qualities of good leaders you can think of.

c. Find examples of rulers from the past or present who have been 'made' or have been 'born' to be leaders.

d. How do effective leaders leaders persuade people to follow them?



2. Read the biographies of two popular leaders and fill in the missing words from the lists provided.

♦ *civil rights* ♦ *legislative* ♦ *segregation* ♦ *opposition* ♦ *federal*
♦ *inequality* ♦ *nonviolent* ♦ *riots* ♦ *discrimination* ♦ *march*

Martin Luther King



Martin Luther King (1929-1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the _____ movement from 1954 until his death in 1968. He is best known for advancing civil rights through non-violence.

The civil rights movement was a decadeslong movement with the goal of securing legal rights for African Americans that other Americans already held. With roots starting in the Reconstruction era during the late 19th century, the movement resulted in the largest _____ impacts after the direct actions and grassroots protests organized from the mid-1950s until 1968. Encompassing strategies, various groups, and organized social movements to accomplish the goals of ending legalized racial _____ and _____ in the United States, the movement, using major _____ campaigns, eventually secured new recognition in _____ law and federal protection of all Americans.

King led the 1955 Montgomery bus boycott and in 1957 became the first president of the Southern Christian Leadership Conference. He also helped organize the 1963 _____ on Washington, where he delivered his famous "I Have a Dream" speech.

On October 14, 1964, King won the Nobel Peace Prize for combating racial _____ through _____ resistance. In his final years, he expanded his focus to include _____ towards poverty. In 1968 he was assassinated by James Earl Ray on April 4 in Memphis, Tennessee; _____ followed in many U.S. cities.

He was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal. Martin Luther King Jr. Day was established as a holiday in numerous cities and states. Hundreds of streets in the U.S. have been renamed in his honor, and a county in Washington State was also rededicated for him. The Martin Luther King Jr. Memorial on the National Mall in Washington, D.C. was dedicated in 2011.

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

6 Leaders. Born or Made?

♦ *civil* ♦ *coalition* ♦ *racism* ♦ *elected* ♦ *revolutionary*
♦ *constitution* ♦ *abuses* ♦ *reconciliation* ♦ *segregation* ♦ *overthrow*

Nelson Mandela



Nelson Rolihlahla Mandela (1918-2013) was a South African anti-apartheid _____, political leader, and philanthropist, who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first _____ in a fully a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalised _____ and fostering racial _____. Ideologically an African nationalist and socialist, he served as President of the African National Congress (ANC) party from 1991 to 1997.

A Xhosa (Bantu ethnic group of Southern Africa), Mandela was born to the Thembu royal family in Mvezo, British South Africa. He studied law at the University of Fort Hare and the University of the Witwatersrand before working as a lawyer in Johannesburg. There he became involved in anti-colonial and African nationalist politics. After the National Party's white-only government established apartheid, a system of racial _____ that privileged whites, he and the ANC committed themselves to its _____.

Mandela served 27 years in prison. Amid growing domestic and international pressure, and with fears of a racial _____ war, President F. W. de Klerk released him in 1990. Mandela and de Klerk negotiated an end to apartheid and organised the 1994 multiracial general election in which Mandela led the ANC to victory and became President. Leading a broad _____ government which promulgated a new _____, Mandela emphasised reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights _____.

He is held in deep respect within South Africa, where he is often referred to by his Xhosa clan name, Madiba, and described as the "Father of the Nation". Widely regarded as an icon of democracy and social justice, he received more than 250 honours, including the Nobel Peace Prize in 1993.

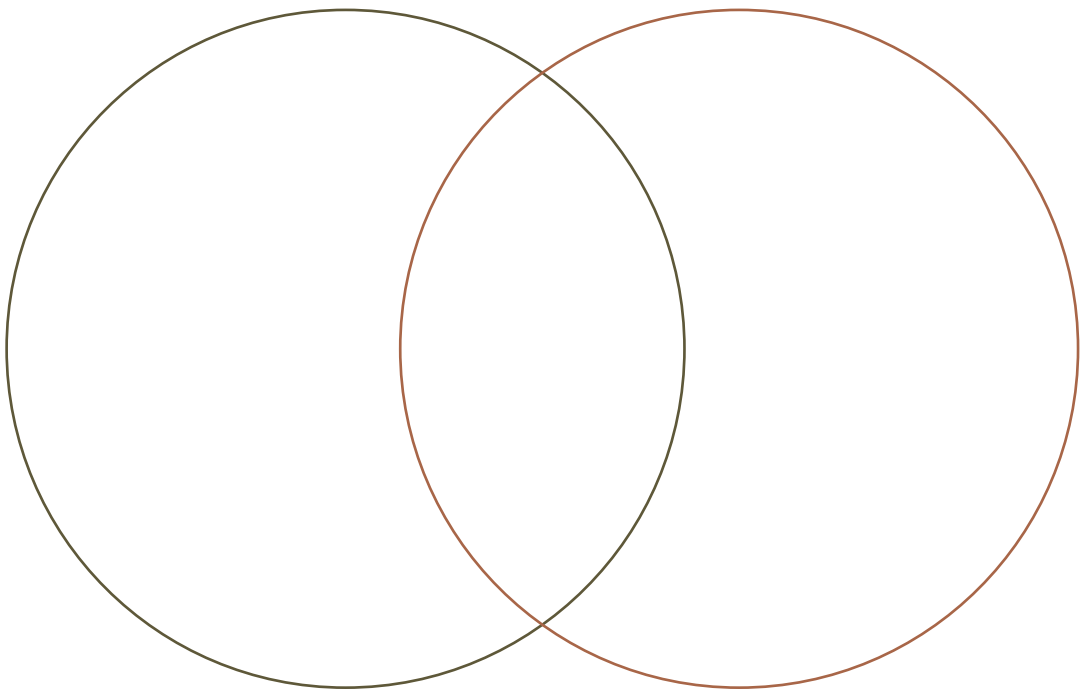
http://en.wikipedia.org/wiki/Nelson_Mandela (adapted text)

3. Read the biographies of the two leaders again and discuss the following questions, in your group, keeping notes. Then, present your answers in class.

a. Can you guess what qualities King and Mandela had as leaders? Justify your answers.

b. What similarities or differences can you find between the two leaders? Use the Venn diagram below to note them down.

c. Do you know other politicians who had the same tragic end as Martin Luther King in their lives? Tell their stories.



6 Leaders. Born or Made?

The art of persuasion

become a speech critic

4. Read the adapted speeches of Martin Luther King and Nelson Mandela and find two points that made an impression on you. Talk about them in class, explaining why.

I Have a Dream

Martin Luther King Jr.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I am prepared to die

Nelson Mandela

Poverty goes hand in hand with malnutrition and disease. Tuberculosis, pellagra, kwashiorkor, gastro-enteritis, and scurvy bring death and destruction of health.

The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation. There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The present Government has always sought to hamper Africans in their search for education. One of their early acts, after coming into power, was to stop subsidies for African school feeding. Many African children who attended schools depended on this supplement to their diet. This was a cruel act.

There is compulsory education for all white children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the African children."

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

http://www.americanrhetoric.com/speeches/mlkihaveadream.htm

Poverty and the breakdown of family life have secondary effects. Children wander about the streets of the townships because they have no schools to go to, or no money to enable them to go to school, or no parents at home to see that they go to school, because both parents (if there be two) have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy, and to growing violence which erupts not only politically, but everywhere. Life in the townships is dangerous. There is not a day that goes by without somebody being stabbed or assaulted. And violence is carried out of the townships in the white living areas. People are afraid to walk alone in the streets after dark. Housebreakings and robberies are increasing, despite the fact that the death sentence can now be imposed for such offences. Death sentences cannot cure the festering sore.

Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another.

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

http://www.nelsonmandela.org/ (extracts)

6 Leaders. Born or Made?

5. Study the following table and then, in groups, do the tasks below.



Rhetoric is the art of persuasive speech-making. The main purpose of rhetoric is to persuade people to follow your ideas.

Effective leaders often use the following persuasive techniques in their speeches:

– Repetition

– Questions

– Lists

– Opposites (or antithesis)

– The rule of three (repeating something three times for emphasis)

The traditional ordering of the arguments in a speech, according to Aristotle, are: **ethos**, **logos**, **pathos**.

Ethos – An **appeal to the listener** based on the character of the speaker. The tone of the speech should establish the speaker's virtue and moral worth (you should listen to me because I have a good reputation and authority; I know what I am talking about).

Logos – An appeal based on **logic** or **reason**. The argument is demonstrated by examples and maxims (you should listen to me because of the indisputable facts).

Pathos – An appeal based on **emotion**, often associated with suffering or sympathy and the emotions induced in the audience (you should listen to me because here is a problem and that affects you personally). Arguments involving pathos often use metaphor or simile to allow the audience to make an emotional connection with an abstract notion.

http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/490125/shakespeare_lives_schools_pack_for_web_v2_17dec15.pdf

a. Which of the above persuasive techniques can you detect in the leaders' speeches?

b. Based on the excerpts justify which speech you think is more:

persuasive	*honest*	*factual*	*well-substantiated*
eloquent	*passionate*	*intellectual*	

c. Discuss how politicians can engage with younger people in the 21st century. Is rhetoric still important?



6. Match the words (*1-10*) with the definitions (*A-J*).

1. _____ segregation	**6.** _____ posthumously
2. _____ grassroots	**7.** _____ combat
3. _____ privilege	**8.** _____ dismantle
4. _____ negotiate	**9.** _____ Reconstruction era
5. _____ promulgate	**10.** _____ discrimination

A	disconnect, destroy
B	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
C	the working class
D	fight or oppose vigorously
E	after his/her death
F	advantage, usually as a result of position, status or wealth
G	discuss, deal or bargain in order to reach an agreement
H	the legal end of most slavery in the United States
I	the action or state of setting someone or something apart from others
J	publish, spread beliefs or ideas, make known by open declaration

7. Find the words in the speech excerpts that have the same meaning as the words in bold and write them in the space provided.

1	Infections are more likely in those suffering from **undernourishment**.	
2	We will do everything we can to **maintain** peace.	
3	Are government **benefits** enough to help the refugees?	
4	**Malicious** gossip is intended to do harm mainly to the psychological condition of the person who practices it.	
5	In the Middle East, the **prolonged unjust treatment and control** of the population has resulted in horror.	
6	Student attendance in classes is **obligatory/mandatory**.	
7	The employees **held** the Vice President of the Corporation **in very high regard**.	
8	There are many reasons that can cause the **collapse** of a marriage.	
9	The value of this invention lies in introducing its **subject matter** to those without special knowledge.	
10	When a volcano **explodes**, a huge amount of lava, gases and smoke is transferred onto the surface of the earth.	



Modal Verbs

8. Read the following sentences from the texts above, underline the modal verbs and match them with their functions below.

a. "And if America is to be a great nation, this must become true".

b. "Yes, we can heal this nation. Yes, we can repair this world".

1 obligation	2 ability	3 possibility	4 permission	5 advice



Modal Verbs

Modal verbs do not have all tense forms.

Most of them are followed by bare infinitive (without *to*) but not all!

They do not take -s / -ing / -ed suffixes

Most of them do not need an auxiliary verb for the interrogative and negative form.

9. Choose *one* of the verbs given to complete *both* sentences in each set.

1	*used to / will / would*
	a. On most days my father _____ get up first and make breakfast.
	b. We went back to Dublin to see the house where we _____ live in the 2000s.
2	*should / ought to / must*
	a. Students _____ be encouraged to participate in school competitions.
	b. You _____ have some of this delicious ice-cream. It's mouthwatering.
3	*needn't / mustn't / don't have to*
	a. I' ll be quite late getting to London, but you _____ change your plans for me.
	b. Next time, read the small print in the document you sign. You _____ make that mistake again.
4	*must / need / have to*
	a. People with fair skin _____ be particularly careful when exposed to the sun.
	b. We _____ give at least six months notice before leaving a rented house.

10. Complete the sentences in the following guide with the correct modal verb from the list below.

♦ *ought to* ♦ *should* ♦ *should try* ♦ *must* ♦ *should not* ♦ *have to*
♦ *could* ♦ *might* ♦ *need to* ♦ *can* ♦ *may be* ♦ *may have*

How to be a Good and a Global Citizen



Good citizens are actively involved in their community and in the betterment of their fellow citizens. They take pride in where they live and strive to make it a better place. We all want to be known as a good citizen, and with a little thought and effort, anyone _____ [1] (**is the right thing to do**) to be one.

Volunteer. You _____ [2] (**perhaps you can**) volunteer with local branches of organizations that mean a lot to you. Try Habitat for Humanity which builds homes for the less fortunate, or Big Brothers Big Sisters, which provides mentorship to at-risk youth.

Help the homeless. You can volunteer at a local soup kitchen or shelter to help homeless people stay safe and healthy.

Donate blood and plasma. Blood and plasma are vital bodily fluids that are used to save the lives of thousands and thousands of people each day. There _____ [3] (**are possibly**) shortages, so it's great if you do your part and donate. If you have a rare blood type, you can literally make the difference between life and death for someone in your community.

Donate. You can donate your money to lots of organisations: local, national, and international. Just be sure that whoever you donate to is a good organization that uses their money well. Many charities do not and are really just a money factory for the people that run them. You _____ [4] (**it would be a good thing to**) try using Charity Navigator or the BBB to find out if the organisation you want to help is really on the up and up.

To be a global citizen, you _____ [5] (**it is necessary**) identify with a world community, but you _____ [6] (**it's your duty not to**) lose your heritage or culture.

Study your history. You _____ [7] (**probably you have**) learned about past events in history, but brush up on world history by visiting your library and checking out history books about different cultures. To understand where the world is today, you _____ [8] (**suggestion**) also see how past events have influenced the present.

Get educated. There are many benefits that come from learning a new language, so you _____ [9] (**it is absolutely necessary**) learn

at least one. It is the best way to get to know another culture, become more open-minded, and bridge cultural gaps. Learning another language _____ [10] (**it is typically the case**) seem daunting, but it is possible with time and dedication. You _____ [11] (**it is also possible**) learn another language on your own, in a class, and with the help of a willing friend.

You _____ [12] (**it is required**) build and nurture relationships as a vital part of being an active global community member. Make new friends with people from your culture, as well as other cultures. Start locally, and then you can build your connections globally through social media and pen pal programmes.

http://www.wikihow.com/Be-a-GoodCitizen

11. Match the verbs in bold to their meanings.

_____	**1.**	You **don't have** to be afraid to get involved in community services.	**a**	It's wrong to.
_____	**2.**	We **had to** donate blood for the injured people after the accident.	**b**	It's against the rules.
_____	**3.**	You **can't be** indifferent to your community problems.	**c**	It's possible.
_____	**4.**	You **might** as well work for a charity organization.	**d**	One suggestion is...
_____	**5.**	You **mustn't** throw plastic into the sea.	**e**	It isn't necessary.
_____	**6.**	When you're well educated, you **can** get better jobs and contribute more to the economy.	**f**	It was our duty.
_____	**7.**	**Could** you please take responsibility for your actions?	**g**	I am requesting that.

12. Look at the selection of "good" citizen characteristics listed below. Add one more characteristic you consider important at the bottom of the table. Arrange them in order of importance by writing no 1 next to the most important down to no 9 for the least important. Then, award yourself a mark out of ten for each citizen characteristic, shading the corresponding cell in the grid. Which characteristics did you give yourself the highest and the lowest marks?

A Good Citizen...		1	2	3	4	5	6	7	8	9	10
obeys the law											
respects authority											
contributes to society and the community											
respects all nationalities											
believes in doing what is right											
stands up for the rights of others											
is helpful and considerate											
respects the environment											

http://www.technologystudent.com/pse1/citiz3.htm





6 Leaders. Born or Made?

13. In groups, use the spidergram below to make a poster about the characteristics of a good leader. Add as many qualities and examples as possible to illustrate the profile of an effective leader. Then present your posters to your classmates and compare your results with the other groups. What are the three most important character traits mentioned by all groups?





14. Discuss the following issues:



a. How can equality of opportunities be promoted in a school/community/country?

b. What does identity mean to you? Make a list of different characteristics that make up people's identities. These may include gender, faith, position in the family, job, hobbies, race, age, eye colour etc. Can all people with these different traits interact and live peacefully together?

FURTHER **PRACTICE**

15. The comedian Eddie Izzard has described himself on Twitter as follows:

> 'I'm a British European, I think like an American & I was born in an Arabic country. A supporter of charity. Runner. Political campaigner. Fashion icon. Human.'

a. Describe your own identity in 140 characters or less on large sheets of paper.

b. Display these short descriptions along with photographs of yours or **create a word cloud** in order to depict the identity of your class by feeding all your texts into Wordle at **www.wordle.net**. The 'clouds' produced will reveal which words appear most frequently.





6 Leaders. Born or Made?



16. You volunteer for the local town council. The head of community affairs is trying to find ways to improve deprived neighbourhoods in your town. He/She has asked you to write a proposal suggesting how this can be achieved. Write what kind of improvements could be implemented in each area and outline the benefits for the residents in it. Write a proposal (130-180 words) and submit it to the town council.

☑ Understanding the topic

1. What is the purpose of your proposal?
2. Who is the proposal submitted by?
3. Who is the target reader?
4. What register will you use?
5. How many paragraphs should you write?
6. What information should you include?

Note

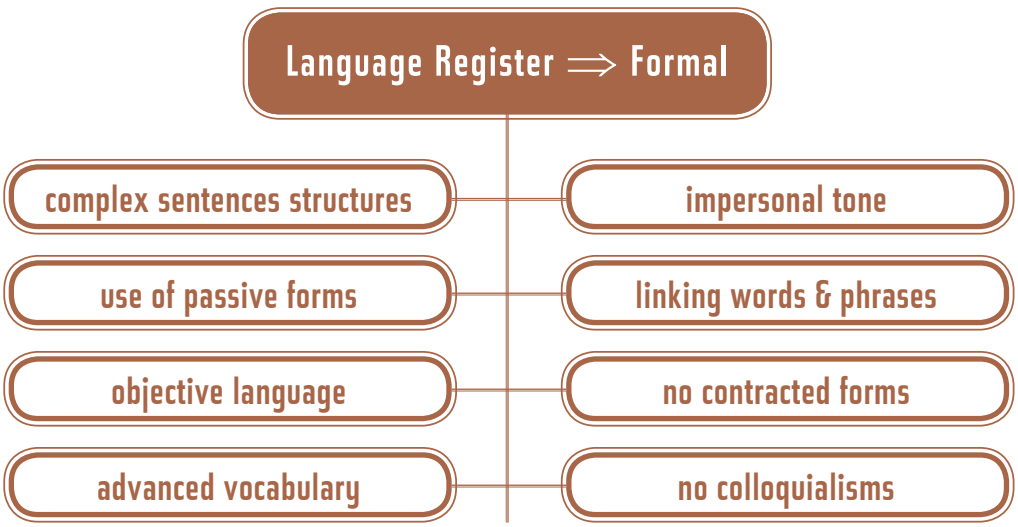
What is a proposal?	A proposal is a **formal** document. This piece of writing outlines suggestions/ solutions you recommend and gives extensive information about your intention, ways to implement your suggestions, and the expected results. The aim of a proposal is to convince the person you submit it to, to make the choice you propose. Therefore, your proposal has to be **persuasive**. You must influence that person's decisions so that they approve your suggestions.

☑ Organizing your essay

PLAN		Proposal
Beginning		⇨ state who the proposal is submitted to ⇨ who submits it ⇨ subject / date
Introduction	paragraph 1	⇨ state purpose and content of the proposal
Main body	paragraph 2	⇨ problem statement ⇨ present each suggestion/solution in a separate paragraph under a heading ⇨ expected outcomes / impact
	paragraph 3	
	paragraph 4	
Conclusion	paragraph 5	⇨ summarise your suggestions

☑ Useful language → linking words/phrases

listing points	first, first of all, secondly, moreover, in addition, also, additionally, besides, apart from that, as well as
making suggestions / solutions	One way of solving the problem…, a good idea would be to…, measures should be taken…, the situation could be improved by…
showing contrast	however, nonetheless, on the other hand, on the contrary …
presenting expected results / outcomes / impact	therefore, as a result, in this case, this means that, consequently, then, this way …

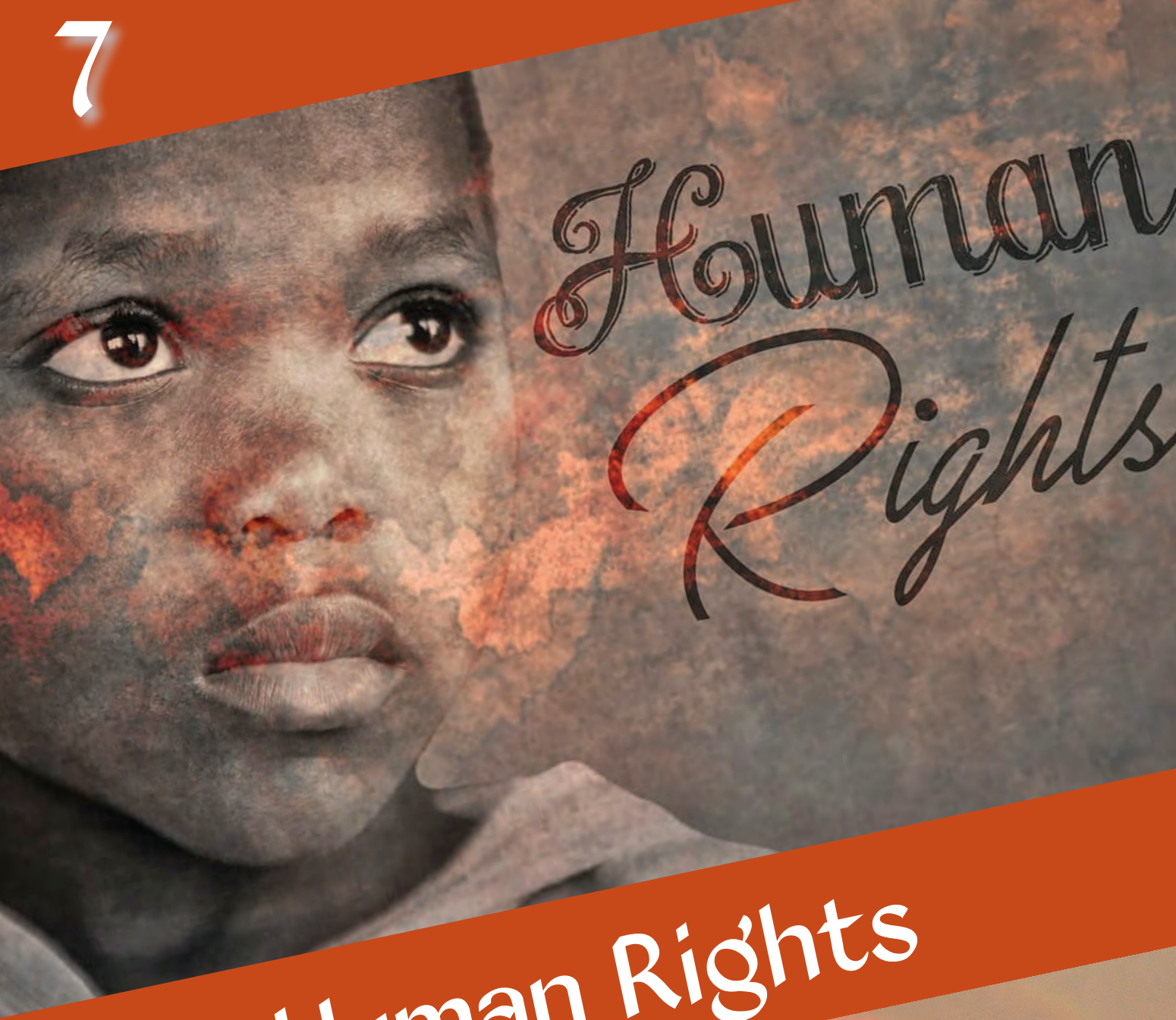


FURTHER **PRACTICE**

- You are eager to perform community service in order to help homeless people. Write a proposal (130-180 words) to the town council suggesting ways to help deal with the problem referring to the expected outcomes.
- The schools in your area are organizing an annual conference event about "Citizenship: a gateway to an inclusive society". Write a speech to be delivered during the conference in order to persuade your classmates to get actively involved in the community.



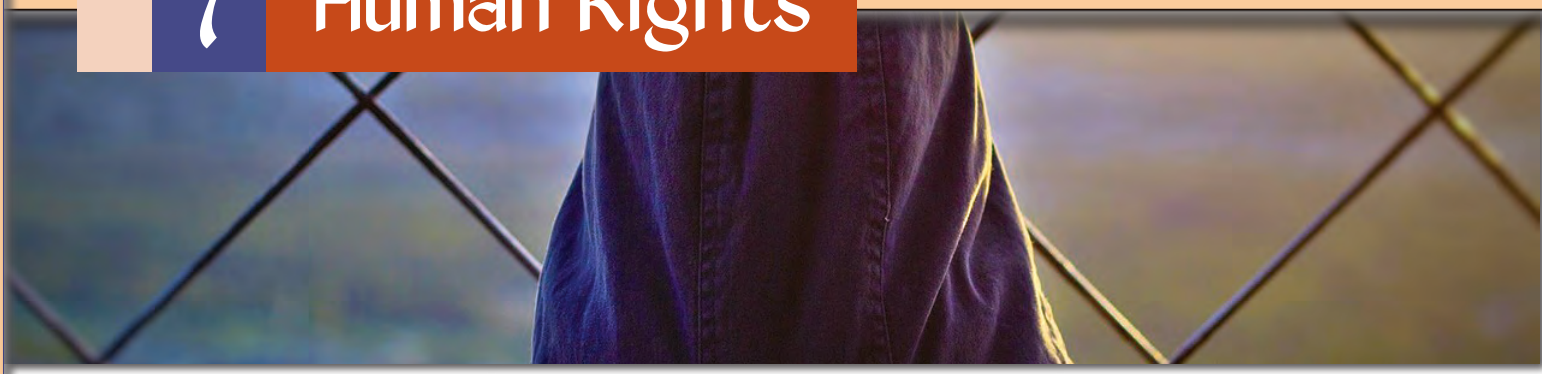
7



Human Rights



7 Human Rights





1. Form groups and share ideas about the following, keeping notes. You will then present your work to the class.



a. What does the dove symbolize?

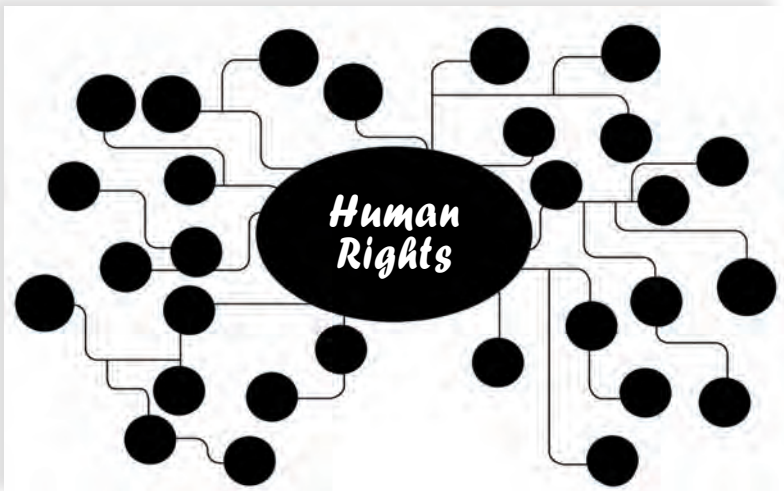
b. Can you think of any other universal symbols?

c. Who do you think has said the following quotes: a president, a philosopher, a teacher? Justify your answer.

- *We have chosen hope over fear, unity of purpose over conflict and discord.*
- *A nation cannot prosper long when it favours only the prosperous.*
- *We reject as false the choice between our safety and our ideals.*

d. What are "human rights"? Which is the milestone document in the history of human rights? Do you know of any agencies which fight for the protection of human rights?

e. Brainstorm concepts related to human rights and put them down in a mind map.



f. How do you feel when people are deprived of their human rights?

2. Read the following text and answer the questions that follow.

A new era of responsibility



(1) On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn-out dogmas, that for far too long have strangled our politics.

(2) We remain a young nation, but in the words of scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness.

(3) In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for less. It has not been the path for the faint-hearted - for those who prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things - some celebrated but more often men and women obscure in their labour, who have carried us up the long, rugged path towards prosperity and freedom. ...

"We have chosen hope over fear, unity of purpose over conflict and discord".

(4) But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions - that time has surely passed. Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America. ...

(5) Now, there are some who question the scale of our ambitions - who suggest that our system cannot tolerate too many big plans. Their memories are short. For they have forgotten what this country has already done; what free

"A nation cannot prosper long when it favours only the prosperous".

men and women can achieve when imagination is joined to common purpose, and necessity to courage. ...

(6) Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends - honesty and hard work, courage and fair play, tolerance and curiosity, loyalty and patriotism - these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths.

"We reject as false the choice between our safety and our ideals".

(7) What is required of us now is a new era of responsibility - a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task.

(8) This is the price and the promise of citizenship. This is the source of our confidence - the knowledge that God calls on us to shape an uncertain destiny. This is the meaning of our liberty and our creed - why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than 60 years ago might not have been served at a local restaurant can now stand before you to take a most sacred oath.

http://obamawhitehouse.archives.gov/blog/2009/01/21/president-barack-obamas-inaugural-address

a. What type of text/genre is it?

b. What is the main point of the text? Do you think it is communicated effectively?

c. What is the main idea presented in each paragraph? Write the paragraph headings in the boxes provided.

Restoring trust	Promoting human rights	Looking to the future
Respecting values and principles	Drawing strength from our common past	Effort for a change
Gift of freedom		Facing serious challenges

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

1.	**What is the speaker's purpose?**	**4.**	**What is the intended effect of the phrase "a new era of responsibility"?**
	a. to convince the audience of his ideals		a. to show the speaker's liability
	b. to assure the audience that they are in safe hands		b. to hold the public responsible for their attitude
	c. to encourage people in difficult conditions		c. to assure people of the government's accountability
2.	**What does the third caption imply?**	**5.**	**"Starting today we must pick ourselves up, dust ourselves off..." is used**
	a. that no dilemma really exists		a. to make a call to action for personal contribution
	b. that respect for human values is of utmost importance		b. to create a sense of unity
	c. that safety is the government's priority		c. to urge people to work hard
3.	**What kind of values does the speaker focus on in the sixth paragraph?**	**6.**	**Why does the speaker use "this is" repeatedly?**
	a. socio-cultural values		a. Because it's a direct way to introduce sentences
	b. spiritual values		b. Because repetition will help people remember his words
	c. material values		c. Because he wants to give emphasis on the importance of his words



4. Go back to the text, underline the following words and, in pairs, try to guess their meaning in the text. Then match them with the definitions (*A-L*). You can also write them on a post-it note and add them on your word wall.





_____	**1.**	celebrated	**A**	hard to understand, not clear
_____	**2.**	grievance	**B**	quarreling and blaming one another
_____	**3.**	recrimination	**C**	well-known, famous
_____	**4.**	discord	**D**	period of historical time
_____	**5.**	obscure	**E**	unwillingly, ungenerously
_____	**6.**	era	**F**	complaint for unjust treatment
_____	**7.**	tolerance	**G**	disagreement between people
_____	**8.**	grudgingly	**H**	willingness to accept behaviour and beliefs that are different from your own
_____	**9.**	seize	**I**	(of land) wild and not even; not easy to travel over
_____	**10.**	rugged	**J**	announce officially or publicly
_____	**11.**	creed	**K**	a set of beliefs that influences the way you live
_____	**12.**	proclaim	**L**	to take something quickly and keep or hold it

5. Complete the sentences with the correct word from the following word list.

♦ *discrimination* ♦ *tolerance* ♦ *grievance* ♦ *institution*
♦ *creed* ♦ *dignity* ♦ *liberty* ♦ *recrimination*

1	Governors should take any _____ relating to employment very seriously.
2	The peace talks broke down and ended in bitter mutual _____.
3	Every citizen deserves a basic measure of self-respect and _____.
4	The laws of our country apply to everyone irrespective of race, _____ or colour.
5	The scandal threatened to undermine the _____ of the Presidency.
6	_____ consists in the power of doing that which is permitted by law.
7	All members of our political party show greater _____ towards opposing views.
8	With the current job situation, age _____ in employment is becoming more common.

6. Students' rights and responsibilities at school: Work in groups and make your own sentences regarding students' rights and responsibilities at school. Arrange these rules in a poster and make a presentation to your classmates. Do not forget to use a catchy title!



7 Human Rights

7. The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages (**http://www.un.org/en/universal-declaration-human-rights/**). Read the text and decide which answer best fits each gap.

United Nations — Universal Declaration of Human Rights

Article 1.
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of 1. _____.

Article 2.
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no 2. _____ shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs. ...

Article 18.
Everyone has the right to freedom of 3. _____, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.
Everyone has the right to freedom of 4. _____ and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be 5. _____. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of 6. _____.

(2) Education shall be directed to the full development of the human personality and to the strengthening of 7. _____ for human rights and fundamental freedoms. It shall promote understanding, 8. _____ and friendship among all nations, 9. _____ or religious groups, and shall further the activities of the United Nations for the maintenance of 10. _____. ...

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such 11. _____ as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general 12. _____ in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

http://www.un.org/en/universal-declaration-human-rights/

1	A	parenthood	B	brotherhood	C	motherhood	D	adulthood
2	A	disparity	B	diversity	C	difference	D	distinction
3	A	thought	B	consideration	C	contemplation	D	thinking
4	A	opinion	B	view	C	estimation	D	judgment
5	A	essential	B	compulsory	C	obligatory	D	enforced
6	A	deserving	B	worthy	C	entitled	D	merit
7	A	reverence	B	appreciation	C	esteem	D	respect
8	A	consent	B	approval	C	acceptance	D	tolerance
9	A	cultural	B	national	C	racial	D	ethnic
10	A	peace	B	harmony	C	coexistence	D	conciliation
11	A	restrictions	B	confines	C	limitations	D	limits
12	A	wellbeing	B	prosperity	C	welfare	D	contentment

8. Martin Luther King Jr. was nominated for the Nobel Peace Prize on 10 December 1964 for his nonviolent campaign against racism. MLK, who adhered to Gandhi's philosophy of nonviolence, began his struggle to persuade the US Government to denounce the policy of racial discrimination and end racial segregation in 1955.

Watch the video of the Acceptance speech. As you watch, take notes on the most important points in the speech. Then do the tasks below.



http://www.nobelprize.org/mediaplayer/index.php?id=1853

a. What is the topic of the talk?
b. What is the main idea of his speech?
c. Give a title to the talk.

9. Work in groups and discuss the following issues.



a. Why did Martin Luther King Jr struggle for the civil rights movement?

b. Did he deserve the Nobel Peace Prize?

c. Do you think that MLK's actions pushed forward the wheels of change? Justify your answer.

d. Do you think that explaining "why" rather than "what" and "how" changed the course of history?

Present your answers to your classmates.

10. Listen to an extract of the Nobel Lecture and then answer the following questions.

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-lecture.html

1.	**According to MLK, when people choose nonviolence**	**4.**	**What is worrying about violence is that ultimately**
	a. they participate in massive protests		a. it destroys the quality of human interaction
	b. do not show their disapproval		b. it has to do with human weakness and aggression
	c. are elevated morally and spiritually		c. it facilitates relationships in a broken community
2.	**What does MLK see as the main benefit of nonviolence?**	**5.**	**What has been the most humiliating thing about violence, in MLK's opinion?**
	a. It is an oasis in the social upheaval		a. People are transformed into masses
	b. People behave according to the values of democracy		b. It requires courage on the part of those exercising it
	c. People are proud of their achievements		c. All participants are actually defeated
3.	**Violence, according to MLK,**	**6.**	**Martin Luther King believes that violence**
	a. results in everlasting harmony in society		a. results in the creation of additional social problems
	b. does not always bring about independence		b. is an end justifying the means
	c. is a moral attitude to solving social problems		c. is the only way to deal with racial injustice

11. Now work in groups and make a poster with words and concepts related to violence and nonviolence. You may use words, symbols, diagrams etc. in order to present your point in the most effective way. Give a title to the poster and present it to your classmates.



12. Draw a mind map with your personal values and ideals based on the knowledge of human rights you have gained, i.e. creed, tolerance, respect etc.



- Rank them according to their importance. Then compare your mind map with those of your classmates'.
- How is it changed compared to the mind map you made in the first section of this unit? What have you learned in relation to the topic?

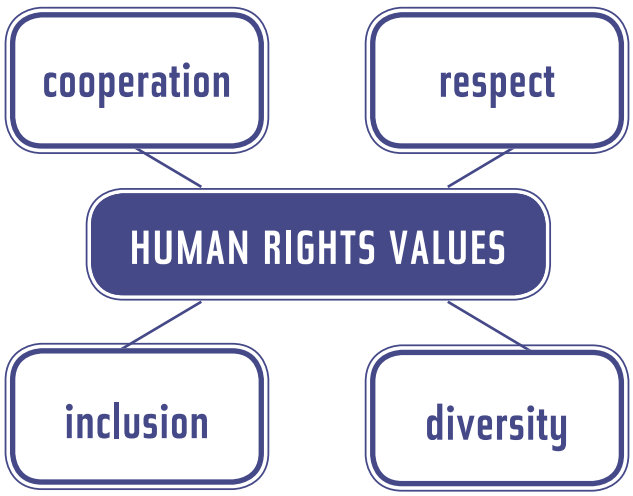
13. Discuss the following topics in groups.

a. Give a definition for each human rights value provided in the diagram.

b. What does each value mean to you in your daily lives? Why are these human rights values important in your school/ among your friends etc?

c. Give concrete examples of abuses of human rights.

d. Propose actions for incorporating these values into your daily lives.



e. Are these your own rights only? What about your responsibilities? How can you contribute to safeguarding other people's rights?

14. Each year on December 10, people all around the world celebrate Human Rights Day. The school committee has decided to honour this day by organising a series of events in your school and has asked you to make a presentation about the following topic, making a poster as well. Discuss the importance of the following issues, taking into consideration the specific area where your school is situated. Work in groups to prepare the presentation.



- Once you have done this, compare your results with those of other groups in the class. How do they differ? Decide what you think are the three most important aims and objectives for a human rights friendly school.

http://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/

15. Discuss the following issues:



a. Do we all have the same rights? Provide examples of some rights that are not always respected. What can be done to eliminate such occasions?

b. Can all nations around the world have a shared language of equality, non-discrimination, inclusion, respect, dignity and participation that is crucial for the goal of achieving a more peaceful and global society?

c. What hinders the achievement of a global culture of human rights?

FURTHER **PRACTICE**

- Read Article 26 of the United Nations Declaration of Human Rights again, which refers to the right to education. Do you know any countries which violate this particular right? Carry out some research regarding girls' education searching for case studies in such countries and present the results, commenting on various aspects of the problem.



8



Book burning, now and then



8 Book burning, now and then

1. What do you know about book burning?

- Have you ever read a book or an article about that?
- Have you ever seen people burning books?
- Why do people burn books? Give some possible reasons/ occasions.



2. Watch an extract from the film "The Book Thief" on YouTube (the book burning scene) and talk about the feelings aroused.







3. In pairs, do the following task: one of you reads the following text about the film and the other one reads the text about the book. When you are ready, complete the tables together, combining information from the texts you have read. Partners report to class.

The Book Thief (2013)

The Book Thief is a 2013 World War II drama film directed by Brian Percival, starring Geoffrey Rush, Emily Watson, and Sophie Nélisse. The film is based on the 2005 novel The Book Thief by Markus Zusak and adapted by Michael Petroni. The film is about a young girl living with her adoptive German family during the Nazi era. Taught to read by her kind-hearted foster father, the girl begins "borrowing" books and sharing them with the Jewish refugee being sheltered by her foster parents in their home. The film features a musical score by Oscar-winning composer John Williams.

Plot

In February 1938, a voice representing Death tells about how the young Liesel Meminger has piqued his interest. In one of the opening scenes, Liesel is travelling with her mother and younger brother on a train. On the way, her brother dies and is buried next to the tracks. Liesel steals her first book, titled The Grave Digger's Handbook, when it falls out of the gravedigger's pocket. Liesel is then brought to her new home in Munich, where she meets her new foster parents Rosa Hubermann and Hans Hubermann. Rudy Steiner, a boy who lives next door, accompanies her on her first day of school. When the teacher asks Liesel to write her name on the chalkboard, she is only able to write three Xs, revealing to her classmates that she is unable to write. She is taunted by her schoolmates who chant "dummkopf" ("dunce") at her. One of the boys, Franz Deutscher, challenges her to read just one word to which Liesel responds by beating him up. She impresses Rudy, and they become fast friends. When Hans, her foster father, realizes that Liesel cannot read, he begins to teach her, using the book that she took from the graveside, and a giant chalkboard. Liesel becomes captivated with reading anything she can.

Liesel and Rudy become members of the Hitler Youth movement. While at a Nazi book burning ceremony, Liesel and Rudy are harassed into throwing books onto the bonfire by Franz, but Liesel is upset to see the books being burned. When the bonfire ends and everyone leaves, Liesel is still there and she grabs a book that has not been burned. She is seen by Ilsa Hermann, wife of the Burgermeister (mayor). When Rosa asks Liesel to take the laundry to the mayor's spacious, gated house, she realizes that the woman who saw her taking the book is the mayor's wife. Much to her surprise, Ilsa takes her into their library and tells Liesel she can come by anytime and read as much as she'd like. One day Liesel is found reading by the mayor who not

8 Book burning, now and then

only puts a stop to her visits but dismisses Rosa as their laundress.



During "Kristallnacht" (Night of Broken Glass), Max Vandenburg and his mother, who are Jewish, are told by friend that only one of them can escape, and Max's mother forces him to go. Max's father had saved Hans' life in World War I, and hence he goes to the Hubermanns' house where Rosa and Hans give him shelter. Max initially stays in Liesel's room while recovering from his trip, and they begin to become friends over their mutual hatred of Hitler. World War II begins, initially making most of the children in Liesel's neighbourhood very happy. Max is moved to the basement so that he can move around more, but it is cold and Max becomes dangerously ill. Liesel helps Max recover by reading to him books "borrowed" from the mayor's library with every spare moment.

One day while "borrowing" a book from the mayor's home, Liesel is followed by Rudy. He discovers the secret of Max, whose name he reads on a journal Max gave to Liesel for Christmas. Rudy guesses that her family is hiding someone, and he swears to never tell anyone. Franz overhears Rudy's last words of keeping it a secret and violently pushes Rudy to reveal the secret. Rudy throws the journal into the river to keep it away from Franz. After Franz leaves, Rudy plunges into the icy river to rescue the journal, and Liesel realizes that she can truly trust him. Soon, a local party member comes by to check the Hubermanns' basement, and they have to hide Max.

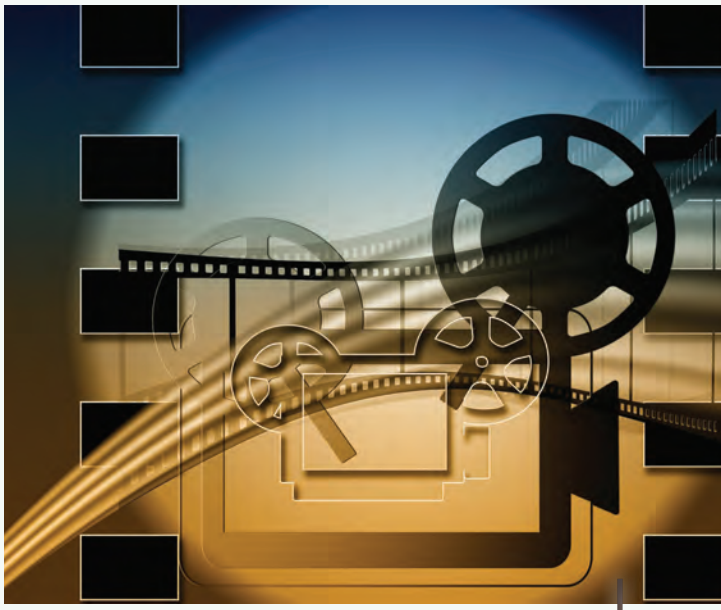
While working, Hans sees a neighbour and friend named Lehman being taken away by the police because he is a Jew. Hans tries to intervene, telling the officer that Lehman is a good man, but Hans's name is taken by the soldiers and he is thrown to the ground. Hans realizes what a mistake he has made, since this has made his family visible. He tells the family, and Max realises he must leave in order to protect them. Hans then receives a telegram that he has been conscripted into the army and must leave immediately.

On the way home from school, Liesel believes she has seen Max in a line of Jews being forcibly marched through town, and she begins screaming his name, running through the line. She is thrown to the sidewalk twice by German soldiers and finally relents when Rosa picks her up and takes her home.

Hans returns home after being injured, and the family is reunited only for a short time. One night the city is bombed by accident, and the air raid sirens fail to go off. Hans, Rosa, and Rudy's family are killed in the blast. Liesel was spared from the bombing because she fell asleep in the basement while writing in the journal given to her by Max. She sees her foster family on the ground, dead, she cries and hugs them. Neighbours bring Rudy out of his house, barely alive. He begins to tell Liesel that he loves her, but he dies before he can finish the sentence. During this scene, Death is heard speaking again about how he received the souls of the dead. Liesel passes out, and one of the soldiers carries her to a stretcher. When she wakes up, she sees a book among the rubble and picks it up. She then sees the mayor and Ilsa drive up.

With Ilsa being the only friend she has left, Liesel runs up to her and hugs her.

Two years later, after Germany has fallen to the Allies, Liesel is working in the tailor shop owned by Rudy's father. Max enters. Overjoyed by his survival and return, she runs to hug him. The final scene is Death speaking again about Liesel's life and her death at the age of 90, mentioning her husband, children, and grandchildren, as we look over her modern day Manhattan Upper East Side apartment with pictures of her past and a portrait of her, upon which the camera lingers. The narrator does not state whom she married but implies that she became a writer.



http://en.wikipedia.org/wiki/The_Book_Thief_(film) (adapted text)



The Book Thief is a 2005 historical novel by Australian author Markus Zusak and is his most popular work. Published in 2005, The Book Thief became an international bestseller and was translated into several languages. It was adapted into a 2013 feature film of the same name.

Plot

After the death of Liesel's young brother on a train to Molching, Liesel arrives at the home of her new foster parents, Hans and Rosa Hubermann, distraught and withdrawn. During her time there, she is exposed to the horrors of the Nazi regime, caught between the innocence of childhood and the maturity demanded by her destructive surroundings. As the political situation in Germany deteriorates, her foster parents harbor a Jewish fist fighter named Max Vandenburg. Hans, who has developed a close relationship with Liesel, teaches her to read, first in her bedroom, then in the basement. Recognizing the power of writing and sharing the written word, Liesel not only begins to steal books that the Nazi party is looking to destroy, but also writes her own story, and shares the power of language with Max.

Characters

Liesel Meminger. The protagonist of the story is an adopted girl on the verge of adolescence, with blonde hair that is "a close enough brand of German blonde" and a "smile that is starving" when she shows it. Her eyes, however, are

brown. She is fostered by the Hubermanns after her biological father "abandons" their family, her brother dies, and her mother is forced to send her to a foster home due to her political belief (communism), which is forbidden at the time. Liesel is the "book thief" referred to in the title. Liesel is fascinated by the power of words, as shown in the quotation, "I have hated the words and I have loved them." She steals books from snow, fire, and the mayor's wife.

Hans Hubermann (Papa). Liesel's foster father and husband of Rosa, Hans is a former German soldier during World War I, accordion player, and painter. He develops a close and loving relationship with Liesel, and becomes a main source of strength and support for her throughout the novel. He, like Liesel, doesn't have much experience with reading. Together, the two help each other with reading and write all the words they learn on a wall in the basement with his cans of white paint. He helps Max because Max's father helped him in the past.

Rosa Hubermann (Mama). Liesel's sharp-tongued, often abrasive, foster mother, she has a "wardrobe" build and a displeased face, brown-grey tightly-cinched hair often tied up in a bun, and "chlorinated" eyes. Despite her temper, she is a loving wife to Hans and mother to Liesel. To supplement the household income, she does washing and ironing for five of the wealthier households in Molching.

Rudy Steiner. Liesel's neighbour, Rudy, has bony legs, blue eyes, lemon-colored hair and a penchant for getting in the middle of situations when he shouldn't. Despite having the appearance of an archetypal German, he does not directly support the Nazis. As a member of a relatively poor household with six children, Rudy is habitually hungry. He is known throughout the neighbourhood because of the "Jesse Owens incident", in which he colored himself black with coal one night and ran one hundred meters at the local sports field. He is academically and athletically gifted, which attracts the attention of Nazi Party officials, leading to an attempted recruitment. His lack of support for the Nazi party becomes problematic as the story progresses. Rudy becomes Liesel's best friend, and eventually falls in love with her, always trying to get a kiss out of her...

Max Vandenburg. A Jewish fist-fighter who takes refuge from the Nazi regime in the Hubermann's basement. He is the son of a WWI German soldier who fought alongside Hans Hubermann, and the two developed a close friendship during the war. He has brown, feather-like hair and swampy brown eyes. During the Nazi reign of terror, Hans agrees to shelter Max and hide him from the Nazi party. During his stay at the Hubermanns' house, Max befriends Liesel, because of their shared affinity for words. He writes two books for her and presents her with a sketchbook that contains his life story, which helps Liesel to develop as a writer and reader, which, in turn, saves her life from the bombs.

Ilsa Hermann. The wife of the mayor of Molching who employs Rosa Hubermann. She entered depression after the death of her only son in the Great War. Ilsa allows Liesel to visit and read books in her personal library. She also gives Liesel a little black book, which leads Liesel to write her own story, "The Book Thief".

Werner Meminger. Liesel's little brother, who died suddenly on the train with his mother, while being transported to their foster parents.

Liesel's Mother. Liesel's mother is only mentioned in the story a few times. Liesel's father was taken away by the Nazi's prior to the novel starting because he was a Communist, and the reasons her mother – Paula Meminger – was taking both her children to foster care was to save them from Nazi persecution. Liesel's mother met the same fate as her father, but Liesel eventually realizes her mother gave her away to protect her.

http://en.wikipedia.org/wiki/The_Book_Thief (adapted text)



http://hipwallpaper.com/the-book-thief-backgrounds/

	The story
Broader message of the novel/film	
Point of view: who narrates the story? Is it a good choice? What is the implication?	
Context of the story: setting / place - time period	
Basic characters of the story (name, appearance, personality, significance)	
Significant events / actions in the plot	
Basic ideas conveyed	
Conflict - opposition displayed	
Your personal reaction to the story - feelings	

	Character analysis
Name *(choose one of the characters)*	
Appearance/ physical attributes	
Personality traits	
Background	
▪ Conflicts he/she experiences ▪ Struggles he/she encounters ▪ How he/she overcomes them	
Actions / behaviours	
Motivation: ▪ reasons for acting the way he/she acts - for making the choices he/she makes ▪ how they act (wisely - impulsively - ethically etc)	
Relationships with other characters	
Significance of role in the story	

8 Book burning, now and then

4. Form groups and discuss about the following issues. Then report to the class.



- Which perspective did you like most - the book's or the film's? Why?
- Which description did you find more complete? Why?
- What are the main differences between the two perspectives? Which aspects does each perspective focus on and why?
- Why do you think Death is used as the narrator of the story?
- "Reading" has a central role in the story. What do you think its connotation is? What does it symbolise? Note down at least three words to show what "reading" symbolises in the context of the story.



5. Read the following text and discuss about it in class. Does it support the views and conclusions shared in the previous activities?

Themes in the story

Mortality. The book is introduced by the character/narrator Death, which underlines that mortality is very present in the lives of each character. Throughout the novel, the deaths of prominent characters reaffirm the presence of mortality. Because the novel takes place during World War II, death and genocide are nearly omnipresent in the novel.

Death is presented in a manner that is less distant and threatening. Because Death narrates and explains the reasons behind each character's destruction, as well as explains how he feels that he must take the life of each character, Death is given a sense of care rather than fear. At one point, Death states "even death has a heart," which reaffirms that there is a care present in the concept of death and dying.

Language, reading and writing. These three things act as symbols of freedom and expression throughout the story. As symbolic elements, they provide liberation and identity to the characters who are able to wield their power. They also provide a framework for Liesel's coming of age. In the beginning of the novel, she obtains a book at her brother's funeral, one that she is unable to read. As the story progresses, she slowly learns how to read and write because of the tutelage of her foster father Hans. At the end of the story, her character arc is heavily defined by her ability to read and write. The development of her literacy mirrors her physical growth and strength developing over the course of the story.

Language, reading, and writing also serve as social markers. The wealthy citizens in the story are often portrayed as owning their own libraries and being literate, while the poor characters are illiterate and do not own any books.

The Nazi burning of books is also represented in the novel. Symbolically, Liesel's continuous rescue of the books the Nazis burn represents her reclaiming freedom and fight against being controlled by the Nazis.

Love. In the midst of the damage that war, death, and loss have caused Liesel and the other characters in the book, love is seen as an agent of change and freedom. Liesel overcomes her traumas by learning to love and be loved by her foster family and her friends. In the beginning of the novel, Liesel is traumatized not only by the death of her brother and her separation from her only family, but also as a result of the larger issues regarding war-torn Germany and the destruction by the Nazi party. As Liesel's foster father Hans develops a relationship with her, healing and growth are a direct result. This pattern is reflected in the relational dynamic between the Hubermann family and Max. In the midst of governmental policies that reflect on who is worthy of love and acceptance, the Hubermanns' relationship with Max defies the Nazi regime. Further, the love that Max and Liesel develop through their friendship creates a strong contrast to the hate that is the backdrop of the story.

The theme of love also intertwines with the themes of identity and language/reading because all of these themes have the purpose of providing freedom and power in the midst of chaos and control.

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

8 Book burning, now and then

6. Watch again the extract from the film "The Book Thief" on YouTube (the book burning scene). Compare the book burning scene with the corresponding chapter of the book below.

a. How different/ similar are they?

b. How effective is the screen adaptation of this part of the book?

c. Do you possibly feel that something is missing?

100 PERCENT PURE GERMAN SWEAT

"Shouldn't you be getting ready, Liesel?" Don't you have a bonfire to go to?"

"Yes, Papa."

The book thief went and changed into her Hitler Youth uniform, and half an hour later, they left, walking to the BDM headquarters. From there, the children would be taken to the town square in their groups.

Speeches would be made.

A fire would be lit.

A book would be stolen.

* * *

People lined the streets as the youth of Germany marched toward the town hall and the square. On quite a few occasions Liesel forgot about her mother and any other problem of which she currently held ownership. There was a swell in her chest as the people clapped them on. Some kids waved to their parents, but only briefly—it was an explicit instruction that they march straight and don't look or wave to the crowd.

When Rudy's group came into the square and was instructed to halt, there was a discrepancy. Tommy Müller. The rest of the regiment stopped marching and Tommy plowed directly into the boy in front of him.



"Dummkopf!" the boy spat before turning around.

"I' m sorry," said Tommy, arms held apologetically out. His face tripped over itself. "I couldn't hear."

It was only a small moment, but it was also a preview of troubles to come. For Tommy. For Rudy.

At the end of the marching, the Hitler Youth divisions were allowed to disperse. It would have been near impossible to keep them all together as the bonfire burned in their eyes and excited them. Together, they cried one united "heil Hitler" and were free to wander. Liesel looked for Rudy, but once the crowd of children scattered, she was caught inside a mess of uniforms and high-pitched words. Kids calling out to other kids.

By four-thirty, the air had cooled considerably.

People joked that they needed warming up. "That's all this trash is good for anyway."

Carts were used to wheel it all in. It was dumped in the middle of the town square and dowsed with something sweet. Books and paper and other material would slide or tumble down, only to be thrown back onto the pile. From further away, it looked like something volcanic. Or something grotesque and alien that had somehow landed miraculously in the middle of town and needed to be snuffed out, and fast.

The applied smell leaned toward the crowd, who were kept at a good distance. There were well in excess of a thousand people, on the ground, on the town hall steps, on the rooftops that surrounded the square.

When Liesel tried to make her way through, a crackling sound prompted her to think that the fire had already begun. It hadn't. The sound was kinetic humans, flowing, charging up.

They've started without me!

Although something inside told her that this was a crime—after all, her three books were the most precious items she owned—she was compelled to see the thing lit. She couldn't help it. I guess humans like to watch a little destruction. Sand castles, houses of cards, that's where they begin. Their great skill is their capacity to escalate.

The thought of missing it was eased when she found a gap in the bodies and was able to see the mound of guilt, still intact. It was prodded and splashed, even spat on. It reminded her of an unpopular child, forlorn and bewildered, powerless to alter its fate. No one liked it. Head down. Hands in pockets. Forever. Amen.

Bits and pieces continued falling to its sides as Liesel hunted for Rudy. Where is that Saukerl?

When she looked up, the sky was crouching.

A horizon of Nazi flags and uniforms rose upward, crippling her view every time she attempted to see over a smaller child's head. It was pointless. The crowd was itself. There was no swaying it, squeezing through, or reasoning with it. You breathed with it and you sang its songs. You waited for its fire.

Silence was requested by a man on a podium. His uniform was shiny brown. The iron was practically still on it. The silence began.

His first words: "Heil Hitler!"

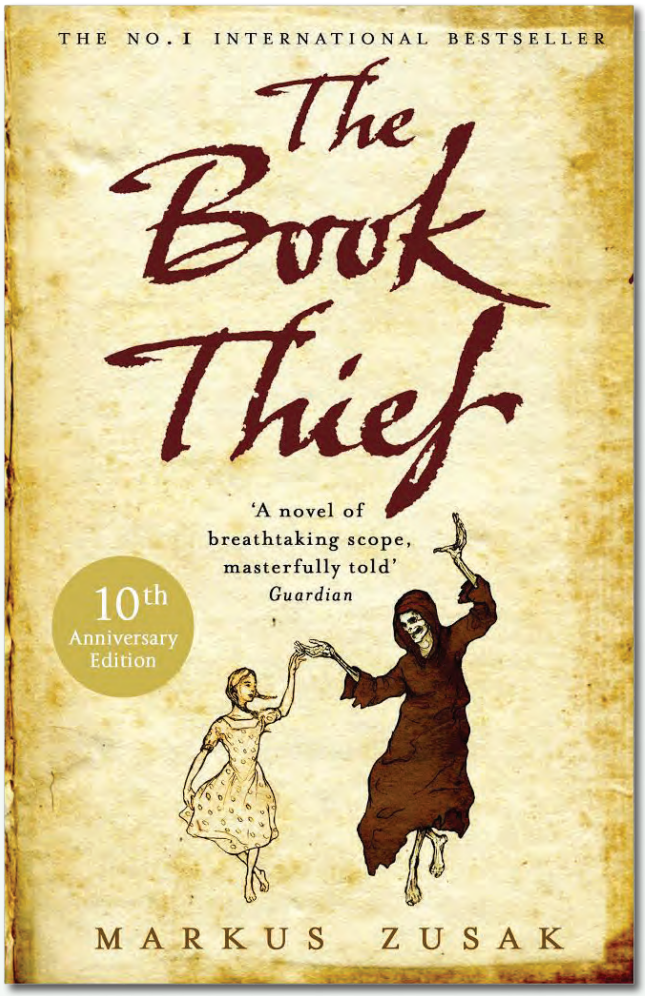
His first action: the salute to the Führer.

"Today is a beautiful day," he continued. "Not only is it our great leader's birthday—but we also stop our enemies once again. We stop them reaching into our minds..."

Liesel still attempted to fight her way through.

"We put an end to the disease that has been spread through Germany for the last twenty years, if not more!" He was performing now what is called a Schreierei—a consummate exhibition of passionate shouting—warning the

8 Book burning, now and then



crowd to be watchful, to be vigilant, to seek out and destroy the evil machinations plotting to infect the mother-land with its deplorable ways. "The immoral! The Kommunisten !" That word again. That old word. Dark rooms. Suit-wearing men. "Die Juden—the Jews!"

Halfway through the speech, Liesel surrendered. As the word communist seized her, the remainder of the Nazi recital swept by, either side, lost somewhere in the German feet around her. Waterfalls of words. A girl treading water. She thought it again. Kommunisten.

Up until now, at the BDM, they had been told that Germany was the superior race, but no one else in particularhad been mentioned. Of course, everyone knew about the Jews, as they were the main offenderin regard to violating the German ideal. Not once, however, had the communists been mentioned until today, regardless of the fact that people of such political creed were also to be punished.

She had to get out.

In front of her, a head with parted blond hair and pigtails sat absolutely still on its shoulders. Staring into it, Liesel revisited those dark rooms of her past and her mother answering questions made up of one word.

She saw it all so clearly.

Her starving mother, her missing father. Kommunisten.

Her dead brother.

"And now we say goodbye to this trash, this poison."

Just before Liesel Meminger pivoted with nausea to exit the crowd, the shiny, brown-shirted creature walked from the podium. He received a torch from an accomplice and lit the mound, which dwarfed him in all its culpability. " Heil Hitler!"

The audience: "Heil Hitler!"

A collection of men walked from a platform and surrounded the heap, igniting it, much to the approval of everyone. Voices climbed over shoulders and the smell of pure German sweat struggled at first, then poured out. It rounded corner after corner, till they were all swimming in it. The words, the sweat. And smiling. Let's not forget the smiling.

Many jocular comments followed, as did another onslaught of "heil Hitlering." You know, it actually makes me wonder if anyone ever lost an eye or injured a hand or wrist with all of that. You'd only need to be facing the wrong way at the wrong time or stand marginally too

close to another person. Perhaps people did get injured. Personally, I can only tell you that no one died from it, or at least, not physically. There was, of course, the matter of forty million people I picked up by the time the whole thing was finished, but that's getting all metaphoric. Allow me to return us to the fire.

The orange flames waved at the crowd as paper and print dissolved inside them. Burning words were torn from their sentences.

On the other side, beyond the blurry heat, it was possible to see the brownshirts and swastikas joining hands. You didn't see people. Only uniforms and signs.

Birds above did laps.

They circled, somehow attracted to the glow—until they came too close to the heat. Or was it the humans? Certainly, the heat was nothing.

In her attempt to escape, a voice found her.

"Liesel!"

It made its way through and she recognized it. It was not Rudy, but she knew that voice.

She twisted free and found the face attached to it. Oh, no. Ludwig Schmeikl. He did not, as she expected, sneer or joke or make any conversation at all. All he was able to do was pull her toward him and motion to his ankle. It had been crushed among the excitement and was bleeding dark and ominous through his sock. His face wore a helpless expression beneath his tangled blond hair. An animal. Not a deer in lights. Nothing so typical or specific. He was just an animal, hurt among the melee of its own kind, soon to be trampled by it.

Somehow, she helped him up and dragged him toward the back. Fresh air.

They staggered to the steps at the side of the church. There was some room there and they rested, both relieved.

Breath collapsed from Schmeikl's mouth. It slipped down, over his throat. He managed to speak. Sitting down, he held his ankle and found Liesel Meminger's face. "Thanks," he said, to her mouth rather than her eyes. More slabs of breath. "And . . ." They both watched images of school-yard antics, followed by a school-yard beating. "I'm sorry—for, you know."

Liesel heard it again.

Kommunisten.

She chose, however, to focus on Ludwig Schmeikl. "Me too."

They both concentrated on breathing then, for there was nothing more to do or say. Their business had come to an end.

The blood enlarged on Ludwig Schmeikl's ankle.

A single word leaned against the girl.

To their left, flames and burning books were cheered like heroes.

She remained on the steps, waiting for Papa, watching the stray ash and the corpse of collected books. Everything was sad. Orange and red embers looked like rejected candy, and most of the crowd had vanished. She'd seen Frau Diller leave (very satisfied) and Pfiffikus (white hair, a Nazi uniform, the same dilapidated shoes, and a triumphant whistle). Now there was nothing but cleaning up, and soon, no one would even imagine it had happened.

But you could smell it.



An extract from the book The Book Thief by Markus Zusak. London: Transworld Publishers, 2007, pp. 113-120
Film poster: http://www.imdb.com **Book cover: http://**www.amazon.com

8 Book burning, now and then

7. Did you know that book burnings took place in Greece, too? Read the extract from the novel *Wildcat Under Glass*, by Greek author Alki Zei, that talks about book burning during the dictatorship of Ioannis Metaxas. You may also watch an extract from the television adaptation of Alki Zei's novel (TV series directed by Petros Lykas and produced by ET-1 in 1990 - **http://archive.ert.gr/66831/** 8th episode: **9:40 - 18:30**)



http://www.auth.gr/news/articles/17710

a. Compare the two burnings as depicted in Zei's novel and Percival's film.

b. Describe the heroes' feelings and discuss the ways the novel and the film present the book burning ritual.

Alki Zei, "The Harmful Books"

The Harmful Books, Myrto's Stiff Neck and the Silliness of Silliness

Grandfather was perfectly right when he said that all we ever had was holidays. One day, not long after that, we had sat through only two classes, when, at recess, Mr Karanasis made us gather in the schoolyard and told us to form a line.

"You will not be going to your classrooms", he announced. "Instead, I am going to take you to the town square where the entire school will learn a great and important lesson".

"Do you think he's going to take us on one of those 'Know-your-Community' walks?" I asked Alexis.

"Something else is going on", he answered. "The upper classes are going too. They're too big for that."

When we reached the square, everything was very confusing. Right in the middle, just where the column stood with the marble lion on it, a huge bonfire was blazing. A little beyond it, on a platform, stood the Mayor, Amstradam Pikipikiram, Pipitsa's father and the Bishop in his vestments. People stood all around the bonfire, mostly children in groups from the schools. We couldn't figure out what was going on.

Soon two men arrived lugging enormous sacks on their shoulders. They shoved people aside to get through. When they got close to the fire, they emptied their sacks onto it. It was books!

"What are they doing?" Alexis asked a boy who was standing next to us.

"They are burning the harmful books", he told us.

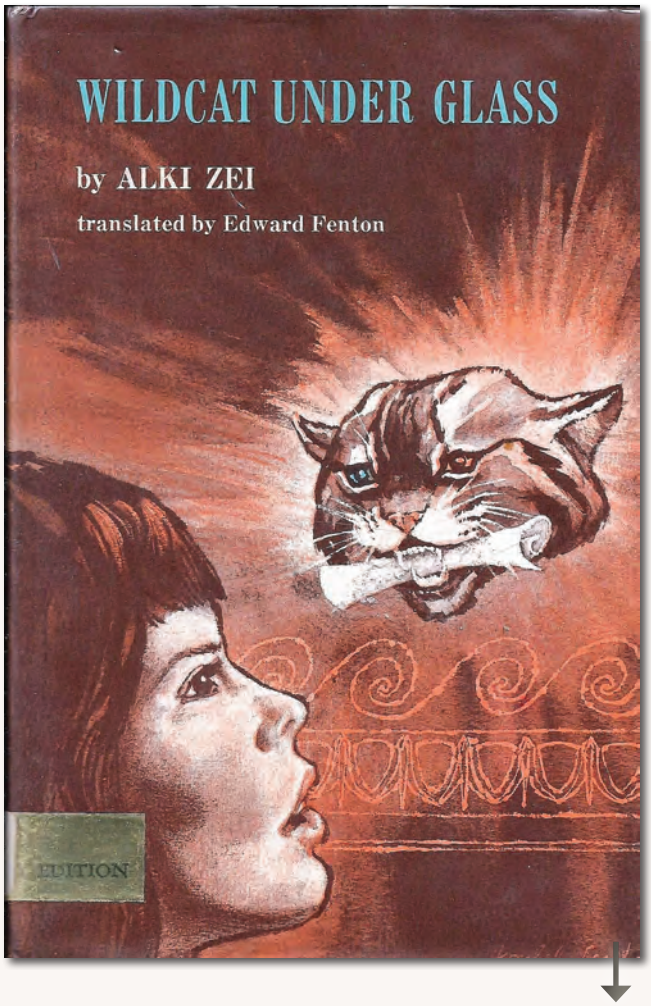
"Let's go nearer and watch", Alexis said.

Mr Karanasis climbed up onto the platform and started to deliver a lecture. He talked about the harmful and dreadful books that poison the soul and make man criminal.

We wriggled through the crowd and got close to the bonfire. You would have thought it was St. John's Eve, when the children light bonfires to burn the May Day wreaths and jump over them. The children from the upper classes were taking running leaps now. It was curious how the books burned. At first, when the pages caught fire, the book opened as through some invisible hand had touched it. Then, as it burned, it looked like a flower closing its petals. Soon the fire died down and the primary-school children could jump over it.

But the men reappeared with their sacks and emptied them. The flames rose higher and higher. The children shrieked. Hoopla! Who can leap highest? At the moment, while a sack was being dumped out,, some of the books landed right at our feet. I started to kick one of them toward the fire. And then I stopped. I had seen that book somewhere before. It had a black binding with gold letters on the cover. I flipped the cover open with the toe of my shoe and then I was sure. It was one of Grand – father's Ancients. Grandfather had written his signature in purple ink in all his books. I knew it at once, thick and broad, on the flyleaf. Grandfather never let anybody touch his books. How had his Ancient gotten here, ready to fall into the fire? I stopped and picked it up. For a moment I held it in my hand.

"Well, throw it!" Alexis whispered to me. He grabbed the book from my grasp and flung it into the fire. "Can't you see they're watching you?"



The cover of the 1968 edition of the English Translation of Alki Zei's book (published by Holt, Rinehart and Winston)

I grew confused. From the platform, Mr Karanasis and Pikipikiram were looking in my direction and saying something. I glanced around me. I could see children yelling and even grown-ups, too and leaping over the fire. Most of the people, however, just stood there silently, their lips pressed together. I scanned their faces one by one certain that I would find a man with his hat brim pulled down so that it nearly hid his eyes and with a thick mustache, like a brush.

Then, without even knowing why I was doing it, I started to push my way past the other children in order to back out of the ever-

tightening circle which was drawing Alexis and me, standing in the front row as we were, ever closer to the bonfire. Alexis was behind me. We stood a little way beyond the crowd and caught our breath. In the air above our heads bits of charred paper flew about like bats.

"You should have seen the look Mr Karanasis gave you when you bent over to pick up that book!" Alexis said.

When the fire went out and they didn't have any more books to throw on it, the crowd began to break up. Mr Karanasis said that it was too late for us to go back to school and dismissed us. Alexis and I set off for home, I don't know why, but I had not yet told him that the book I had stopped to pick up was one of Grandfather's Ancients. When we were out of the square, I noticed Grandfather standing near the wall of a house. Alexis' father stood beside him. They did not know each other. They stood almost back to back, not speaking. Grandfather was poking with his cane at the burned paper which filled the street and the sidewalk. Alexis and I ran toward them.

"Grandfather, one of your Ancients got into the fire!" I said.

Grandfather nodded his head. "I know".

Alexis' father turned around in surprise.

"Well, Melissa, introduce me to your grandfather".

"Grandfather, this is Alexis' father ---"

The two of them were shaking hands even before I could finish.

"Did they take some of your books?" Alexis' father asked in a low voice.

"They came this morning with their sacks", my grandfather replied.

Glancing around him, Alexis' father said, "They took my manuscripts as well".

[...]

When we returned home, Grandfather took me into his study. On the shelves the empty holes gaped where the missing books had stood.

"What you saw today, Melissa, is something you must never forget as long as you live. And after I am dead I want the places where the books were, to remain empty, just to remind you".

That's what my grandfather said. And for the first time in my life, from the time I was born, I suppose, I saw him sit with his back hunched and not straight up, as he always had.

Adapted extract from the novel *Wildcat Under Glass*, translated by Edward Fenton (pp. 138-143, 1968 edition, published in New York by Holt, Rinehart and Winston).

8. Read the following text about the "Book Burning Memorial" which is located in Berlin. You can also watch the documentary "Monument Walk Berlin, Book Burning Memorial" on YouTube (with english subtitles).

Before you read or watch, look at the pictures below and discuss:

- What do you think the impact of such a memorial on visitors is?
- Looking at the photo of students burning books in 1933 (on page 135), what do you think the impact of this ritual on German citizens of the time was?
- What do you think the reactions of the burnt books' authors were?
- Do you think it is worth building a monument for "book burning"?

The "sunken library"

When you stroll across Bebelplatz in Berlin's Mitte district, you often come across people staring at the same spot on the ground. When you get closer, you see a glass plate set in the paving stones, and below it an underground room with empty bookshelves.

The memorial shows what is missing. Underground, almost out of sight, no books, empty white shelves, directly under Bebelplatz. What was lost and burnt were the books by those who the Nazis ostracized and persecuted, who had to leave the country and whose stories were no longer allowed to be told.

In the middle of this square on 10 May 1933, Nazi students burnt the works of hundreds of independent authors, journalists, philosophers and academics.

The Memorial

The memorial entitled "Library" is located between the State Opera, St Hedwig's Cathedral and buildings of the Humboldt University. It was designed by Israeli artist Micha Ullman.



The sunken library by night.

http://www.memorialmuseums.org/eng/staettens/view/1417/Book-Burning-Memorial#

The initiative to build a memorial to the book burnings came about in the Berlin Senate shortly after German reunification. It consists of a two-by-two metre large space below ground level on Bebelplatz, which can be viewed through a glass top. The walls are painted white, while empty book shelves symbolise the cultural loss caused by the National Socialist dictatorship. Symbolically, the underground

8 Book burning, now and then

bookshelves have space for around 20,000 books, as a reminder of the 20,000 books that went up in flames here on 10 May 1933 at the behest of the Nazis. The library memorial was unveiled on 20 March 1995.

Two bronze plates also set in the ground contain information and an inscription with the warning:

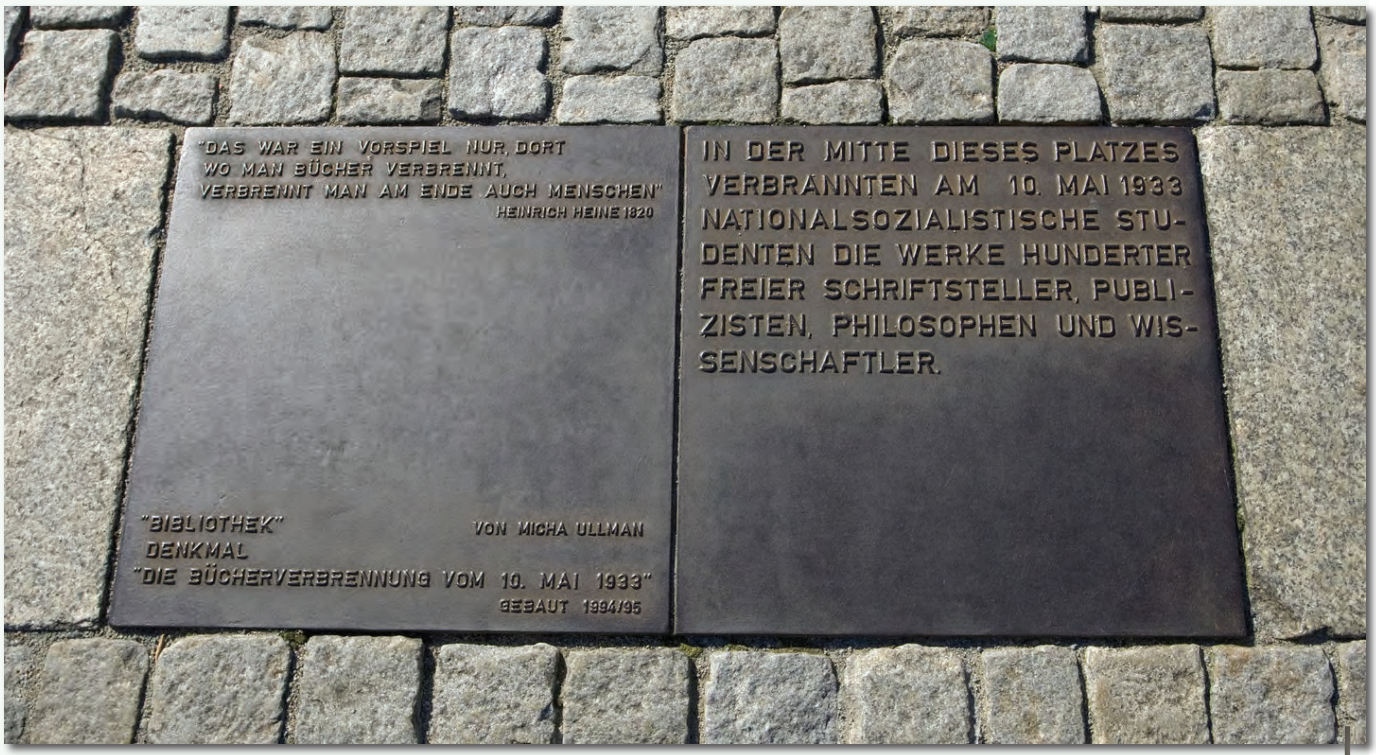
That was but a prelude;
where they burn books,
they will ultimately burn people as well.

Heinrich Heine, 1820



Visitors at the Book Burning Memorial.

http://www.memorialmuseums.org/eng/staettens/view/1417/Book-Burning-Memorial#



Heinrich Heine's quotation at the memorial.

http://www.visitberlin.de/en/book-burning-memorial-bebelplatz

The book burning

The book burning was organized by the German Student Association (Deutsche Studentenschaft, DSt), an association of all student councils at German universities. From 1931 on, the German Student Association was increasingly under the influence of the National Socialist German Students' Association (Nationalsozialistischer Deutscher Studentenbund, NSDStB) and the NSDAP. The book burning of May 10, 1933, was



Berlin, 1933, Students during the book burning on Opernplatz, Bundesarchiv, Bild 102-14598, k.A.

http://www.memorialmuseums.org/eng/staettens/view/1417/Book-Burning-Memorial#

the peak of the "Action against the Un-German Spirit", which began on April 12, 1933. In flyers and in the press the students called for purging German writing of the "Jewish subversive spirit" and demanded of their colleagues that they denounce "inept" university teachers and students as well as "cleanse" university and institute libraries of the pilloried literature. The high point and finale of the action was the book burning, which simultaneously took place in 22 German university cities. A torchlight procession passed through Berlin on the evening of May 10, leading from the student house in Oranienburger Straße to Opernplatz, on which a large pile of wood had been set up. Joseph Goebbels, Reich Minister of Public Enlightenment and Propaganda, gave a fiery speech to the crowd on Opernplatz. Similar ceremonies took place in other cities – following a "fire oath", the students threw books onto the bonfire reciting the respective author's name. The works of Karl Marx, Sigmund Freud, Heinrich Mann, Erich Maria Remarque, Kurt Tucholsky, Anna Seghers, Alfred Döblin, Heinrich Heine and many other authors were burned. The stock exchange gazette of the German bookselling trade later published a list of a total of 131 authors whose books had to be removed from all book stores and libraries. Most of them were prohibited until the collapse of the National Socialist regime.

Victims

Many poets and authors living in the German Reich felt compelled to leave the country following the burning of their books on May 10, 1933. Many of them saw their situation as



The book burning in Berlin (1933)

http://commons.wikimedia.org/wiki/File:1933-may-10-berlin-book-burning.JPG

8 Book burning, now and then

hopeless and committed suicide. Many of the authors who did not emigrate were persecuted by the SS and the Gestapo, murdered or chose to take their lives too: for instance, Erich Mühsam was murdered by members of the SS in the Oranienburg concentration camp in 1934. Jewish author Gertrud Kolmar was deported to Auschwitz in 1943 after having conducted forced labour in Berlin for many years. Publicist and Nobel Peace Prize winner Carl von Ossietzky died in a hospital in Berlin in 1938 following several years at the Esterwegen concentration camp. Walter Benjamin, Ernst Toller, Stefan Zweig, Kurt Tucholsky, Egon Friedell and many others committed suicide.

Adapted from texts on the websites:
Information Portal to European Sites of Remembrance
http://www.memorialmuseums.org/eng/staettens/view/1417/Book-Burning-Memorial#

Visit Berlin
http://www.visitberlin.de/en/book-burning-memorial-bebelplatz



The book burning in Berlin (1933). The United States Holocaust Museum
http://www.ushmm.org/wlc/en/media_ph.php?ModuleId=10005852&MediaId=3533

9. Now answer the questions below.

a. When was the memorial built and why?

.....

.....

b. What is the message conveyed by the empty bookshelves?

.....

.....

c. Which books were "lost and burned"?

.....

.....

d. Why did the German Student Association of the time take part in such a ritual?

.....

.....

e. What was the "Action against the Un-German Spirit"?

.....

.....

f. What did the book burning "ritual" include?

.....

.....

g. What was the impact of book burning on the authors of the books?

.....

.....

h. What is your opinion of the inscription with Heinrich Heine's words?

.....

.....

8 Book burning, now and then

10. Form groups and visit websites that present the history of the monument and the Nazi book burnings. Use the information to prepare a poster or a power point presentation in relation to the issue and present it to the class.





Nazi Book burnings

http://en.wikipedia.org/wiki/Nazi_book_burnings#/media/File:Yad_Vashem_Books_burned_by_Nazis_by_David_Shankbone.jpg

11. Organize a debate about "students burning their books on the last day of school year". The class will be divided in 2 groups: A "for" and B "against" book burning. You can search the internet for relevant information or stories in order to prepare your arguments for or against this "ritual".

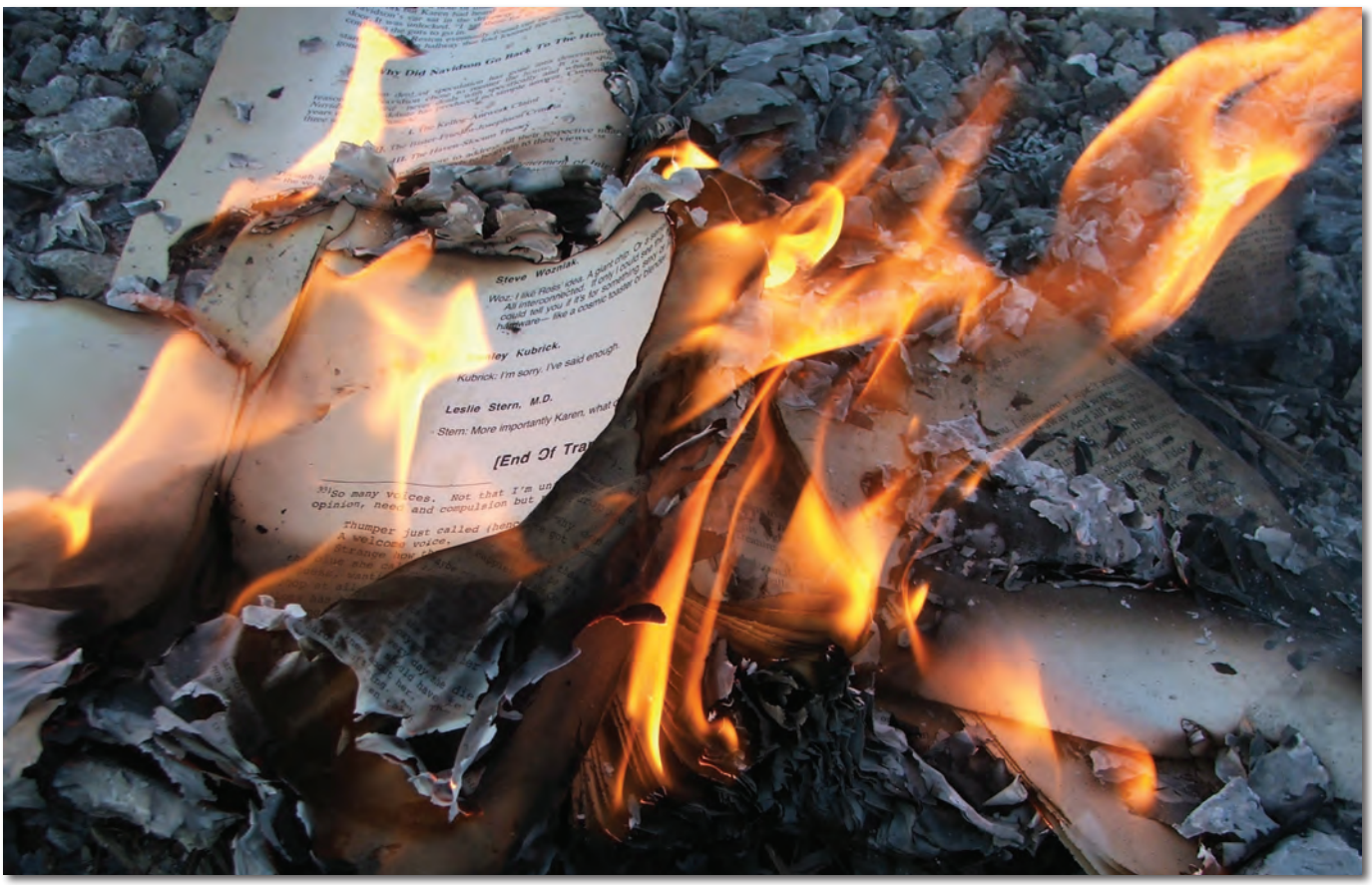


Group A

Students believe that they should go on burning their textbooks because this ritual symbolises their freedom.

Group A

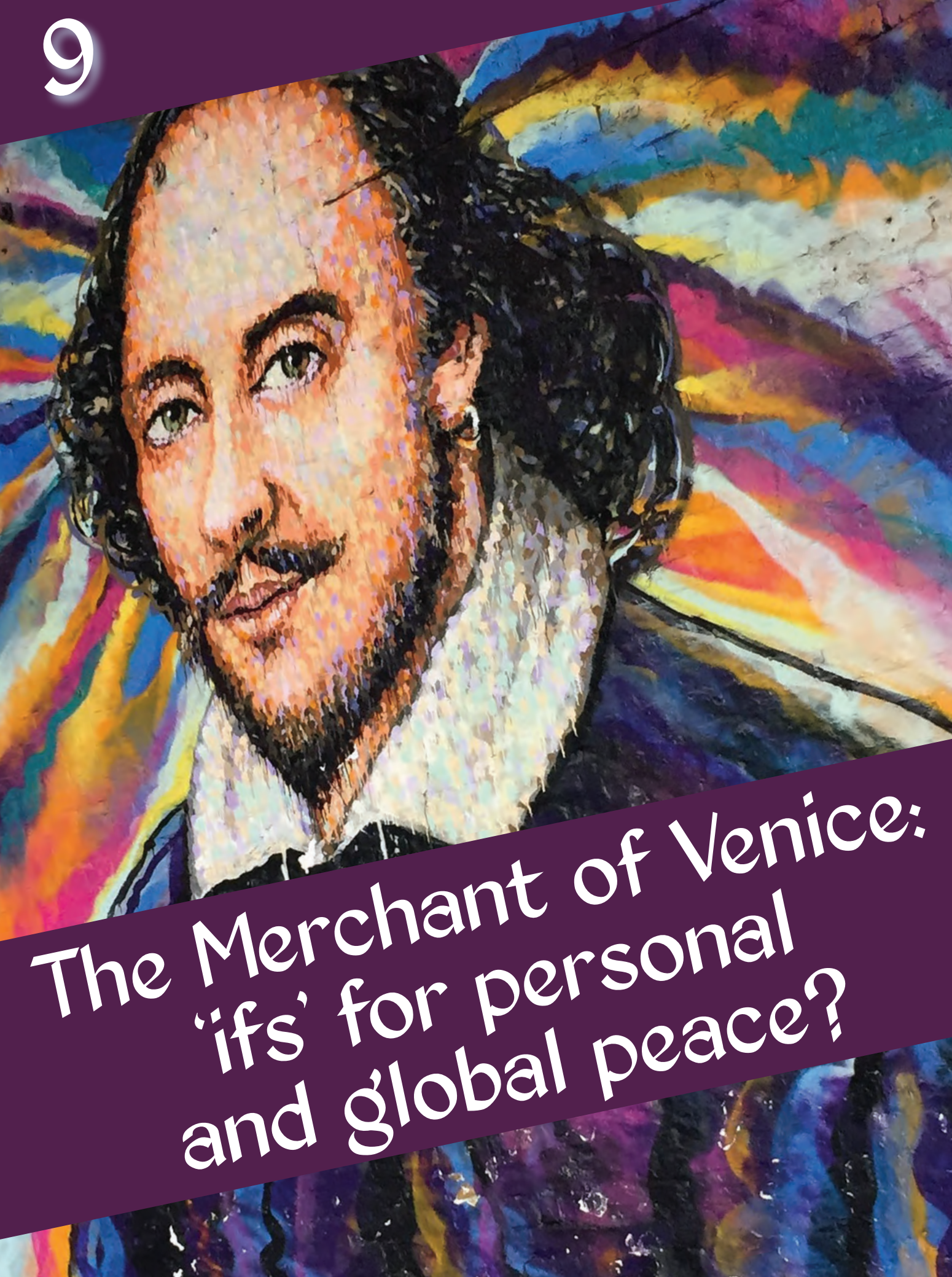
Students believe that book burning symbolises censorship and should be avoided. They suggest alternative ways of celebrating the end of the school year.



8 Book burning, now and then

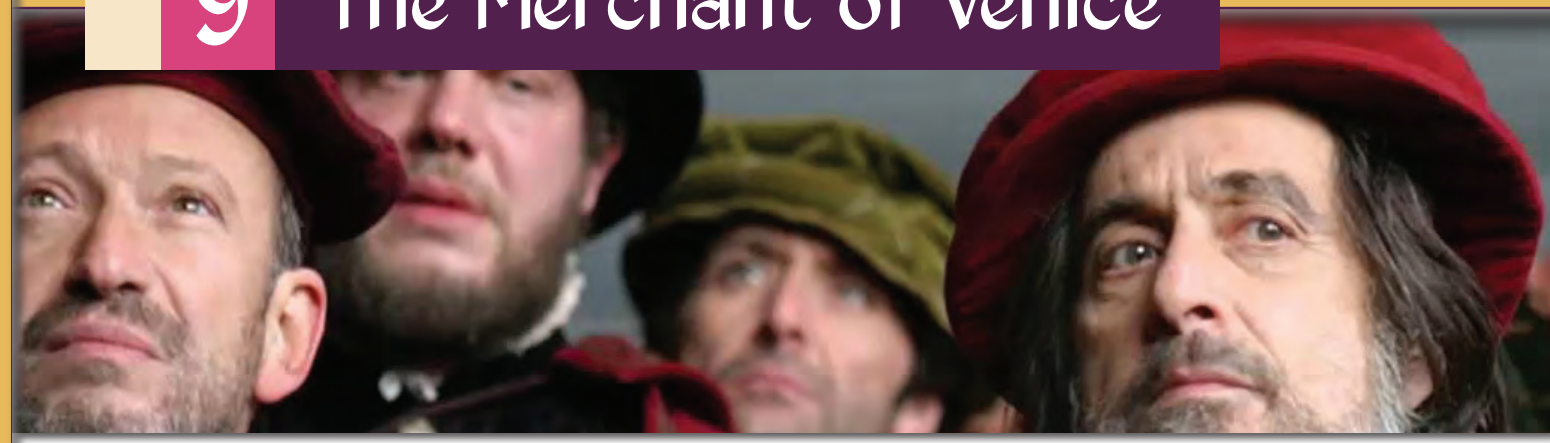


9



The Merchant of Venice: 'ifs' for personal and global peace?

9 The Merchant of Venice



- *Watch the "monologue of Shylock" from William Shakespeare's "Merchant of Venice" on You Tube, directed by Michael Radford, with the leading role performed by Al Pacino. You are about to work on that scene with a discovery-experiential learning method in 4 stages (David Perkins, The Intelligent Eye: learning to think by looking at art, Getty Publications, 1994).*

1. "Give looking time - give thinking time"

- ✓ Watch Shylock's monologue (1.35').
- ✓ Form groups and brainstorm noting down exactly what you saw. Give very specific and brief answers e.g. *I saw a man. The man wore a costume.* Then, report your answers to class.



.....

.....

.....

.....

.....

2. "Make your look broad and adventurous - Make your thinking broad and adventurous"





- ✓ Watch the same scene for a second time.
- ✓ In your groups, use your imagination and try to infer what is happening in the scene so as to answer the questions in the table that follows. Report your answers to class.
- ✓ What more would you like to know about the man and his story? Formulate your own questions (e.g. Why is the man angry?). **Keep your questions for stage 4**.

Who is the man?	
Where is he?	
What is he talking about?	
Who are the other men?	
Who are the women?	

3. "Make your looking clear and deep - Make your thinking clear and deep"





- ✓ Watch the same scene for a third time.
- ✓ You are going to participate in a debate. Discuss the content of the text that follows with the use of your dictionaries focusing on the questions posed in the 1st Conditionals. While discussing the content of the text, underline all the linguistic differences you can distinguish between the language of the text and modern English.

SHYLOCK

He hath disgraced me, and hindered me half a million, laughed at my losses, mocked at my gains, scorned my nation, thwarted my bargains, cooled my friends, heated mine enemies; and what's his reason? I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same means, warmed and cooled by the same winter and summer, as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?

If we are like you in the rest, we will resemble you in that. If a Jew wrong a Christian, what is his humility? Revenge. If a Christian wrong a Jew, what should his sufferance be by Christian example? Why, revenge. The villainy you teach me I will execute, and it shall go hard but I will better the instruction.



✓ In the debate you are going to speak from the perspective of:



✓ You will be given 1 minute each to develop your argumentation, and 1 more minute to refute the argumentation of the other groups. Prepare your refutation speculating what the other groups are going to support. Decide who will represent your team in this debate.

4. "Making your looking organized - make your thinking organized"



✓ Watch the whole film "The Merchant of Venice" (in class or at home). You may also search for information on Shakespeare and his works or the art of movie-making on the internet.

✓ Discuss your answers to the questions of task 1 and decide if you will change any of them.

✓ Go back to your own questions of task 1 and see if they have been answered.

5. Give yourselves 2 minutes and reflect on the messages of the film, specially the ones sent via the 1st Conditionals. Cooperate in your groups to express your feelings and thoughts in the way you prefer (an oral or written text, a poem, a song, a drawing). Discuss and decide how you will present your work in class.



6. In your groups, try to recall the steps of this unit and decide upon five key words which reflect your feelings and thoughts about the educational experience you had.

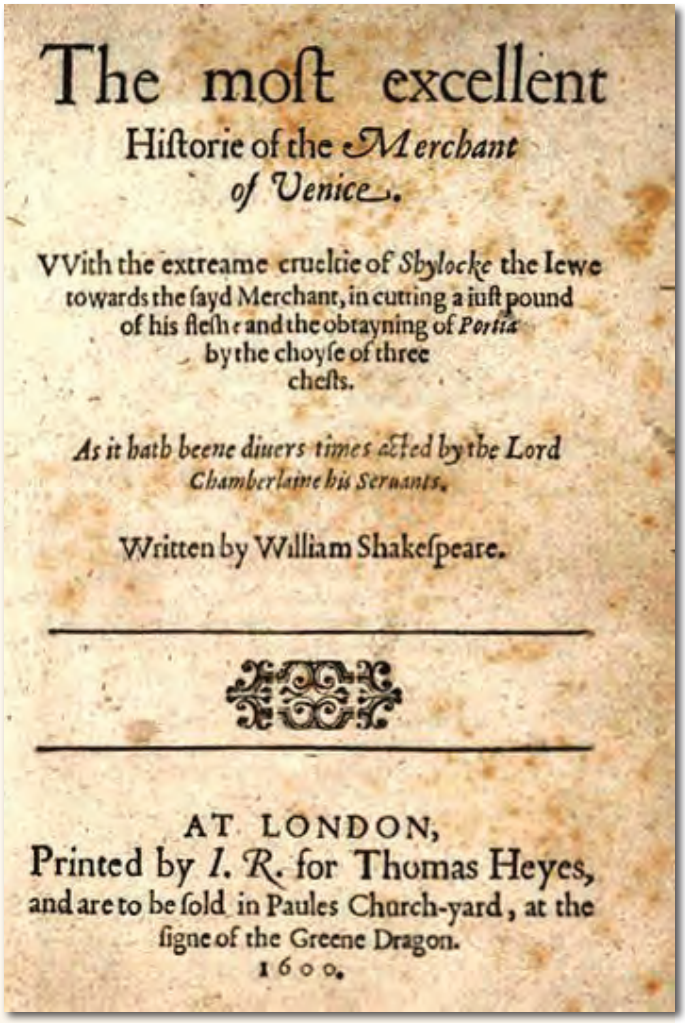
1. .....
2. .....
3. .....
4. .....
5. .....

The Merchant of Venice

About the play...

The **Merchant of Venice** is a 16th-century play written by William Shakespeare between 1596 and 1598, centred around love, money, prejudice and social injustice. It is the story of Antonio, a Merchant of Venice, who lends three thousand ducats to his friend Bassanio in order to assist him in his wooing of the wealthy and beautiful Portia of Belmont, an estate some distance from Venice. Antonio's own money is tied up in business ventures that depend on the safe return of his ships from sea, so he borrows the money from Shylock, a Jewish moneylender whom he has previously insulted for his high rates of interest. Shylock lends the money against a bond. Failure to repay the loan on the agreed date will entitle Shylock to a pound of Antonio's flesh!





The moſt excellent
Hiſtorie of the *Merchant*
of Venice.

VVith the extreame cruelтie of *Shylocke* the Iewe
towards the ſayd Merchant, in cutting a iuſt pound
of his fleſh: and the obtayning of *Portia*
by the choyſe of three
cheſts.

As it hath beene diuers times acted by the Lord
Chamberlaine his Seruants.

Written by William Shakeſpeare.

AT LONDON,
Printed by *I. R.* for Thomas Heyes,
and are to be ſold in Paules Church-yard, at the
ſigne of the Greene Dragon.
1600.

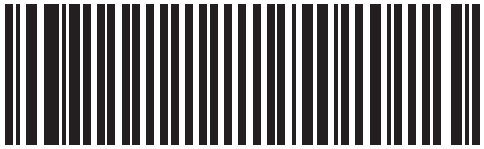
Though classified as a comedy in the **First Folio** (the Collection of William Shakespeare's plays published in 1623, considered one of the most influential books ever published in the English language) and sharing certain aspects with his other romantic comedies, the play is most remembered for its dramatic scenes. Indeed, it is best known for Shylock's speech on humanity and his famous quote: "**Hath not a Jew eyes?**".

Royal Shakespeare Company
http://www.rsc.org.uk/the-merchant-of-venice/
http://en.wikipedia.org/wiki/The_Merchant_of_Venice
(adapted text)

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