Οδηγός Εκπαιδευτικού Αγγλικής

Α΄ΓΕΝΙΚΟΥ ΕΝΙΑΙΟΥ ΛΥΚΕΙΟΥ (Γ.Ε.Λ.)

Ο **Φάκελος Υλικού – Αγγλικά 1** έχει ως βασικό στόχο να βοηθήσει τους/τις εκπαιδευτικούς να ανταποκριθούν στις ανάγκες των μαθητών/-ητριών των Γ.Ε.Λ. όσον αφορά την εκμάθηση της Αγγλικής ως ξένης γλώσσας. Το περιεχόμενο των θεματικών ενοτήτων του υλικού παρέχει στους/στις μαθητές/-ήτριες του Γ.Ε.Λ. κίνητρα εισάγοντας στην ξενόγλωσση τάξη αρχές και αξίες της καθημερινής ζωής σε σχέση με τις παρακάτω θεματικές:

1. Ενεργός πολίτης (citizenship)
2. Περιβάλλον (environmental issues)
3. Τεχνολογία (technology)
4. Ανθρώπινα δικαιώματα – Ισότητα - Έμφυλες σχέσεις (human rights - social discrimination - gender issues)
5. Τέχνη και πολιτισμός (art and culture)
6. Ψηφιακός κόσμος (digital world)
7. Πολιτισμική διαφοροποίηση και ανοχή της διαφοράς (cultural diversity and tolerance)
8. Ευ ζην - υγεία, αθλητισμός, ελεύθερος χρόνος (well-being, health, sports, leisure)
9. Εκπαίδευση και εργασία (education and work)
10. Υπαρξιακά ζητήματα (π.χ. loneliness, fear etc.)

Επισημαίνεται ότι για τη βέλτιστη αξιοποίηση του προτεινόμενου εκπαιδευτικού υλικού, οι εκπαιδευτικοί καλούνται να προσαρμόσουν το περιεχόμενό του λαμβάνοντας υπόψη τις ανάγκες και τις δυνατότητες των μαθητών/-τριών, κάτι το οποίο προκρίνεται ως αναγκαιότητα, εξάλλου, και στο πλαίσιο της διαφοροποιημένης παιδαγωγικής.

Ιδιαίτερη έμφαση στις σύγχρονες παιδαγωγικές και διδακτικές μεθόδους δίδεται μεταξύ άλλων στην αξιοποίηση των ΤΠΕ και στην εισαγωγή δραστηριοτήτων καλλιτεχνικής δημιουργίας στο πλαίσιο του μαθήματος της ξένης γλώσσας.

Βασικές παραδοχές που έχουν ληφθεί υπόψη κατά τον σχεδιασμό του εκπαιδευτικού υλικού, αποτελώντας ταυτόχρονα και προϋποθέσεις για την αναμόρφωσή του από τον/την εκπαιδευτικό είναι οι ακόλουθες:

Η εκμάθηση της ξένης γλώσσας αποτελεί ιδιαίτερη μαθησιακή διαδικασία καθώς οι μαθητές/-ήτριες καλούνται να προσλάβουν και να κατανοήσουν μηνύματα και έννοιες μιας διαφορετικής κουλτούρας -της κουλτούρας που φέρει η ξένη γλώσσα- σε μία κρίσιμη περίοδο της ζωής τους, κατά την οποία διαμορφώνουν την ταυτότητά τους. Επίσης, οι μαθητές και οι μαθήτριες θα κληθούν να χρησιμοποιήσουν την Αγγλική γλώσσα ως lingua franca για να επικοινωνήσουν με άτομα που χρησιμοποιούν την Αγγλική γλώσσα ως μητρική, ως δεύτερη ή ως ξένη γλώσσα, σε ένα παγκοσμιοποιημένο περιβάλλον και, επομένως, χρειάζεται να γνωρίσουν και να κατανοήσουν τις διαφορετικές μορφές που λαμβάνει η Αγγλική γλώσσα στο πλαίσιο της διεθνούς επικοινωνιακής χρήσης της. Τέλος, η επιτυχημένη εκμάθηση της ξένης γλώσσας απαιτεί ανάπτυξη κατάλληλων στρατηγικών, προσπάθεια και χρόνο.

Για να επιτευχθεί ο παραπάνω στόχος στο σχολικό περιβάλλον, είναι απαραίτητο να αναπτύξουμε ενδιαφέρον και κίνητρο στους/στις μαθητές/-ήτριες για το μάθημα της ξένης γλώσσας, και να ορίσουμε εφικτούς μαθησιακούς στόχους οι οποίοι θα αξιολογούνται σε τακτά χρονικά διαστήματα (μέσα και από εναλλακτικούς τρόπους και μεθόδους αξιολόγησης) ώστε να παρέχεται συστηματική ανατροφοδότηση στους/στις μαθητές/-ήτριες, αλλά και

στους/στις εκπαιδευτικούς, ως προς την επίτευξή τους. Οι επισυναπτόμενοι δείκτες του αναθεωρημένου Κοινού Ευρωπαϊκού Πλαισίου (Κ.Ε.Π.Α.) μπορούν να χρησιμοποιηθούν από τους/τις εκπαιδευτικούς ως κείμενο αναφοράς για την επιλογή των παραπάνω μαθησιακών στόχων.

Στο παραπάνω πλαίσιο, είναι σημαντικό να αναφερθεί ότι οι μαθητές/-ήτριες δείχνουν ενεργό ενδιαφέρον για το μάθημα όταν οι μαθησιακοί στόχοι εναρμονίζονται με τις δικές τους επιθυμίες, ανάγκες και προσδοκίες και όταν οι διαδικασίες ή/και οι δραστηριότητες στις οποίες εμπλέκονται έχουν νόημα για τους ίδιους, αξιοποιούν εποικοδομητικά τους τρόπους με τους οποίους έχουν μάθει να επικοινωνούν ή να προσεγγίζουν τη γνώση, σέβονται την προσωπική και την οικογενειακή τους ιστορία, συσχετίζοντας το περιεχόμενο του μαθήματος με καταστάσεις της πραγματικής ζωής. Επιπλέον, οι σημερινοί έφηβοι είναι εξοικειωμένοι με την ψηφιακή τεχνολογία (ένας όρος που συχνά αποδίδεται στην αγγλόφωνη βιβλιογραφία ως 'digital natives'), στοιχείο που θα πρέπει να ληφθεί υπόψη τόσο στον σχεδιασμό και την αναμόρφωση (από τον/την εκπαιδευτικό) του εκπαιδευτικού υλικού όσο και στην εφαρμογή του στη σχολική τάξη.

Με βάση τα παραπάνω, το περιεχόμενο του **Φακέλου Υλικού – Αγγλικά 1** οδηγεί τους μαθητές και τις μαθήτριες να συνειδητοποιήσουν την αξία της ξένης γλώσσας ως εργαλείου επικοινωνίας, εξωστρέφειας, αντίληψης/πρόσληψης του κόσμου και κριτικής θεώρησής του. Ταυτόχρονα, μέσω της αξιοποίησης του εκπαιδευτικού υλικού οι μαθητές και οι μαθήτριες εμπλέκονται σε μια ενδιαφέρουσα μαθησιακή διαδικασία η οποία εναρμονίζεται ως προς τους στόχους της με το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Ξένες Γλώσσες (Common European Framework).

Μεθοδολογική προσέγγιση

Για την αξιοποίηση του υλικού προτείνεται η *επικοινωνιακή προσέγγιση,* βάσει της οποίας η διδασκαλία της ξένης γλώσσας:

- ✓ δίνει πρωτίστως **έμφαση στη σημασία (meaning)** και **όχι στη δομή (structure) της γλώσσας**, χωρίς να παραγνωρίζει ωστόσο και τη **σημασία των δομικών στοιχείων για την ορθή και κατάλληλη χρήση της στις διάφορες επικοινωνιακές περιστάσεις**,
- ✓ **«εκθέτει» τους μαθητές και τις μαθήτριες στην ξένη γλώσσα** μέσα από την επαφή τους με πολυτροπικά κείμενα, ταινίες, εφημερίδες, περιοδικά κ.λπ.,
- ✓ προσφέρει στους μαθητές και τις μαθήτριες ευκαιρίες **αυθεντικής διάδρασης**.

Κατά τον σχεδιασμό της μαθησιακής ενότητας υιοθετούνται οι παραπάνω αρχές της επικοινωνιακής προσέγγισης τονίζοντας την ενεργό εμπλοκή των μαθητών στη μαθησιακή διαδικασία. Ως εκ τούτου, οι εκπαιδευτικές δραστηριότητες έχουν τα ακόλουθα χαρακτηριστικά:

α) είναι **εννοιολογικά φορτισμένες (meaningful)** ενώ ταυτόχρονα εμπεριέχουν τις υπό μάθηση **δομές** της ξένης γλώσσας ώστε ο/η μαθητής/-ήτρια να εκτίθεται σε αυτές με υπόρρητο τρόπο (μέσα από την προσπάθειά του/της να ανταποκριθεί στα ζητούμενα της δραστηριότητας),

β) δίνουν την δυνατότητα στον/στην εκπαιδευτικό να προβαίνει σε **ρητή διδασκαλία των γλωσσικών και λεξικολογικών δομών της γλώσσας**, και

γ) είναι συνεκτικά δεμένες μεταξύ τους (**task dependency**).

Αξιολόγηση

Η αξιολόγηση της επίδοσης των μαθητών και των μαθητριών αποτελεί άρρηκτο μέρος της μαθησιακής διαδικασίας καθώς παρέχει σημαντικές πληροφορίες για τη διδασκαλία και τη μάθηση (washback effect) ενώ ταυτόχρονα μπορεί να υποστηρίξει τη διά βίου μάθηση της ξένης γλώσσας εφόσον σηματοδοτεί τους τρόπους που πρέπει να υιοθετούνται και εκτός σχολικής τάξης για μια αποτελεσματική διαδικασία μάθησης (wash forward effect). Ταυτόχρονα, επιτρέπει στους/στις εκπαιδευτικούς: α) να συλλέγουν πληροφορίες για την πρόοδο των μαθητών/-ητριών τους, β) να ελέγχουν την αποτελεσματικότητα των διδακτικών τους προσεγγίσεων, γ) να δημιουργούν ομάδες εργασίας των μαθητών/-τριών με βάση το επίπεδο γλωσσομάθειάς τους, δ) να παρέχουν περιγραφικά σχόλια ανατροφοδότησης ώστε να δημιουργούν στους μαθητές/-ήτριες θετικά κίνητρα για περαιτέρω πρόοδο ε) να διαγιγνώσκουν και να αξιολογούν τη γλωσσομάθεια των μαθητών/-τριών.

Προτείνεται η αξιολόγηση να είναι **διαμορφωτική** και να λαμβάνονται υπόψη μεταξύ άλλων:

α) η συμμετοχή του/της μαθητή/-ήτριας στο μάθημα,
β) η τήρηση φακέλου υλικού (portfolio) με δείγματα δραστηριοτήτων (εργασίες, συμμετοχή σε project κ.λπ.) που κατέθεσε ο/η μαθητής/-ήτρια,
γ) οι γραπτές δοκιμασίες (ολιγόλεπτες ή ωριαίες, όπως ορίζονται στη σχετική νομοθεσία), οι οποίες θα είναι δομημένες επικοινωνιακά και θα σχολιάζονται περιγραφικά,
δ) οι συνθετικές/δημιουργικές εργασίες,
ε) η αυτοαξιολόγηση του/της μαθητή/-ήτριας.

Ενδεικτικά, στο πλαίσιο της αυτοαξιολόγησής τους οι μαθητές/-ήτριες μπορούν στο τέλος κάθε ενότητας να αξιολογούν την όλη διαδικασία μάθησης απαντώντας σε ερωτηματολόγιο που περιλαμβάνει ερωτήματα όπως τα παρακάτω:

➢ Σου άρεσε το μάθημα; (δικαιολόγησε την άποψή σου με λίγα λόγια)
➢ Ποια δραστηριότητα σου άρεσε περισσότερο και γιατί;
➢ Προλάβαινες να κρατάς σημειώσεις κατά τη διάρκεια των video clips;
➢ Τι σε δυσκόλεψε περισσότερο και γιατί; Πώς ξεπέρασες τις δυσκολίες;
➢ Τι καινούργιο έμαθες;

Άλλα παραδείγματα αυτοαξιολόγησης υπάρχουν και στον Φάκελο Υλικού – Αγγλικά 1.

1

Group work: getting to know each other …

Γενικός Σκοπός

Να δημιουργηθεί θετικό, συνεργατικό κλίμα στην ξενόγλωσση σχολική τάξη, ως προϋπόθεση για την ενεργοποίηση των εσωτερικών κινήτρων για μάθηση. Σε ένα τέτοιο μαθησιακό κλίμα οι μαθητές και οι μαθήτριες παρακινούνται ώστε να αποδίδουν μεγαλύτερη σημασία στο αίσθημα προσωπικής ικανοποίησης και στην αυτοεκτίμηση παρά στην υλική επιβράβευση.

Επιμέρους στόχοι (γνωστικό αντικείμενο & μαθησιακή διαδικασία).

Γενικές γνώσεις, στάσεις, αντιλήψεις, ικανότητες
- Να γνωριστούν με τους/τις συμμαθητές/-ήτριες τους
- Να μάθουν να «ακούν» τη διαφορετική άποψη και να την σέβονται
- Να καλλιεργήσουν ένα κλίμα εμπιστοσύνης και καλής συνεργασίας στην τάξη τους
- Να μάθουν να συνεργάζονται για έναν κοινό σκοπό

Γλωσσικές-επικοινωνιακές ικανότητες
Να μπορούν :
- Να σέβονται τους/τις συμμαθητές/-ήτριες όταν διατυπώνουν την άποψή τους
- Να αντιλαμβάνονται τους άλλους όταν διατυπώνουν την άποψή τους
- Να συμφωνούν ή να διαφωνούν με τη διαφορετική άποψη
- Να επιχειρηματολογούν

Το πρώτο μάθημα της σχολικής χρονιάς είναι εξαιρετικά σημαντικό διότι α) δημιουργεί προσδοκίες, β) θέτει τα θεμέλια και τους «κανόνες» της περαιτέρω συνεργασίας των μελών της ομάδας, γ) συντελεί στην εμπέδωση συνεργατικού κλίματος, απαραίτητου για την ενεργοποίηση των εσωτερικών κινήτρων των μαθητών/-ητριών για μάθηση. Με αυτόν τον τρόπο οι μαθητές και οι μαθήτριες συμμετέχουν στη μαθησιακή διαδικασία χωρίς ανταγωνισμούς μεταξύ τους και ενημερώνονται για το πλαίσιο αξιολόγησης της μάθησής τους.

Μέσα από τις δραστηριότητες του πρώτου αυτού μαθήματος, επομένως, ο/η εκπαιδευτικός καλείται να βοηθήσει τους/τις μαθητές/-ήτριες να αισθανθούν α) ασφάλεια, β) ότι είναι ισότιμα μέλη μίας δημιουργικής ομάδας, γ) ότι μπορούν να διατυπώνουν τις απόψεις τους και να γίνονται αποδεκτές, δ) ότι μπορούν να συνδιαμορφώνουν το μαθησιακό γίγνεσθαι και ε) ότι οι ανάγκες και οι προσδοκίες τους είναι σεβαστές.

Για τις δραστηριότητες του πρώτου μαθήματος προτείνεται να τοποθετηθούν οι καρέκλες της τάξης σε κύκλο ώστε να μπορούν όλοι οι μαθητές και οι μαθήτριες να βλέπουν ο ένας τον άλλο ως μέλη ενός αδιάσπαστου συνόλου.

2

A Refugee's "Dreamland"

Γενικός Σκοπός

Η ευαισθητοποίηση των μαθητών σχετικά με το προσφυγικό ζήτημα

Επιμέρους στόχοι ως προς το γνωστικό αντικείμενο και τη μαθησιακή διαδικασία.

Γενικές γνώσεις, στάσεις, αντιλήψεις, ικανότητες
● Να ενημερωθούν σχετικά με την ενσωμάτωση των προσφύγων
● Να αξιολογούν και να αναστοχάζονται επί θεμάτων κοινωνικής ενσωμάτωσης
● Να εμπλακούν στη διαδικασία ενσωμάτωσης των προσφύγων ως ενεργοί πολίτες
● Να καταστρώνουν σχέδια δράσης με σκοπό την ενσωμάτωση των προσφύγων
● Να παρουσιάζουν τα παραπάνω σχέδια και να επιχειρηματολογούν για τα πλεονεκτήματά τους.

Γλωσσικές-επικοινωνιακές ικανότητες
Να μπορούν:
● Να κατανοούν συνεχές γραπτό κείμενο
● Να αξιολογούν, να ερμηνεύουν και να αναστοχάζονται επί του περιεχομένου του κειμένου
● Να συλλαμβάνουν ολοκληρωμένα σχέδια δράσης και να τα αποτυπώνουν σε νοητικούς χάρτες
● Να παρουσιάζουν προφορικά τα σχέδια δράσης και να απαντούν σε διευκρινιστικές ερωτήσεις και απορίες.

Αξιοποίηση εκπαιδευτικών λογισμικών και υπηρεσιών των Τεχνολογιών της Πληροφορίας και Επικοινωνίας (ΤΠΕ)
● Video/YouTube
● Read Think Write

Guide - Answer key

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

1	True	**5**	b
2	It is not outside the town / it has trees and a playground for children /children can swim	**6**	c
3	True	**7**	False
4	Feeling of compassion /wish to build up the population	**8**	It can help diversify Tilos' dependence on tourism. The refugees spend money from the allowance they get in local shops and will provide the manpower for the new cheese factory.

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

(suggested answers – ideas)

- ✓ **Volunteer** a specific skill of yours (e.g. if you speak a foreign language, you can translate for them, you can cook or sew or build something for them etc.)
- ✓ **Encourage** your schoolmates and friends to accept refugee children as their friends
- ✓ **Provide** them with suggestions or opportunities, so that they can feel useful to your community
- ✓ **Donate** something. It does not need to be money. Clothes, toys, utensils that you and your family do not need anymore, could be valuable to them.
- ✓ **Organize** a ball, a charity, a bazaar or any other fund-raising event.
- ✓ **Invite** them to join you in sports or games you and your friends play
- ✓ **Persuade** people in your town/village/neighbourhood to employ refugees for simple jobs

3
On duty

Γενικός Σκοπός

Να συζητούν κριτικά θέματα της επικαιρότητας χρησιμοποιώντας τη γλώσσα στόχο.

Επιμέρους στόχοι ως προς το γνωστικό αντικείμενο και τη μαθησιακή διαδικασία.

Γενικές γνώσεις, στάσεις, αντιλήψεις, ικανότητες
- Γνώση σχετικά με επίκαιρα γεγονότα
- Ευαισθητοποίηση ως προς το ζήτημα του χρέους (καθήκοντος) προς την κοινωνία
- Ευαισθητοποίηση ως προς τον τρόπο που η τέχνη απαντά σε κρίσιμα ζητήματα

Γλωσσικές - επικοινωνιακές ικανότητες
Να μπορούν:
- να καταλάβουν τις κεντρικές ιδέες ενός σύνθετου κειμένου
- να εκφράσουν την άποψή τους σχετικά με ένα επίκαιρο θέμα
- να αιτιολογήσουν τη γνώμη τους
- να επιλέξουν πληροφορίες σχετικές με τον επικοινωνιακό τους στόχο από ένα ή περισσότερα κείμενα γραπτού ή/και προφορικού λόγου στην ελληνική, ώστε να παραγάγουν κείμενο στην ξένη γλώσσα ή/και αντίστροφα.
- να εμπλουτίσουν το λεξιλόγιό τους
- να χειρίζονται σωστά τους παρελθοντικούς χρόνους

Αξιοποίηση εκπαιδευτικών λογισμικών και υπηρεσιών των Τεχνολογιών της Πληροφορίας και Επικοινωνίας (ΤΠΕ): Online dictionaries

Guide - Answer key

4. Η τεχνική 5-4-3-2-1 μπορεί να χρησιμοποιηθεί για την ανάπτυξη των γλωσσικών και μεταγλωσσικών δεξιοτήτων των μαθητών και μαθητριών (ανάγνωση και παραγωγή γραπτού λόγου, αναδιατύπωση, κειμενική μεταγνώση κ.λπ.).

6. Mediation activity

Προτείνεται ο/η εκπαιδευτικός να βοηθήσει τους μαθητές και τις μαθήτριες να εστιάσουν στην τελευταία στροφή του ποιήματος.

8.

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

> When they <u>heard</u> shots, they <u>stormed</u> the store, <u>killed</u> Lakdim, and <u>evacuated</u> the gravely injured gendarme to hospital by helicopter.

heard   **killed**
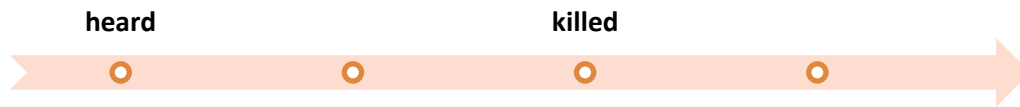
> He then   **stormed**   **evacuated**   <u>drove</u> to a riot police squad barracks and <u>shot</u> at four officers 200 metres away who <u>had been</u> out jogging.

had been   **shot**

drove
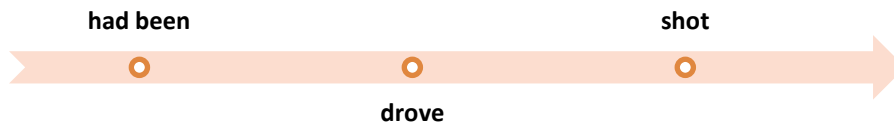
> Christian Guibbert, a former police officer, <u>was shopping</u> when he <u>heard</u> several shots.

..................................**was shopping...**

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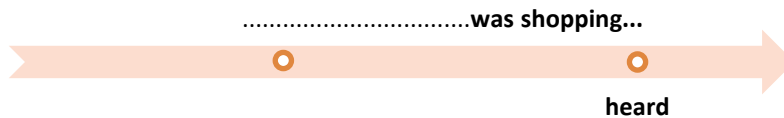
c. This is how another news website has presented the same incident. Put the verbs in . brackets in the correct tense.

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

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

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

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

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

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

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

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

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

4

Vincent Van Gogh

➕ **Γνωριμία με τη ζωή και το έργο του μεγάλου Ολλανδού ζωγράφου Vincent Van Gogh**

Γενικός Σκοπός: Βελτίωση γλωσσικών και επικοινωνιακών δεξιοτήτων μέσα από την εξοικείωση των μαθητών/-τριών με την παρατήρηση και την ανάλυση έργων τέχνης

Επιμέρους στόχοι ως προς το γνωστικό αντικείμενο και τη μαθησιακή διαδικασία.

Γνωστικό αντικείμενο
- Εξάσκηση και ενοποίηση γλωσσικών δεξιοτήτων κατανόησης και παραγωγής προφορικού και γραπτού λόγου σε αυθεντικές καταστάσεις επικοινωνίας
- Εξάσκηση σε πολυτροπικά κείμενα στην αγγλική γλώσσα
- Εξάσκηση σε λεξιλόγιο σχετικό με τη Φύση και τις Εικαστικές Τέχνες

Μαθησιακή διαδικασία
- Αξιοποίηση αυθεντικών πηγών πληροφόρησης
- Σύνδεση της τάξης με την Τέχνη
- Καλλιέργεια της παρατηρητικότητας και στοχαστικής διάθεσης
- Ενεργοποίηση-ενδυνάμωση της κριτικής και δημιουργικής σκέψης
- Ενεργή συμμετοχή και αυτονόμηση των μαθητών
- Συνεργατικότητα και συμμετοχή
- Εξάσκηση σε ψηφιακές και επικοινωνιακές δεξιότητες

Παρατήρηση Το θεματικό πεδίο του μαθήματος αυτού περιλαμβάνει την καλλιέργεια της αισθητικής εμπειρίας μέσα από τη ζωή και το έργο του μεγάλου ζωγράφου Vincent Van Gogh. Οι μαθητές αποκτούν νέες γνώσεις ενώ ταυτόχρονα μαθαίνουν και εξασκούν την ξένη γλώσσα. Προάγεται η πολυπολιτισμικότητα και ενισχύεται η δραστηριοποίηση των μαθητών/-τριών σε σχέση με το θεματικό πεδίο και τη χρήση της γλώσσας ως μέσο επίτευξης των στόχων. Προωθείται η διαθεματικότητα μέσα από την δημιουργική αξιοποίηση διδακτικών αντικειμένων όπως η ζωγραφική, η μουσική, η λογοτεχνία, ο πολιτισμός και οι ΤΠΕ.

Ο διδακτικός σχεδιασμός ενσωματώνει την παρατήρηση έργων τέχνης μέσα στη διδακτική πράξη. Οι εκπαιδευτικές δραστηριότητες που επιλέχθηκαν καλλιεργούν την φαντασία, την αισθητική αντίληψη και τη δημιουργικότητα των μαθητών οι οποίοι σταδιακά εξελίσσονται σε ενεργούς και κριτικούς αναγνώστες εικόνων και μορφών έκφρασης. Έτσι, η μελέτη έργων τέχνης σε συνδυασμό με τις γλωσσικές δραστηριότητες συμβάλλουν στην ολιστική ανάπτυξη των μαθητών σε γνωστικό, συναισθηματικό αισθητικό και στοχαστικό επίπεδο.

Guide - Answer key

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

morning field of amber grain[3]

Swirling clouds[2]

Flaming flowers[1]

Paint your palette[10]

winter chills[8]

Weathered faces lined in pain[4]

snowy linen land[9]

Frameless heads[5]

daffodils[7]   silver thorn of bloody rose[6]

Starry, starry night.
Flaming flowers[1] that brightly blaze,   **4**
Swirling clouds[2] in violet haze,
Reflect in Vincent's eyes of china blue.
Colors changing hue,
morning field of amber grain[3],
Weathered faces lined in pain[4],
Are soothed beneath the artist's loving hand.
For they could not love you,
But still your love was true.
And when no hope was left in sight   **5**
On that starry, starry night,
You took your life, as lovers often do.
But I could have told you, Vincent,
This world was never meant
for one as beautiful as you.

Now I understand   **3**
what you tried to say to me
and how you suffered for your sanity
and how you tried to set them free
they would not listen they did not know how
perhaps they'll listen now.

Starry, starry night.
Portraits hung in empty halls,
Frameless heads[5] on nameless walls,   **6**
With eyes that watch the world and can't forget.
Like the strangers that you've met,
The ragged men in the ragged clothes,
The silver thorn of bloody rose[6],
Lie crushed and broken on the virgin snow.
Shadows on the hills,
Sketch the trees and the daffodils[7],
Catch the breeze and the winter chills[8],   **2**
In colors on the snowy linen land[9].

Now I think I know what you tried to say to me,
How you suffered for your sanity,   **7**
How you tried to set them free.
They would not listen, they're not listening still.
Perhaps they never will...

Starry, starry night.
Paint your palette[10] blue and grey,
Look out on a summer's day,   **1**
With eyes that know the darkness in my soul.

10

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

Starry-starry night
paint your pallette blue and grey
look out on a summer's day
with eyes that know the darkness in my ~~bowl~~ *(soul)*
Shadows on the hills ~~and cliffs~~
Sketch the trees and the daffodils
catch the breeze and the winter ~~drills~~ *(chills)*
in colours on the ***snowy*** linen land

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

Starry-starry night ~~sky~~
Flaming flowers that brightly ***blaze***
swirling clouds in violet ~~days~~ *(haze)*
reflect in Vincent's eyes of china blue
colours ***changing*** hue
morning fields of amber grain
weathered faces lined in ~~rain~~ *(pain)*
are soothed beneath the artist's loving ~~band~~ *(hand)*

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

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

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

Now I think I know ~~very well~~
what you tried to say to me
and how you suffered for your sanity
and how you tried to set them ~~tree~~
they would ~~now~~ *(not)* listen
they're not listening still
perhaps they nevill

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

1. Do you think that the song reflects Van Gogh's attitude and feelings? If so, mention specific verses (suggested answers)**.**

- the darkness of my soul
- shadows on the hills
- how you suffered for your vanity
- for they could not love you, but your love was true
- no hope was left
- you took your life as lovers often do
- frameless heads on empty walls

2. How does this song make you feel?
Students' own answers

**3. Write up to 5 sentences giving facts about Van Gogh's life, based on the song.**

a) Van Gogh suffered from a mental disorder (probably schizophrenia) ("How you suffered for your sanity")
b) Van Gogh committed suicide ("you took your life as lovers often do")
c) Van Gogh cared for poor people and tried to help them and even painted them ("ragged men in ragged clothes", "how you tried to set them free")
d) Van Gogh's family were sometimes critical of him ("They would not listen/They did not know how")
e) Van Gogh painted Starry Night using a mixture of blue and gray (""Paint your palette blue and gray")

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

Example (from https://www.vangoghmuseum.nl/en/collection/s0027V1962)
▪ **Title: The Langlois Bridge**
▪ **Type of painting**: oil on canvas
▪ **Height**: 59.6 cm
▪ **Width**: 73.6 cm
▪ **Year it was painted**: March 1888
▪ **Viewing notes**: The sky was grey when Van Gogh painted this bridge. He worked in the open air more than once in this spot in the southern French city of Arles. Laundry was done in this canal, and linens have been laid out to bleach on the far bank. All that is missing are the washerwomen – who were included in an earlier version. Van Gogh carefully organised his composition. He chose a place for his easel where he could paint the patch of land with the road in the foreground as a large diagonal leading into the left background. He had seen diagonals of this kind used in Japanese prints. Vincent and his brother Theo had accumulated a joint collection of these prints in Paris.

6. Match the following paintings with the viewing notes.
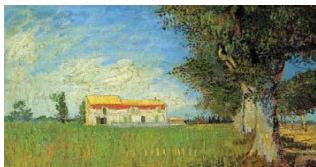
6

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

4

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

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

1

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

5

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

2

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

3

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

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

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

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

7.C. Read the biography again and find the answer to the following questions.
➢   **What was Vincent's character like?**
Vincent was an unstable and volatile man with a nervous temperament.
➢   **What events influenced Vincent's artistic style?**
When he moved to Paris, he discovered impressionism and especially the technique known as pointillism.

> **What are the main characteristics of his artwork?**

He is regarded as a post-impressionist, using color and lines to express an emotional response to the subject rather than to describing it accurately. His technique grew more and more impassioned in brushstroke, in symbolic and intense color, in surface tension and in the movement and vibration of form and line.

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

Suggested answer: He believed that he would never find redemption, peace of mind and happiness.

> **What do you know about "The Portrait of Dr Gachet ".**

Paul Gachet was a physician, living in Auvers-sur-Oise near Paris, who continued the treatment of Vincent van Gogh after he left the asylum of Saint-Remy. Van Gogh created the portrait of the melancholic "Dr Gachet", which was later sold for $82.5 million, thus establishing a new price record.

5

Animal Rights

Παροράματα:

3.a what would be an alternative title **…**
4.2. provides…
5.1.a. neuroscientists
5.1.c *the* public
5.4.b …reliable…,
6. c. … should respect…
11. https://www.ted.com/talks/stewart_brand_the_dawn_of_de_extinction_are_you_ready

Guide – Answer key

3. Answer the following questions about the article (suggested answers):

a. Original title: "Scientists told to stop wasting animal lives".
   Other suggested titles: "Stop the unnecessary loss of animal lives now", "Neither too many nor too few...", "No fewer than necessary and certainly no more!".

b: **Main point**: Animal experiments for stroke and cancer drugs produce poor results/ We should try to minimize unnecessary animal loss/ Scientists are now urged to minimize unnecessary animal loss in their experiments.

c. What should be done about animal experiments? Regulations for animal experiments should be strict/ The use of animals in experiments should be reduced.

4. In pairs, read the text again carefully and decide if the following sentences are true, false or not mentioned. Write T, F or NM in the boxes provided.
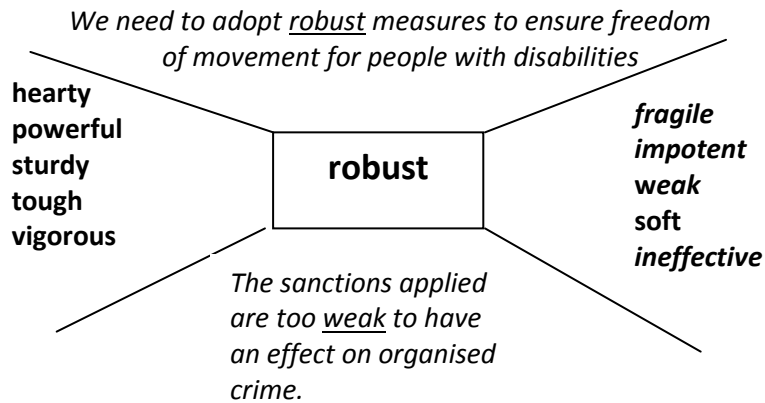   1.T   2.T   3.NM   4.NM   5.F   6.T

5. For questions 1-6, choose the answer (a, b or c) which you think fits best with the meaning of the text.
   1. c   2. b   3. a   4. b   5. b   6.b

6. Match the words below in the text (1-8) with their definitions (a-h).
    1.e   2.g   3.d 4.h   5.f   6.a 7.b   8.c

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

We need to adopt <u>robust</u> measures to ensure freedom of movement for people with disabilities

hearty
powerful
sturdy
tough
vigorous

robust

fragile
impotent
w*eak*
soft
ineffective

The sanctions applied are too <u>weak</u> to have an effect on organised crime.

8. Read the following sentences from the article and answer the questions.
- What do the highlighted verb forms have in common? **They are examples of Passive Voice.**
- When do we choose to use such forms? **To give emphasis on the <u>recipient</u> of the action or the <u>action</u> itself rather than on the agent/person who performs the action (the "actor")**
- How does a passive sentence differ from an active one? **The object of the Active sentence becomes the subject. The person / thing that performed the action is often omitted. The verb is in the passive form.**

9. Read the following text and in pairs:
a. Try to explain to each other what happens in American factory farms without using any passive voice sentences.
b. Write a summary of the article in the active voice. How easy is it?

Both tasks can be done, but the result looks and sounds awkward.

10. You will hear a BBC radio talk. Then do the tasks below. (https://www.bbc.co.uk/programmes/p00545f8)
   - ✓ **What is the topic of the talk?** <u>The talk discusses the place of animals in our society and examines whether their role in our search for knowledge is morally unacceptable in the light of new research into animal consciousness/The place and role of animals in our search for knowledge.</u>
   - ✓ **Give a title to the talk e.g.** <u>Animal experiments and rights</u>

11. You will hear a TED talk. For questions 1-10, complete the sentences with a word or short phrase.
https://www.ted.com/talks/stewart_brand_the_dawn_of_de_extinction_are_you_ready

1. abundant bird
2. slaughter
3. hunted to death
4. grasslands
5. biotech business
6. specimens
7. can you reassemble
8. evolution
9. genes
10. with another   variation

Transcript

00:00

Now, extinction is a different kind of death. It's bigger. We didn't really realize that until 1914, when the last passenger pigeon, a female named Martha, died at the Cincinnati zoo. This had been the most abundant bird in the world that'd been in North America for six million years. Suddenly it wasn't here at all. Flocks that were a mile wide and 400 miles long used to darken the sun. Aldo Leopold said this was a biological storm, a feathered tempest. And indeed it was a keystone species that enriched the entire eastern deciduous forest, from the Mississippi to the Atlantic, from Canada down to the Gulf. But it went from five billion birds to zero in just a couple decades. What happened?

00:57

Well, commercial hunting happened. These birds were hunted for meat that was sold by the ton, and it was easy to do because when those big flocks came down to the ground, they were so dense that hundreds of hunters and netters could show up and slaughter them by the tens of thousands. It was the cheapest source of protein in America. By the end of the century, there was nothing left but these beautiful skins in museum specimen drawers.

01:23

There's an upside to the story. This made people realize that the same thing was about to happen to the American bison, and so these birds saved the buffalos.

01:33

But a lot of other animals weren't saved. The Carolina parakeet was a parrot that lit up backyards everywhere. It was hunted to death for its feathers. There was a bird that people liked on the East Coast called the heath hen. It was loved. They tried to protect it. It died anyway. A local newspaper spelled out, "There is no survivor, there is no future, there is no life to be recreated in this form ever again." There's a sense of deep tragedy that goes with these things, and it happened to lots of birds that people loved. It happened to lots of mammals. Another keystone species is a famous animal called the European aurochs. There was sort of a movie made about it recently. And the aurochs was like the bison. This was an animal that basically kept the forest mixed with grasslands across the entire Europe and Asian continent, from Spain to Korea. The documentation of this animal goes back to the Lascaux cave paintings.

02:29

The extinctions still go on. There's an ibex in Spain called the bucardo. It went extinct in 2000. There was a marvelous animal, a marsupial wolf called the thylacine in Tasmania, south of Australia, called the Tasmanian tiger. It was hunted until there were just a few left to die in zoos. A little bit of film was shot.

03:03

Sorrow, anger, mourning. Don't mourn. Organize. What if you could find out that, using the DNA in museum specimens, fossils maybe up to 200,000 years old could be used to bring species back, what would you do? Where would you start?

03:22

Well, you'd start by finding out if the biotech is really there. I started with my wife, Ryan Phelan, who ran a biotech business called DNA Direct, and through her, one of her colleagues, George Church, one of the leading genetic engineers who turned out to be also obsessed with passenger pigeons and a lot of confidence that methodologies he was working on might actually do the deed.

03:46

So he and Ryan organized and hosted a meeting at the Wyss Institute in Harvard bringing together specialists on passenger pigeons, conservation ornithologists, bioethicists, and fortunately passenger pigeon DNA had already been sequenced by a molecular biologist named Beth Shapiro. All she needed from those specimens at the Smithsonian was a little bit of toe pad tissue, because down in there is what is called ancient DNA. It's DNA which is pretty badly fragmented, but with good techniques now, you can basically reassemble the whole genome.

04:20

Then the question is, can you reassemble, with that genome, the whole bird? George Church thinks you can. So in his book, "Regenesis," which I recommend, he has a chapter on the science of bringing back extinct species, and he has a machine called the Multiplex Automated Genome Engineering machine. It's kind of like an evolution machine. You try combinations of genes that you write at the cell level and then in organs on a chip, and the ones that win, that you can then put into a living organism. It'll work. The precision of this, one of George's famous unreadable slides, nevertheless points out that there's a level of precision here right down to the individual base pair. The passenger pigeon has 1.3 billion base pairs in its genome.

05:06

So what you're getting is the capability now of replacing one gene with another variation of that gene. It's called an allele. Well that's what happens in normal hybridization anyway. So this is a form of synthetic hybridization of the genome of an extinct species with the genome of its closest living relative. Now along the way, George points out that his technology, the technology of synthetic biology, is currently accelerating at four times the rate of Moore's Law. It's been doing that since 2005, and it's likely to continue.

12. **Brainstorm five reasons why keeping animals in captivity is wrong. Add any reasons you consider important.**
    (Suggested answers)

- Animals have a life of their own, they are not just means for human entertainment.
- Animals are more sensitive than we may think, so they do not like being restricted. Therefore, they may suffer from depression.
- Animals are more intelligent than we may think. They understand that they are being held captive and they suffer because of this. Furthermore, they may feel bored, as they lack the stimuli of their natural habitat.
- Many kinds of animals respond extremely badly at being held captive.
- It is very difficult, sometimes even impossible, to replicate an animal's habitat. Most of the times there is simply not enough room or they feel lonely because there are no other animals of their own kind around.

- Some kinds of animals are very sociable and they hate being separated from other animals of their kind. Captivation deprives them of their natural social structure and companionship.
- Most probably the training of animals in circuses involves cruelty.
- It is extremely difficult to determine whether the conditions in which animals live in parks and zoos are appropriate, because some agencies lack the necessary personnel or means to enforce the laws.
- Many animals usually live longer in zoos, but for all the above-mentioned reasons, the quality of their lives is poor.

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

Refer students to the previous activity. There are basically only two plausible arguments in favour of keeping animals in captivity:
- some endangered species may be protected from extinction in this way, and
- animals live longer and they are protected (the refute for this argument being that the quality of their lives is poor)

15. Choose one of the following questions and prepare a short presentation for your class.
a. What is the point in saving endangered species?
- Biodiversity
- Medicinal value
- Every living organism has a functional value in the ecosystem (e.g. food chain), even if it does not seem apparent to humans

b. What can we do to protect endangered species?

- Educate ourselves and learn more about them
- Inform others
- Volunteer your time
- Visit a national reserve
- Never purchase products made from threatened species
- Protect their habitat
- Recycle and avoid using chemicals or plastic products that harm the environment

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

- Same possible answers as in a

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

Arguments for:
- Animal testing has contributed in many life-saving cures and treatments.
- There is no adequate alternative to testing on a living, whole-body system.
- Animals are appropriate research subjects because they are similar to human beings in many ways.
- Animals must be used in cases when ethical considerations prevent the use of human subjects.
- Animals themselves benefit from the results of animal testing (some cures are useful for animal species, too)

- Animal research is highly regulated in most countries, with laws in place to protect animals from mistreatment.
- Relatively few animals are used in research, which is a small price to pay for advancing medical progress.
- The vast majority of biologists and several of the largest biomedical and health organizations in the United States endorse animal testing.

Arguments against:
- Animal testing is cruel and inhumane.
- Animals can suffer like humans do.
- Alternative testing methods now exist that can replace the need for animals.
- Animals are very different from human beings and therefore make poor test subjects.
- Drugs that pass animal tests are not necessarily safe.
- Animal tests do not reliably predict results in human beings.
- Most experiments involving animals are flawed, wasting the lives of the animal subjects.
- Medical breakthroughs involving animal research may still have been made without the use of animals.
- The laws have not succeeded in preventing horrific cases of animal abuse in research laboratories.

More arguments for both sides together with details can be found in: https://animal-testing.procon.org/

6

Fast Fashion

Γενικός Σκοπός
Η βελτίωση των δεξιοτήτων των μαθητών/-ητριών στην αγγλική γλώσσα με έμφαση στην κατανόηση γραπτού και προφορικού λόγου και στον εμπλουτισμό του λεξιλογίου, καθώς και η ανάπτυξη συναισθηματικών δεξιοτήτων μέσα από τη γνώση σχετικά με τις επιβαρυντικές για το περιβάλλον ενδυματολογικές και καταναλωτικές συνήθειες.

Επιμέρους Στόχοι ως προς το γνωστικό αντικείμενο και τη μαθησιακή διαδικασία.

Γενικές γνώσεις, στάσεις, αντιλήψεις, ικανότητες
- Καταγραφή και αξιοποίηση σημειώσεων.
- Εξοικείωση με τους εννοιολογικούς - νοητικούς χάρτες και τη χρήση τους.
- Διεύρυνση της γνώσης τους σε θέματα σχετικά με το περιβάλλον (π.χ. εναλλακτικές πρώτες ύλες, τρόπους επεξεργασίας και κατασκευής προϊόντων φιλικών προς το περιβάλλον).
- Αναγνώριση προϊόντων κατασκευασμένων με προδιαγραφές που δεν επιβαρύνουν το περιβάλλον.
- Ενημέρωση για εναλλακτικές μορφές απαλλαγής από ρούχα που δεν χρησιμοποιούν.
- Ανάπτυξη ικανότητας συνεργασίας.
- Αξιοποίηση των νέων τεχνολογιών για έρευνα και πληροφόρηση, αλλά και ως μέσο δημιουργικότητας, έκφρασης, παρέμβασης.
- Έκφραση δημιουργικότητας για το καλό άλλων.

Γλωσσικές-επικοινωνιακές ικανότητες
- Κατανόηση γραπτού λόγου σε αυθεντικό κείμενο.
- Κατανόηση προφορικού λόγου από αυθεντικό υλικό.
- Χρήση λεξιλογίου σχετικού με τα στάδια παραγωγής του ρούχου και τις επιπτώσεις του στο περιβάλλον.
- Χρήση επιθέτων – επιρρημάτων
- Παραγωγή γραπτού και προφορικού λόγου σχετικού με το θέμα.

Αξιοποίηση εκπαιδευτικών λογισμικών και υπηρεσιών των Τεχνολογιών της Πληροφορίας και Επικοινωνίας (ΤΠΕ)
- www.youtube.com
- www.bubbl.us
- www.canva.com/

Guide – Answer key

1. QUIZ: HOW GREEN ARE YOU?
It is a kind of survey - the last 3 questions are meant to link what they already know with what is to be learnt.

2. True or False ?

1. F	**6. T**
2. F	**7. F**
3. T	**8. F**
4. T	**9. F**
5. T	**10. F**

5. Match each part of the article to a heading
3. Hunger for newness
1. Fast fashion: a killer
4. What shoppers can do
2. Synthetic polymer and natural fibres

6. True or False?
See ex. 2 above. Students are to complete this exercise using the knowledge they have gained after reading the text and compare their answers with the ones they gave before reading the text.

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

1. array	6. dye	11. organic	16. disposable
2. vibrant	7. biodegrade	12. exacerbate	17. spun
3. excrete	8. aquatic	13. saturated	18. rationalise
4. textile	9. pesticides	14. garment	19. customisation
5. fabric	10. yield	15. recycle	20. woven

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

anti	antivirus	non	**non-organic**
bi	bilingual	over	oversleep
com/con	compatriot	per	perform
de	decompose	pre	preoccupy
dis	**disruptive**	re	**recycled**
em/en	encourage	semi	semidetached
ex	**excrete**	sub	subway
fore/pre	foresee	super	supernatural
in/im	**inspired**	trans	transformation
in/im/ir/il	**irresistible**	tri	triangular
inter	intercontinental	un	unidentified
mid	midnight	under	underestimate
mis	misunderstand		

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

1. serious

2. ultimately

3. awful

4. natural, significantly

5. generally, organically, subtropical, non-genetically, agricultural

7

Pride and Prejudice

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

    a. Mr Bennett, Jane, Elizabeth, Mary, Kitty, Lydia, Mr Bingley, His sister, Mr Darcy
    b. Elizabeth
    c. Mr Darcy
    d. They will be poor after their father's death. - «The family's future happiness and security depend on the girls' marriages since their house, after Mr Bennet's death, will be inherited by a distant cousin they have never met before».
    e. Because he brings along his attractive, wealthy and proud friend, Mr Darcy. "Love is soon in the air for one of the Bennet sisters".

4. Work in groups and do the following tasks.

1. Irony is the use of language in a way that expresses the opposite of its literal meaning. Find examples of irony in the text. (suggested answer)

> *"It is a truth universally acknowledged that a single man in possession of good fortune must be in want of a wife".*

This is a satirical line filled with irony. Its literal meaning is that a "rich single man should certainly be looking for a wife". If we consider though Austen's attitude about society's expectations for women, we realize that this is not in fact her own personal idea but only a view fixed in the minds of the people of that period, which in fact criticises through her work. It could even bear the reverse meaning, that is "a single woman must be looking for a husband, especially a wealthy one".

2. How does the author criticise the society of that era? Compare that society with contemporary society. Make a chart outlining these differences.

Possible stimuli for discussion may be:

> *Mrs Bennet, a foolish and fussy gossip, is the sort who agrees with the novel's opening words: "It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife." She sees Bingley's arrival as an opportunity for one of the girls to obtain a wealthy spouse …*

Students may discuss about:
- the centrality of advantageous marriage as a fundamental social value of that period. In 19th English society, single women's options used to be extremely limited, and socially prescribed, of course. So, women's potential and efforts had to be focused on a desperate pursuit of a husband "in possession of good fortune", as their only means of a secure future; a preoccupation which Austen perceived as absurd, since it only reduced the role of women to that of subservient wives.
- the male dominant society of the period and the inequalities arisen as a result.
- the importance of holding a good reputation in 19th century English society.
- marrying for love vs marrying for money, status and security.

> *He has **no interest in women who are "slighted by other men**."*

> *Bingley, cheerful and sociable, has an excellent time and is taken with Jane; Darcy, cleverer but less tactful, finds people dull and even **criticizes Jane for smiling too often** ..*

> *Elizabeth decides that her sister is very much in love with him but conceals it very well. Elizabeth says **it is better for a young woman to be patient until she is sure of her feelings**.*

Students may discuss about:
- the importance of reputation in society and how this is build.
- the male dominant society of the period and the inequalities arisen as a result.
- gender stereotypes, especially about the set of ideas that society used to hold about women. Women were expected to dress, behave and present themselves in a certain way in order to be socially accepted and respected.

> *Her refusal only increases his admiration, and he considers that "**were it not for the inferiority of her connections**, he should be in some danger."*

Students may discuss about:
- social division and inequality. 19th century England was highly stratified with class divisions based on wealth and family connections. The upper class in this established and rigid social hierarchy was usually prejudiced against people who belonged to lower social groups, since according to their assumptions/stereotypes they had very poor breeding, misbehaved and had low value as persons. For this reason, they would avoid intermingling with them, irrespective of emotions or inner goodness, for fear of being insulted or embarrassed.

5. Read the text again and match the titles to each paragraph
1. D
2. A
3. G
4. B
5. E
6. C
7. F

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

a. *Decide which character shows pride and which one shows prejudice in the novel, according to the definitions. Justify your answers with specific examples from the text.*
  ➢ Mrs Bennett shows **prejudice** because she insists that her daughters should marry a wealthy man (**A**).
  ➢ Darcy is mainly associated with **pride** because he thinks that he is too important to dance with Elizabeth, whom he finds not attractive enough at first. He also shows **prejudice** because he does not want to dance with anyone not rich enough or well-bred (**B**).
  ➢ Elizabeth is mainly associated with **prejudice** against Darcy which derives from his behaviour towards her. That is why she refuses his invitation to dance (**G**). Then, she continues being prejudiced against him and refuses to acknowledge his feelings for

her until he regrets his behaviour. Elizabeth also shows **pride,** in the first sense of the word, because she is proud of her family and her background; that is why her feelings are hurt by Darcy's attitude towards her (**B**).

➢ Miss Bingley, who is in love with Darcy, is **prejudiced** against Elizabeth because she sees her as a rival; that is why she keeps criticising her and her family's background (**G**).

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

Darcy	*Bingley*
• refuses to dance with Elizabeth • characterises her as "tolerable but not handsome enough to tempt him" • declares he has no interest in women "slighted by other men" **B** • finds people dull • accuses Jane of smiling too often **C** • admits he feels resentment for people **F**	does not seem to exhibit either of the two
Elizabeth	*Jane*
• refuses to dance with Darcy **D** • accuses Darcy of having a propensity to hate everybody **F** • refuses to dance with Darcy again **G**	does not seem to exhibit either of the two

7. In groups, discuss the following questions:
(Suggested prompts)

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

The novel seems old-fashioned but it deals with a major issue in literature, pure and unconditional love which overcomes social barriers and all kinds of prejudice. It is still relevant today because despite social and technological advances, human nature seems not to change that easily.

It also criticises the hypocrisy of the British society of the time and it shows the idleness of well-off people, who do nothing else but attending balls, rendering long visits, travelling, playing music and hunting. Therefore, its social message still holds true today although in a lesser extent.

Besides, the novel evokes our curiosity (or even nostalgia) about a world which is now outdated (at least in developed countries and in big cities), where social boundaries are very strict, where everyone is meticulously "monitored", criticised, frowned upon, even

condemned sometimes, but where, on the other hand, everybody seems to have their own specific "place" in society.

Furthermore, it provides readers with an interesting insight on the status of women in Europe in the 19th century. Women were considered to be "inferior" and every woman who exhibited some kind of independent behaviour would be severely criticised.

Last but not least, it is fun to read, not to mention that it offers readers a happy ending!

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

Students' answers may include, among other things:

Love, friendship, independence, sincerity, discretion, compassion, understanding, equality, boldness, integrity, self-confidence, wittiness, self-determination etc.

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

Elizabeth seems to be independent, intelligent and bold/daring, not being afraid to express her opinion openly. She does show prejudice, but only after being insulted by Darcy. She is proud of herself and of her family and she is not dazzled by fortune or social status, unlike her mother and many other women of her time. She also seems to be a good judge of other people's character despite the fact that she can be very strict at times. She is probably aware of the fact that she is charming but she is far from conceited.

All these traits are positive, so Elizabeth would certainly be considered a remarkable woman even today.

8. Read the opening line of the novel (which has become a famous quotation since) and work in groups to answer the questions.
(suggested answers)

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

Marriage and money/ wealth/ social status **or** men's and women's position in society

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

They are defined by their fortune, their social status and their gender. Women have a clearly inferior social status compared to that of men because they are regarded as "complements" to male status and not as individuals with their own needs and personalities.

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

Jane Austen is critical and occasionally ironical towards the society of her time, which was established or structured on the basis of class, money and gender. Social behaviour was

regarded as a very important aspect and it was thus closely observed, imposing strong limits on individuals, particularly women. The author shows people who are constantly being watched and criticised by others, both in public and family occasions, which could mean that she wanted to portray the lack of independence that people, and especially women, at her time used to have. Moreover, Austen's choice to present characters from different social and/or economical backgrounds who fall in love with each other, perhaps shows her intention to criticize or even reject the values of her society.

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

Any well-formed answer could be accepted

"Which do you mean?" and turning round, he looked for a moment at Elizabeth, till, catching her eye, he withdrew his own and coldly said, "She is tolerable; but not handsome enough to tempt me; and I am in no humour at present to give consequence to young ladies who are slighted by other men. You had better return to your partner and enjoy her smiles, for you are wasting your time with me."
Darcy, Meryton ball Volume I: Chapter 3

a. How does Darcy see people living in Meryton?

He considers them as being inferior to him

b. How do you characterise him? What kind of behaviour does he display?

He can be described as arrogant, snobbish, conceited, prejudiced, socially pretentious and completely dependent on status when judging people or making friends.

c. What is his impression of Elizabeth?

He thinks that she is insignificant, inferior to him. He judges her only by her physical appearance and jumps into conclusions.

Elizabeth felt herself growing more angry every moment; yet she tried to the utmost to speak with composure when she said, "You are mistaken, Mr Darcy, if you suppose that the mode of your declaration affected me in any other way, than as it spared me the concern which I might have felt in refusing you, had you behaved in a more gentleman-like manner." She saw him start at this, but he said nothing, and she continued, "You could not have made me the offer of your hand in any possible way that would have tempted me to accept it."
Elizabeth, Volume II: Chapter 11

a. Which word best describes Darcy's way of making the first marriage proposal to Elizabeth?

Arrogant/ conceited

b. How does Elizabeth behave and react with reference to the title of the novel?

She is very proud of herself and she cannot forget the way Darcy has treated her at the beginning of the novel. She is now absolutely prejudiced against him and she disapproves of his every move and opinion.

c. Can you guess about the impact of Elizabeth's behaviour on Darcy? How should he behave from now on?

He must be very upset because we know that he has started having feelings for Elizabeth, which grew so tense that he finally proposed to her. He should try to convince her that he has changed and that he does not judge people based on their social background but rather on their merit/ personality. He should also try to be less arrogant and aloof and to show his real feelings.

d. Does Elizabeth pay any attention to his behaviour or his aristocratic standing?

Elizabeth judges him only on the basis of his behaviour towards her and her family and not on his aristocratic background.

"How despicably I have acted! I, who have prided myself on my discernment! I, who have valued myself on my abilities! who have often disdained the generous candour of my sister, and gratified my vanity in useless or blameable mistrust! How humiliating is this discovery! Yet, how just a humiliation! Had I been in love, I could not have been more wretchedly blind! But vanity, not love, has been my folly. Pleased with the preference of one, and offended by the neglect of the other, on the very beginning of our acquaintance, I have courted prepossession and ignorance, and driven reason away, where either were concerned. Till this moment I never knew myself."
Elizabeth, Volume II: Chapter 13

a. Which words show that Elizabeth has shown narrow-mindedness?

Despicably, vanity, useless or blameable mistrust, wretchedly blind, my folly, prepossession, ignorance, driven reason away.

b. Has she recognised her faults? How has her judgment been affected by her pride and prejudice?

Her lament shows that she has clearly and unequivocally recognised her faults and has regretted making them. She has been too proud and prejudiced to see that Darcy has changed and that he really loves, admires and respects her.

c. Do you think she feels humiliated when admitting her feelings to Darcy?

Probably yes, because she is very proud and independent and it is difficult for her to acknowledge her mistakes. On the other hand, she is honest, intelligent and bold, which means that she prefers admitting her feelings than concealing them.

d. How would you characterise Elizabeth on the whole? Why? Draw a character map to show her traits based on her actions.

intelligent	independent/strong-minded	sincere/honest
• She seems to be a good judge of other people's character • She engages in witty dialogues	• refuses to dance with Darcy • accuses Darcy of having a propensity to hate everybody • She does show prejudice, but only after being insulted by Darcy	• in the end, she admits her feelings for Darcy
impartial to social status and fortune	**proud (in a good way)**	**dynamic/ bold/daring**
• She judges Darcy only on the basis of his behaviour towards her and her family and not on his aristocratic background. • she is not dazzled by fortune or social status, unlike her mother and many other women of her time.	• "I, who have prided myself on my discernment! " • "I, who have valued myself on my abilities!" • She is proud of herself and of her family • She seems aware of the fact that she is charming	• eager to change her opinion or judgment /to admit she was wrong • in the end, she admits her feelings for Darcy • is not afraid to express her opinion openly
strict	**proud - prejudiced**	**vain**
• Elizabeth decides that her sister is very much in love with him but conceals it very well. Elizabeth says it is better for a young woman to be patient until she is sure of her feelings. •	• At the beginning she was not able to see that Darcy had changed and that he really loved, admired and respected her. • She is very proud of herself and she cannot forget the way Darcy has treated her at the beginning of the novel. She is now absolutely prejudiced against him and she disapproves of his every move and opinion.	• "I who have often disdained the generous candour of my sister, and gratified my vanity in useless or blameable mistrust!" • "But vanity, not love, has been my folly."

"I have been a selfish being all my life, in practice, though not in principle. As a child I was taught what was right, but I was not taught to correct my temper. I was given good principles, but left to follow them in pride and conceit. Unfortunately an only son (for many years an only child), I was spoilt by my parents, who, though good themselves (my father, particularly, all that was benevolent and amiable), allowed, encouraged, almost taught me to be selfish and overbearing; to care for none beyond my own family circle; to think meanly of all the rest of the world; to wish at least to think meanly of their sense and worth compared with my own. Such I was, from eight to eight and twenty; and such I might still have been but for you, dearest, loveliest Elizabeth! What do I not owe you! You taught me a lesson, hard indeed at first, but most advantageous. By you, I was properly humbled. I came to you without a doubt of my reception. You showed me how insufficient were all my pretensions to please a woman worthy of being pleased."
Mr Darcy, Volume III: Chapter 16

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

Yes, he does. This is revealed by the fact that he admits being selfish and having compared others only to his own (social) worth. He also admits being humbled by Elizabeth.

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

He has been taught that he is superior to people with a lower social status to his but now, thanks to Elizabeth, he has learned to behave differently. His initial opinions are revealed by words like "pride", "conceit", "spoilt", "selfish", "overbearing", "insufficient", "pretensions".

c. Has his upbringing affected his behaviour?

Certainly it has. He himself comes to admit: "*Unfortunately an only son (for many years an only child), I was spoilt by my parents, who, though good themselves (my father, particularly, all that was benevolent and amiable), allowed, encouraged, almost taught me to be selfish and overbearing; to care for none beyond my own family circle; to think meanly of all the rest of the world*".

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

He admits his own mistakes and flaws and he seems to have sincerely regretted his past behaviour. He also seems to be eager to change and become the man Elizabeth needs.

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

9. Work in groups and discuss the following topics.
(Suggested prompts)

a-c: Students' own answers

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

Probably yes, but to a far lesser extent than in Great Britain, where class division is reflected even in the way people talk (especially as far as pronunciation is concerned).

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

Even today in some parts of the world women have an inferior position and less rights than men; some people judge others on the basis of their social status rather than their personal qualities.
However, in modern, socially developed societies, women and men have equal status, opportunities and rights. Furthermore, in the modern world, individuals are not so closely watched as in Jane Austen's time.

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

Freedom, equality (of rights and opportunities), democracy, social rights, emancipation, financial security, independence, respect, dignity, religious tolerance, freedom of thought, beliefs and expression.

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

Students' own answers

8

Social Media

❖ p. 93, line 3, the word "**depression**" is missing. The sentence should read "does **depression** increase social media use, or does social media use increase depression?"

(suggested answers)

2. Answer the following questions. What is the writer's main purpose?
   b. to raise awareness about the issue

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

1. 4th paragraph	6. 8th paragraph
2. 6th paragraph	7. 3rd paragraph
3. 7th paragraph	8. 10th paragraph
4. 5th paragraph	9. 1st paragraph
5. 2nd paragraph	10. 9th paragraph

4. Which paragraph are the following issues mentioned in?

1. Interaction with technology and social media **3rd, 4th, 5th, 9th paragraphs**
2. Well-being is affected by lack of sleep **6th, 7th, 8th 3rd, 4th, 5th, 9th paragraphs**
3. Time allotted to a screen **1st paragraph**
4. Self-control seems to be the best solution **10th paragraph**
5. Impact of social media use on sleep quality **3rd, 4th, 5th, 9th paragraphs**
6. Importance of lack of sleep during puberty **8th paragraph**
7. Reasons why sleep time is reduced **5th paragraph**
8. How social media affects our self-esteem **9th paragraph**

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

1. b	**2. b**
3. a	**4. c**
5. b	**6. c**
7. c	**8. b**
9. c	**10. a**

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

7. Read the following text and then discuss in groups: a. How does this text differ from the previous text you read about social media?
a. It is more positive towards social media use
b. Students' own answers

CONDITIONAL SENTENCES - Grammar

8. Continue the sentence:
(suggested answer)

If you spend too much time on a computer, **you will suffer from sleep deprivation**

9. Read the following sentence from the text and say what could happen if you suffered from lack of sleep using an if-clause:
(suggested answer)

If I suffered from lack of sleep, **I would possibly gain weight/my achievement at school would be lower/ I would run the risk of having health problems some time in my life …**

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

If I had been playing computer games all night, **I would feel exhausted today**
NOTE: this exercise should be done after exercise 15 (because it is a <u>mixed </u>conditional clause)

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

Type	If-clause/condition	Main clause/ result	Refers to the	Shows sth ..
0	If + simple present	simple present	present/future	real/possible
1	If + simple present	will/may +Infinitive	present/future	possible
2	If + simple past	would/could/might + Infinitive	present/future	improbable
3	If + past perfect	would + have + past participle	past	impossible

12.Put the verbs in brackets in the correct tense

If/When the temperature is below 0, water **freezes**
If he studies hard, he **will pass** the exams.
If she didn't have health problems, she **would not go** to the doctor.
If they hadn't won the lottery, they **would not have gone/been** on a luxurious holiday.

13. Complete the sentences below so that they are true for you.
Students' own answers

14.Read the following sentences and answer the questions.
If social media use is exacerbating anxiety and depression, it could then, in turn, impact sleep.

a. Does this sentence refer to the Present, the Future or the Past?
To the **present**
b. What is different about this sentence compared to the types in the previous exercise?
it <u>could</u> impact =a different structure. Normally, 1st conditional needs a verb in future form but we can also use the modal verbs **may, might, could** to show that something is a <u>possible</u> consequence in the future.

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

Type 2 If she wasn't afraid of planes, she wouldn't have travelled by train. **Type 3**

➢ She is generally afraid of planes (**a present situation**) so on this occasion, she chose to travel by **train** (**a past event**): It refers to an **unreal present situation** and its **probable (but unreal) past result**.

Type 3 If I had worked harder at school, I would have a better job now. **Type 2**

➢ I did not study hard when I was a student (**a past event**), so I now have a job that is not very good (**a present situation**). It refers to an **unreal past condition/ an imagined or real event in the past** and its **probable result in the present**.

16. Now study the following conditional sentences. Which words or phrases are used instead of "if"?
As long as, provided/providing that, on condition that, what if, unless, in the event of/in case of

17. Choose the right item
1. unless 2. provided 3. What if? 4. Only if 5. on condition that 6. In the event

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

1. If you come to the party, please don't be late.
2. If I were you, I would stop smoking immediately.
3. If you require any further information, please contact us at our office.
4. If I had known about her behaviour earlier, I would have fired her immediately.
5. If he saw you here, he would be very surprised.

19. Rewrite the following sentences using inversion

1. Had she not helped me with my essay, I would have failed the exam.
2. Should you decide to sell your car, I will buy it.
3. Were Jane more careful, she would be able to solve the problem.
4. Were John to decide to invest in another company, we would have to look for another partner.
5. Had we known earlier, we would have called the technician immediately.
6. Should there be any problems, please contact the building management immediately.
7. The department store will employ extra staff, should the need arise.
8. Should he not hurry, he will miss the bus.
9. Were I to have more money, I would lend you some.
10. Were her husband not such a difficult person, her life would be easier.

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

1. What would you do if you lost your mobile phone?
2. What will you do if you do not pass the exam?
   What would you do if you did not pass the exam?
3. If I have free time, I will hang out with my friends.
   If I had free time, I would hang out with my friends.
4. If I hadn't arrived late to school yesterday, I wouldn't have to apologize.
5. What would happen if you booked tickets earlier for the rock concert?
   What will happen if you book tickets earlier for the rock concert?
6. Unless she is on a diet, she will eat that mouthwatering chocolate ice cream.
7. If I had woken up earlier, I would have arrived to school in time.
8. Unless I save up, I won't be able to go on holiday.
9. If I found a purse in the street, I would report it to the police.
   If I find a purse in the street, I will report it to the police.
10. I would have e-mailed you sooner if my computer hadn't broken down.

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

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

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

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

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

❖ **All of the above issues are mentioned**

Listening Transcript

Over the past 15 years, I've studied technologies of mobile communication and I've interviewed hundreds and hundreds of people, young and old, about their plugged in lives. And what I've found is that our little devices, **those little devices in our pockets, are so psychologically powerful that they don't only change what we do, they change who we are**. Some of the things we do now with our devices are things that, only a few years ago, we would have found odd or disturbing, but they've quickly come to seem familiar, just how we do things.

So just to take some quick examples: People text or do email during corporate board meetings. They text and shop and go on Facebook during classes, during presentations, actually during all meetings. People talk to me about the important new skill of making eye contact while you're texting. People explain to me that it's hard, but that it can be done. Parents text and do email at breakfast and at dinner while their children complain about not having their parents' full attention. But then these same children deny each other their full attention. This is a recent shot of my daughter and her friends being together while not being together. And we even text at funerals. I study this. We remove ourselves from our grief or from our reverie and we go into our phones.

Why does this matter? It matters to me because I think we're setting ourselves up for trouble -- trouble certainly in how we relate to each other, but also trouble in how we relate to ourselves and our capacity for self-reflection. **We're getting used to a new way of being alone together**. People want to be with each other, but also elsewhere -- connected to all the different places they want to be. People want to customize their lives. They want to go in and out of all the places they are because the thing that matters most to them is control over where they put their attention. So you want to go to that board meeting, but you only want to pay attention to the bits that interest you. And some people think that's a good thing. But you can end up hiding from each other, even as we're all constantly connected to each other.

A 50-year-old business man lamented to me that he feels he doesn't have colleagues anymore at work. When he goes to work, he doesn't stop by to talk to anybody, he doesn't call. And he says he doesn't want to interrupt his colleagues because, he says, "They're too busy on their email." But then he stops himself and he says, "You know, I'm not telling you the truth. I'm the one who doesn't want to be interrupted. I think I should want to, but actually I'd rather just do things on my Blackberry."

Across the generations, I see that **people can't get enough of each other, if and only if they can have each other at a distance, in amounts they can control.** I call it the Goldilocks

effect: not too close, not too far, just right. But what might feel just right for that middle-aged executive can be a problem for an adolescent who needs to develop face-to-face relationships. An 18-year-old boy who uses texting for almost everything says to me wistfully, "Someday, someday, but certainly not now, I'd like to learn how to have a conversation."

When I ask people "What's wrong with having a conversation?" People say, "I'll tell you what's wrong with having a conversation. **It takes place in real time and you can't control what you're going to say**." So that's the bottom line. Texting, email, posting, all of these things let us present the self as we want to be. We get to edit, and that means we get to delete, and that means we get to retouch, the face, the voice, the flesh, the body -- not too little, not too much, just right.

Human relationships are rich and they're messy and they're demanding. And we clean them up with technology. And when we do, one of the things that can happen is that **we sacrifice conversation for mere connection.** We short-change ourselves. And over time, we seem to forget this, or we seem to stop caring.

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

      1. psychologically powerful
      2. attention
      3. presentations
      4. remove ourselves
      5. self-reflection
      6. constantly connected
      7. at a distance
      8. have a conversation
      9. real time
      10. sacrifice conversation

25. Discuss in groups about the following issues:

Sherry Turkle, in her talk, says: "We are getting used to a new way of being alone together". What does she mean? (Suggested answer)

She means that, although we want to be together with other people, we also want to focus our attention elsewhere and specifically on the information which interests us. Consequently, despite the presence of other people around us, we are frequently left alone with our thoughts or focused elsewhere, not really communicating with them. Thus, we may be physically together but, in fact, mentally we are in a kind of isolation – not connected with them.

Sherry Turkle, closing her talk, says: "We sacrifice conversation for mere connection". Do you agree?

Students' personal ideas

26. Look at the picture and the quote. Then do the tasks below.
(Suggested answers)
Brainstorm five reasons why the world is made more transparent with social media:
- It is more difficult to conceal the truth (news, public documents and sometimes even personal documents may circulate all over the world).
- Information is readily available to everyone with an access to a computer and an Internet connection.
- Public figures and even companies and government can be exposed much more easily and they can be held accountable for their actions.
- Proper and/or moral behaviour is more easily acknowledged and rewarded.
- It is much easier to exchange ideas.

What does Zuckerberg mean by power?
- Information and knowledge equals power in the digital age
- People can influence other people's lives easily and in a more straightforward manner
- Anybody can keep the information they need and discard the rest
- People can quickly and easily organise themselves in groups or form coalitions without the need of a political party or a leader
- There are much more options available to people for shopping, entertainment etc.

(**Note**: Point out to students that all this power could also be used in a harmful way – to harm or exploit others. This issue will be covered in activities 29-30)

27. Discuss the following topics and then report to the class.
Students' personal ideas and experiences

28. Discuss the following issues.
Students' personal ideas and experiences

29. Discuss the following issues.
(Suggested answers)
- ✓ **To what extent have social media changed our lives?**
    - They have broken down barriers among countries and people
    - It is easier to express ourselves and reach a greater audience
    - We can reunite with people from our past we had lost contact with (e.g. old classmates)
    - We can exchange news, ideas, opinions, experiences, knowledge
    - We can be informed about almost anything almost immediately
    - People can pursue their interests, as there are groups for almost any king of hobby, activity etc
    - People can promote their ideas, their business, their art work much faster, more easily and without constraints.

- ✓ **How can we prevent the negative effects of social media on our life?**
    - By having faith and trust in our family and friends
    - By talking with them regularly and openly
    - By using them in moderation, because they are time-consuming and addictive
    - By hanging out with our friends as much as possible seeking real communication
    - By exercising regularly and sleeping enough
    - By dealing with every piece of information we see online critically

30. Organize a debate on the following topic. (Suggested answers and prompts for discussion)

Social networks make us more antisocial because:	Social networks do not make us more antisocial because:
▪ They make us avoid physical contact, which is extremely important in human relations ▪ They are addictive (people always check their phones) ▪ They cut as off real life ▪ They are uncontrollable because everyone can write whatever they want, causing harm to others (e.g. fake news). So, people are made vulnerable to dangerous ideas ▪ They are especially dangerous for teenagers, because they can assist potential stalkers, bullies or harassers ▪ They consume a lot of time in our lives, which could be used more creatively ▪ They may cause anxiety and stress and may lead to sleep deprivation or even more serious situations ▪ They help many companies promote their products, which leads to consumerism ▪ They lead to sedentary life ▪ They serve as substitutes for real-world communication	▪ They can help us find new friends, keep in touch or reunite with old ones. ▪ They help us be informed, updated ▪ They help us express our ideas, opinions, beliefs and reach a wider audience ▪ Our voice can be heard over the barriers of the place we live, in other countries or even continents ▪ We can interact with other people and prepare ourselves for real-world interaction ▪ They help us relax after work or school ▪ They fill people's time with something interesting ▪ They help small companies or individuals promote their products, which can be a positive thing ▪ People can pursue their interests more easily and they are provided with more options ▪ They serve as assistance for real-world communication

31. Read the rubric and then do the tasks.
1. Key words: social networking, impact on relationships, change, quality
2. Register: formal
3. Paragraphs: 4: Introduction - Advantages - Disadvantages [or vice versa] - Conclusion
4. Main points/ideas: You can refer to Activity 30 for some ideas

32. Add the following linking words and phrases in the above list next to the correct categories.
There are a number of arguments against→ presenting arguments against
Consequently → Expressing results/consequences
On the other hand → Expressing opposing viewpoints / showing contrast
A serious drawback → introducing disadvantages, presenting arguments against
As a result → Expressing results/consequences
There are a number of benefits for → introducing advantages, presenting arguments for,
Furthermore → Listing viewpoints, giving examples
What is more → Listing viewpoints, giving examples
Particularly/in particular → Justifying, expressing reasons, giving examples
All things considered → Concluding
As far as I am concerned → Expressing reasons, introducing advantages, introducing disadvantages, presenting arguments for, presenting arguments against
This is due to the fact → Justifying
Nonetheless → Expressing opposing viewpoints / showing contrast
Notwithstanding → Expressing opposing viewpoints / showing contrast