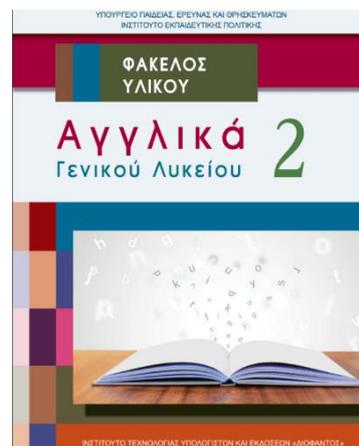


## Οδηγός Εκπαιδευτικού Αγγλικής Β' & Γ' ΓΕΝΙΚΟΥ ΕΝΙΑΙΟΥ ΛΥΚΕΙΟΥ (Γ.Ε.Λ.)

Ο **Φάκελος Υλικού – Αγγλικά 2** 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 υλικό είναι χωρισμένο σε θεματικές ενότητες. Κάθε ενότητα περιλαμβάνει δραστηριότητες κατανόησης και παραγωγής προφορικού και γραπτού λόγου στην ξένη γλώσσα, οι οποίες στοχεύουν στην καλλιέργεια των γλωσσικών επικοινωνιακών δεξιοτήτων τους στην ξένη γλώσσα μέσα από **αυθεντικά κείμενα και αυθεντικές επικοινωνιακές περιστάσεις**. 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, ατομικά ή και ομαδικά.



Η χρήση αυθεντικών κειμένων αποτελεί αναμφίβολα ιδιαίτερα αποτελεσματική μέθοδο στη διδασκαλία της ξένης γλώσσας. Τα εν λόγω κείμενα δεν έχουν σε γενικές γραμμές υποστεί επεξεργασία για την προσαρμογή τους σε συγκεκριμένα επίπεδα γλωσσομάθειας, στοιχείο που αποτελεί το βασικό τους πλεονέκτημα καθώς ενισχύει το βαθμό της πρόκλησης αλλά και τα κίνητρα των μαθητών και μαθητριών για την κατανόησή τους.

Σκοπός της χρήσης τους στην τάξη **δεν είναι η προσαρμογή των κειμένων στο επίπεδο των μαθητών και μαθητριών**. Αντίθετα, κλειδί της επεξεργασίας τους αποτελεί η **προσαρμογή των δραστηριοτήτων** που τα συνοδεύουν ανάλογα με τις ικανότητες και τα ενδιαφέροντα των μαθητών και μαθητριών. Ενδεικτικά, προτείνεται, **πριν** από την ανάγνωση του κειμένου, η χρήση κατάλληλα διαμορφωμένων ερωτήσεων, η παρουσίαση του λεξιλογίου που θα χρειαστούν για την κατανόησή του ή και συζήτηση σχετικά με το θέμα του κειμένου στη μητρική τους γλώσσα (pre-reading tasks) κ.λπ., έτσι ώστε να προετοιμαστούν οι μαθητές και οι μαθήτριες κατάλληλα και να μειωθεί ο βαθμός δυσκολίας του.

Ο/η εκπαιδευτικός μπορεί να αξιοποιήσει επίσης τεχνικές ανάγνωσης και διαχείρισης άγνωστου/ νέου λεξιλογίου για την ανάπτυξη σχετικών μεταγνωστικών στρατηγικών και δεξιοτήτων. Σε κάθε περίπτωση, θα πρέπει να τονίζεται στους μαθητές και τις μαθήτριες ότι το ζητούμενο δεν είναι να κατανοήσουν κάθε λέξη του κειμένου αλλά **να αναπτύξουν τη δεξιότητα και την αυτοπεποίθηση που απαιτούνται ώστε να χειρίζονται κείμενα με άγνωστες λέξεις και να ανταποκρίνονται με επιτυχία σε μελλοντικές πραγματικές επικοινωνιακές συνθήκες**. Αυτό επιτυγχάνεται αποτελεσματικά μέσα από δραστηριότητες εντοπισμού της γενικής ιδέας ή συγκεκριμένων πληροφοριών σε ένα κείμενο (π.χ. χώρων,

αντικειμένων, κατηγοριών), μέσα από τεχνικές “skimming” και “scanning”, μέσα από τη χρήση τεχνικών ανακαλυπτικής μάθησης και στρατηγικών όπως SQ3R (Survey, Question, Read, Recite, Review), KWL (What do I know, What do I want to know, What have I learned) ή άλλα είδη γραφικών οργανωτών (mind-maps, spidergrams etc).

Σε αυτό το πλαίσιο, οι εκπαιδευτικοί έχουν τη δυνατότητα να σχεδιάσουν τη διδασκαλία τους με βάση τις ανάγκες και τα ενδιαφέροντα των μαθητών και μαθητριών τους. 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, διερεύνησης, προβληματισμού, κριτικής σκέψης, σύνθεσης, αλληλεπίδρασης, αξιολόγησης, λήψης απόφασης κ.λπ.

Ιδιαίτερη έμφαση 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 2** 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**).

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 2.**

# 1 Group Work



## 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

## 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?**

(Possible answer) Two pairs of people, two mothers with their children. The first pair is playing. They are having a great time in the sea and they look very happy. The second pair is struggling with the waves and they seem concerned/worried, anxious, frightened, unhappy.

#### **b. Who has created the video?**

UNHCR (United Nations High Commission for Refugees)

#### **c. What is the message?**

(Possible answer) The sea is not a safe place for everybody. For some people it is a huge barrier they have to cross in order to live better, for others it is just a place for fun.

#### **d. How did you feel when you watched it?**

Students' own answers

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

According to the definitions by UNHCR, **refugees** are persons fleeing armed conflict or persecution, while **migrants** choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons (<https://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>).

One of the most fundamental principles laid down in international law is that refugees should not be expelled or returned to situations where their life and freedom would be under threat. On the other hand, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government.

An **asylum seeker** is a person who flees his or her home country, enters another country and applies for asylum, i.e. the right to international protection, in this other country. An asylum seeker may be a refugee, but not a migrant (*adapted from [https://en.wikipedia.org/wiki/Asylum\\_seeker](https://en.wikipedia.org/wiki/Asylum_seeker)*).

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

a.4 b.3 c.1 d.2 e.6 f.5

**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?**

(Note: Explain to the students that the definition of “genre” is “literary kind”).

Both texts are narrative non-fiction.

**b. Where can you find it?**

The first text could be found in a newspaper, a magazine or a webpage. The second is taken from a book about refugees, but it too could have appeared in a newspaper, a magazine or a webpage.

**c. Who is the writer?**

If we follow the link below Text A, we will discover that the writer is called Charlie Dunmore. Text B was written by Misganaw Worknehe as stated in the heading of the text.

**d. Who might be the reader?**

Everyone interested in the problems the refugees are facing/ the problem of migration.

**e. Can you guess the content of each article from the title and the photos?**

Students’ own answers

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

(Suggested Answers)

Text A	
<b>SOMEBODY...</b> Who is the main character?	Muzon, a refugee girl from Syria.
<b>WANTED ...</b> What do they want? (goal/motivation)	She wanted to continue her schooling, take her grade-nine school exams and enter university.
<b>BUT...</b> What is the problem in the story? What is keeping the characters from their goal? (Focus on the conflict/ challenge/problem)	Civil War broke out in her country and her family was forced to leave and stay in a refugee camp under bad conditions. Many children left school because they could not handle the situation anymore.
<b>SO/SO THEN...</b> How does everything finally work out? What is the solution? How does the character reach their goal?	Muzon started a campaign in the camp in order to persuade children to stay at school. She has continued her studies in Jordan and has become a forceful and high-profile advocate for education among Syrian refugees, particularly young women and girls. She fights for children’s right to education. She has learned that obstacles in life can be overcome by strong will and effort. She conveys a message to the world, that education can give purpose to our life.

Text B	
<b>SOMEBODY...</b> Who is the main character?	Mesfin, who lives by himself in a refugee camp in Kahuma, Kenya.
<b>WANTED ....</b> What do they want? (goal/motivation)	He is a refugee from Ethiopia trying to survive in the refugee camp. He tries hard in order to ensure a decent meal and safety.
<b>BUT...</b> What is the problem in the story? What is keeping the characters from their goal? (Focus on the conflict/ challenge/problem)	He is lonely and suffers from hunger and lack of love. He has to walk many kilometres in the burning heat/under the scorching sun to find the wood he needs so as to cook his food. He has trouble with local people who threaten his life, as they want the wood for themselves.
<b>SO/SO THEN...</b> How does everything finally work out? What is the solution? How does the character reach their goal?	He has managed to survive and has learned to tolerate the awful conditions under which he lives without being able to actually improve his life though. He lives day by day without hope or plans for the future, believing the world is unfair.

**9. Now, fill in the missing information.**

	Muzon	Mesfin
<b>LIFE BEFORE</b>	She had a normal, middle-class life, surrounded by friendly neighbours and relatives. Her parents were teachers in Izra, Syria. She lived in comfortable house where each of the children had their own room. She studied hard at school for her nine-grade exams so as to continue her education.	We only know he lived in Ethiopia.
<b>WHAT CAUSED THE FLEE</b>	The civil war in Syria. Her home was close to a military base that regularly came under attack, leaving them trapped in the crossfire. They couldn't endure the fighting any longer, so they decided to flee to Jordan.	The Ethiopian regime. He has fled his home country when the junta won state power and he has been trying to find a secure shelter since then.
<b>LIFE NOW - CHANGES (WHERE, WHO, WHAT, LIFE CONDITIONS)</b>	In Azraq refugee camp in Jordan. The whole family shares a tent where they eat, sleep and wash. She attends a summer course to get grips with the new Jordanian curriculum in order to pass the final exams.	He lives in a refugee camp in Kakuma, in a plastic makeshift hut which does not adequately protect him from the weather conditions. He lives by himself in an alien land. Every day he rises with the sun and go in search of firewood to boil beans for his meal.

<b>PROBLEMS, DIFFICULTIES</b>	Life conditions are difficult and many children, especially girls, leave school. She has to fight against the widely held belief within the camps that early marriage is the best way to secure the future of young female refugees. She encounters opposition when trying to persuade people about the importance of education. People do not listen to her because of her young age.	He is lonely and hungry. The area where he lives is dry, dusty, sunny and hot. There is shortage of firewood. He cannot afford to buy any charcoal so he has to walk many kilometres in the burning heat/under the scorching sun to find wood to cook his food. He is faced with barbarity and lack of humanity. He strives hard against adverse conditions and hostile people.
<b>FUTURE LIFE, EXPECTATIONS</b>	She goes door-to-door to persuade parents let their daughters attend school. She wants to spread her message to a wider audience, to the international community, especially to those who have the resources to help.	He just wants to survive each day. He cries for peace and safety. He has no expectations and no hope since he lives in an unfair world where “all tomorrows are the same”.
<b>FEELINGS</b>	She appears to be determined and strong, but also a realist. She believes education is the armour that will protect you in life.	Loneliness, stress, lack of love, misery, hunger, despair, hopelessness. He feels confused when he thinks about his life. He thinks he does not deserve all this.

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

Students can use the information from the previous activities to complete the diagram. They can write about the common problems or difficulties, about the living conditions, about the different feelings etc.

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

Students' own answers.

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

***What did Muzon say about life before the crisis started?***

She said that their house had been built by an engineer. She also explained that when she was (habitual action)/had been sick, she went/would go/had been to a doctor. Finally, she remarked that education is everything in life (general truth).

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

In order to make the narration more **vivid** and **interesting** and thus engage the reader.

**13. Are the following statements true or false? Justify your answers reporting what has been said in the text.**

**Advice to the teacher: if your students are not familiar with reported speech, you could skip the questions that require exceptional use of reported speech (see Note below) or use questions of your own.**

1. *Muzon's father didn't know about the risks involved when he decided to flee across the border to Jordan.*

**False:** Her father decided the risks were too great so she fled with him. Her father claimed that he knew/had known she could make up for lost schooling, but if you lose your life there's no way to make up for that (no change of tenses is needed because the sentence contains a time clause – see Note below).

2. *Muzon didn't know that education was important.*

**False:** Muzon explained that they hadn't had to ("she didn't need them" is also acceptable) to tell her that education is important because she had always felt it.

3. *Muzon doesn't think highly of Malala.*

**False:** Because she said that Malala had taught her that no matter what obstacles she faces in life, they can be overcome (general truth).

4. *Before the crisis began, Muzon used to live a normal, middle-class life.*

**True:** She explained that she had not been a queen back in Syria adding that they had had problems, good things and bad things, but it had been like any normal life.

5. *Muzon doesn't mind when people don't let their daughters go to school.*

**False:** She said that when she heard of people not letting their daughters go to school or marrying them off early, it made her angry.

**NOTE:** There is no change in verb tenses in Reported speech when:

1. the sentence expresses a general truth or permanent states and conditions
2. the introductory verb is in the Present, Future or Present Perfect tense
3. the verb of the sentence is in the Unreal past (eg. 2nd or 3rd type conditionals)
4. the following verbs are used: had better, could, would, used to, should, might and ought to, mustn't
5. the reported sentence contains a time clause
6. the sentence expresses something which is believed to be true. In this case the verb tense can either change or remain unchanged.

## 3 Renaissance arts & artists



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

1. Renaissance
2. Humanism
3. Science
4. (Sy)mmetry
5. Michelangelo
6. Supper

### **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. Michelangelo - Creation of Adam
2. Leonardo da Vinci - The Virgin and Child with St Anne
3. Raphael - The Wedding of the Virgin
4. Verrocchio - Madonna with Saint John the Baptist and Donatus
5. Botticelli- Primavera
6. Bellini - Madonna and Child
7. **Fra Angelico – The Lamentation over St Francis** (see the new pdf file: [http://www.iep.edu.gr/images/IEP/EPISTIMONIKI\\_YPIRESIA/Epist\\_Monades/B\\_Kyklos/Humanities/2018/2019-01-11\\_B3\\_Renaissance.pdf](http://www.iep.edu.gr/images/IEP/EPISTIMONIKI_YPIRESIA/Epist_Monades/B_Kyklos/Humanities/2018/2019-01-11_B3_Renaissance.pdf))

### **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.**

#### **A. Leonardo**

**He was born** *in Vinci on 15 April 1452*

**His fields of work** *include painting, geology, anatomy, flight, gravity, optics, engineering (and science in general)*

**His most famous works of art:** *Mona Lisa*

**He died in** *Châtaux of Clou / near Amboise / in France on 2 May 1519.*

**The impact of his work:** *he was highly influential as an artist and sculptor/ he was a pioneering scientist, inventor and artist/ the last Supper has been described as one of the greatest spiritual paintings / the Mona Lisa is one of the world's most famous and intriguing pictures / the thousands of surviving pages of his notebooks reveal the most eclectic and brilliant minds/ he "invented" the bicycle, airplane, helicopter, and parachute years ahead of their time/ his painting was scientific and his science was expressed through art ...*

## **B. Michelangelo**

**He was born** in Caprese near Florence, Italy, on 6 March 1475

**His fields of work** include painting, sculpture, poetry, architecture

**His most famous works of art:** *Pieta, The Sistine Chapel in the Vatican*

**He died in** Rome on 18 February 1564

**The impact of his work:** *he became one of the world's most famed artists remembered and adored by future generations/ he was greatly affected by Leonardo Da Vinci/ he contributed to many architectural projects such as the great church of St Peter's.*

## **C. Sandro Botticelli**

**He was born** in Florence around 1445

**His field of work** was painting, where he included Neo-Platonism bringing together Christianity and Paganism. Later in his life, his style underwent a remarkable change characterised by a very religious feel and symbolism in his painting.

**His most famous works of art:** *The Primavera, Pallas, the Centaur, Venus and Mars, The Birth of Venus, Calumny of Apelles, the Crucifixion, the Last Communion of St. Jerome, and the Nativity. He also took part in the painting of the Sistine Chapel.*

**He died** in Florence in 1510

**The impact of his work:** *although his work lay forgotten for almost 400 years, he is now considered as one of the most esteemed artists of the Italian Renaissance. His contribution to the Italian Renaissance period was one of great distinction.*

## **D. Raphael**

**He was born** in Urbino on 28 March or 6 April 1483

**His field of work** was painting

**His most famous works of art:** *In Florence, Raphael completed three large altarpieces, The Ansidei Madonna, The Baglioni altarpiece, 43 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. The Stanza also known as the Raphael rooms, are located on the upper floor of the Vatican palace. The Stanza della Segnatura contains some of the artist's best known works including, The School of Athens, Parnassus, and The Disputation of the Sacrament. He produced a wealth of paintings including several Madonna's, portraits and altarpieces, all in addition to his Vatican efforts. His only mythological work, Galatea was painted for the Tiber villa of Agostino Chigi.*

**He died** in Rome on 6 April 1520

**The impact of his work:** *He was a famous, wealthy and popular renaissance personality and his funeral was very well attended attracting large crowds. He became, along with Michelangelo and Leonardo, one of the three masters of the Italian Renaissance and his compositions were referred to extensively when training successive generations of artists.*

## **E. Andrea del Verrocchio**

**He was born** in Florence in or around 1435

**His fields of work** include painting, sculpture and goldsmithing

**His most famous works of art:** *Tobias and the angel, The Baptism of Christ, The Madonna enthroned with John the Baptist and St Donato.*

**He died** in Venice in 1488

**The impact of his work:** *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 number of important painters were trained at his workshop. His pupils included Leonardo da Vinci, Pietro Perugino and Lorenzo di Credi. He set an example for other Renaissance sculptors.*

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

**a. Where was Michelangelo born?**

*He was born in Carpesa, near Florence*

**b. Who painted "The Birth of Venus"?**

*"The Birth of Venus" was painted by Botticelli.*

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

**Why do you think the writers have done so?**

*To give emphasis on what happened rather on who did it and to make the text more formal and/or more impersonal.*



- 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.**

*The aim of this activity is to show the power of 'viewpoint' and the 'medium'. Thus, the screenshots, apparently forming part of an artistic video, have partly twisted the factual information. The blackbird is solitary and melodious but seems to have flown quite a long way from where it was hatched.*

- 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.**

*This activity aims at encouraging learners to move from the visual to the verbal mode of expression. It also aims to highlight the role of the Simple Past form in building the storyline part, that is the backbone of a narrative. Learners could thus come up with 'The blackbird stood on the branches of a tree. At some point it decided to fly and was supported by some notes and then had a free fall', for example. They could also change the order of the pictures and modify the sequence of actions. In any case, however, it is important that they should use simple past forms primarily.*

- 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.**

*This is an enriched version of a story mindmap. It is important for learners to understand that, besides the storyline, a story can be made up of introductory, background information, a narrower background that zooms in on the actual story, description, direct speech in the form of a monologue or a dialogue, flashbacks, taking time back and forth. It is also important for them to see that the background information may involve the use of 'be-verbs' or action verbs expressing habits, that zooming in on the story usually involves the use of a past continuous form, that the action can 'freeze' to provide a description, often in past continuous forms, that the monologue or dialogue makes use of present or future forms usually, that the flashback generally involves a past perfect form. This is meant to help them write a fully developed story*

as well as revise most past forms and understand their function. Needless to say, the story can be extended further to include more description, monologue or flashbacks.

**4a. 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?**

4a. Learners need to verbalise what they saw in the previous activity. In other words, they proceed from the specific data to the generalization, the 'rule'. This is an awareness-raising activity.

**4b. 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?**

4b. This activity aims at illustrating the generalisability of the form and function of verbs in the story. If learners realize that continuous forms are used to describe a scene, for example, they can transfer this realization to the present or the future, as in 'at this moment some birds are flying in formation' or 'at the same time tomorrow, some birds will be flying in formation'. Similarly, the use of simple past forms for habits can be transferred to the present or the future, while the use of a perfect form for flashbacks, that is to show that an action was completed before another one in the past, can apply across the time spectrum. The advantage of all this is that learners can see that tenses could be treated as a system rather than discretely.

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

In this activity, learners can provide their own ending and then go a step back and reflect upon the message conveyed by their version of the story. Subjectivity should be encouraged.

**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?**

Learners come to this activity after they have relied on their intuition and created a story. This is important, as they can see their own version as one of the many possible ones. Trying to fit the singer's original idea within their story involves a process of rethinking and enables learners to treat the text as an ever-evolving piece of writing.

**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.**

*This activity is an extension of the previous one, as learners are expected to listen to the actual song and further enrich their vocabulary and idea repertoire with regard to the blackbird story.*

**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.**

*This is an extension activity, which allows learners to bring in their subjectivity most forcefully; they can tamper with the lyrics and/or set them to music. Also, both here and throughout the lesson, they need to combine information from various stages in their work.*

**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.**

*This activity introduces a prose text on a topic similar to that of the song. Its aim is to introduce learners to different but thematically related genres. The dedication may refer to every person's need to 'fly high' or 'experiment'. As for the two opening paragraphs, following the story mindmap earlier, we could place the first one in the background information section and the second in the zooming in on the story part.*

**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.**

*In this activity, learners are invited to write the continuation of the story, developing their prediction along with their story-writing skills.*

**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?**

*Here, learners are expected to read through the actual story, compare it to their own version and go back to the dedication task and reflect on it anew. They are thus encouraged both to*

*see their own text as a possibility, without being tied up to the original one, and to go back and forth in the process, reconsidering their choices.*

**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.**

*They now use their interpretation skills to draw the seagull's character profile. They can also reason about their choices, going back to the story.*

**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?**

*Learners are now encouraged to develop their comparison skills and think critically, by comparing the song and the text and drawing the seagull's 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.**

*In this activity, learners build on the work done so far on the seagull text to personalize things and have a class discussion about the deeper meaning of 'flying' and how they would process or deal with it personally.*

**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?**

*This is a role-play activity carried out in steps. Learners role-play a parent-child interaction with regard to the idea of 'flight'. They create a pool of arguments and select the most convincing ones.*

**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?**

*This goes back to the story mindmap, once more illustrating the use of simple past forms of action verbs taking the action a step further, while also showing the importance of further information in enriching a story. Learners should single out 'lowered', 'lifted', 'strained', 'slowed' and so on as forming the story backbone.*

**17a. 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.**

*17a. A sequel to activity 16, this activity aims to illustrate how the use of finer, more varied, more specialized language may help make a text more literary. It can be extended further to provide learners with more samples of literary text to be made plain or of plain text to be made literary.*

**17b. 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.**

*Learners are now asked to go back to the blackbird text they had written earlier and embellish it to make it more literary.*

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

*This pool of activities aims to address different types of intelligence, while also familiarizing learners with different genres in writing – diaries and reviews. The main properties of these text types can be discussed before learners engage in the task.*

**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?**

*The last activity is an exercise in the effects of the medium, showing how a film might be different from a book, a printed text. Like most of the activities in this scenario, it is open-ended.*

## 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.**

(Suggested answers)

- Smoking
- Alcohol
- Drugs (both pharmaceutical and narcotics)
- Coffee
- Gambling
- Eating disorders
- Compulsive shopping
- Working too much
- Television
- The Internet

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

BBC Learning English 6 Minute English 22 May 2014 Coffee addiction **Transcript:**  
[http://wsdownload.bbc.co.uk/learningenglish/pdf/2014/05/140522122838\\_bbc\\_6min\\_coffee\\_addiction.pdf](http://wsdownload.bbc.co.uk/learningenglish/pdf/2014/05/140522122838_bbc_6min_coffee_addiction.pdf)

- a. **What is the topic of the talk?** *Coffee addiction*
- b. **Can you think of a “catchy” title for this radio talk?** *Students’ own answers*
- c. **What are the dangers mentioned?** *Drinking too much coffee can give you headaches or make you lethargic. It can also cause insomnia, indigestion or high blood pressure.*
- d. **Why do people develop such an addiction?** *Because of the caffeine contained in the drink, which is a ‘psychoactive drug’.*
- e. **What is a “psychoactive drug”?** *It’s a drug that affects how a person feels and sometimes how they behave. It can be found in food like waffles and chewing gum, surprisingly – not just in drinks.*

- f. **What is the definition given for the following words?**  
 → **insomnia:** *that's when you can't sleep.*  
 → **indigestion:** *that's a pain in your stomach when it can't process the food that you've just eaten.*  
 → **lethargic:** *that's not having any energy.*
- g. **What do we mean by “withdrawal symptoms”?** *We mean the nasty physical and mental effects of stopping the habit/substance we are addicted to. For example, if you try to give up drinking coffee, you may get headaches and feel tired.*
- h. **Why is Finland mentioned in the talk and what do they say about it?** *It is the country which drinks the most coffee per person. The people of Finland consume an incredible 12 kilograms of coffee per person every year, which is much more than the average consumption of 1.3 kilograms per person.*

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

*(Possible answers)*

- *To inform about the “misguided practice” of allowing children taste alcohol in Greece/about the cultural aspects of the issue.*
- *To demonstrate the need to acknowledge that alcohol is not harmless / the need to educate children at school and in the home/ the need to tackle the phenomenon on every level.*
- *To warn about the dangers of alcohol consumption by teens in Greece.*
- *To raise awareness in relation to the phenomenon of alcohol consumption by teens in Greece.*

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

1. 5<sup>th</sup>    2. 8<sup>th</sup>    3. 6<sup>th</sup>    4. 1<sup>st</sup>    5. 3<sup>rd</sup>    6. 7<sup>th</sup>    7. 9<sup>th</sup>    8. 4<sup>th</sup>    9. 2<sup>nd</sup>

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

1. c    2. c    3. a    4. b    5. c    6. b

**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. d    2. f    3. a    4. e    5. h    6. c    7. j    8. b

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

- a. *The writer uses inversion, i.e. s/he has inserted an adverb or prepositional phrase at the beginning of the sentence, causing the subject of the sentence to move after the auxiliary or the modal verb (NB remind the students that if the original verb is in Simple Present or Simple Past, then “do”, “does” or “did” must be put in the inverted sentence)*
- b. *In formal language, to give emphasis*
- c. *See p. 74 of the Students’ book*

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

- subject
- inversion
- had he seen
- emphasis
- formal

**8. Now rewrite the following sentences using inversion.**

- 1) In my pocket were the keys .....
- 2) So delicious was the food that .....
- 3) Never had Michael been to ...
- 4) Scarcely had I finished writing ...
- 5) Little did he understand about ...
- 6) Now is the time to deal ...
- 7) Not only is Mary a good ...
- 8) Should you need any ....
- 9) Nowhere will you find such ....
- 10) Only with the help of others can we cope ....
- 11) Not until after the end of May can we accept ....
- 12) Had we known it would take ....
- 13) At no time were they aware of ....
- 14) Neither was he rich nor handsome
- 15) On no account should you tell him about ...
- 16) Only by calling the security guard were we able ...
- 17) Barely had he come to the party before he started complaining ....
- 18) **Should you need any help, ...**
- 19) Little can he suspect that...
- 20) Not a sound could you hear ...

**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.**

- 1. What are the key words in the topic?**  
*addictions, struggle, deal with*
- 2. What register will you use?**  
*Informal, but not casual, as it will be published in the school magazine and there is a close relationship between the writer and the audience.*
- 3. How many paragraphs do you need to write?**  
*4-5 (introduction, 2 or 3 ways to deal with the problem, conclusion)*
- 4. What will you write in the introductory and the concluding paragraph?**  
*In the introduction we briefly state the problem - in the conclusion we summarise the solutions/ ways to deal with the problem and state our opinion.*

#### **Some ideas for writing**

- Education is very important; prevention is always better than treatment
- The sooner you get help the better
- Trained/specialised psychologists/therapists should be recruited at schools
- Addiction treatment centres should be fully equipped with qualified staff
- Family, relatives and friends/ loved ones of the addicted persons should try to understand them and be supportive without judging, criticising, blaming, humiliating or condemning them – they should stand by them, encourage them – avoid abandonment or rejection.
- Imprisonment or any other form of punishment must be avoided. Addicted persons are patients, not criminals and they should be treated as such.
- Ongoing support is crucial to help deal with the challenges and prevent relapse.

# 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?**

*Students' own answers*

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

➤ “A leader is one who knows the way, goes the way, and shows the way”, John C. Maxwell

**Suggested answers:** honesty, integrity (sticking to their values and beliefs – guided by ethics), confidence (being sure about their decisions and qualities), communication skills, commitment, passion, providing inspiration to others, boldness, decision-making skills, decisiveness (not hesitating to commit), creativity, empathy, innovation, insight, patience, clarity (as far as their vision, aims etc. are concerned), leading by example etc.

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

Possible answers: Alexander the Great, Mahatma Gandhi, Mother Teresa, Martin Luther King, George Washington, Abraham Lincoln, Napoleon Bonaparte, Joan of Arc, Queen Elisabeth I of England, Cleopatra etc.

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

*Some possible answers would be:*

- By setting the right example/ leading by example
- By being honest and trustworthy
- By keeping their promises
- By admitting their mistakes
- By listening to others
- By appreciating the efforts of others
- By convincing others to change the way they think and behave
- By avoiding coercion
- By managing conflict effectively
- By encouraging people
- By giving people responsibility and empowering them to make decisions
- By making sure that their actions are consistent with their words

- By respecting people's wish, beliefs, perspectives etc/respecting them for who they are
- By giving/ building trust

**2. Read the biographies of two popular leaders and fill in the missing words from the lists provided (one of the words is used twice).**

### *Martin Luther King*

the civil rights movement  
 the largest legislative impacts  
 racial segregation and discrimination  
 major nonviolent campaigns  
 new recognition in federal law

the 1963 march on Washington  
 for combating racial inequality through  
nonviolent resistance  
 to include opposition towards poverty  
riots followed in many U.S. cities.

### *Nelson Mandela*

- a South African anti-apartheid revolutionary
- the first elected
- tackling institutionalised racism
- fostering racial reconciliation
- system of racial segregation
- committed themselves to its overthrow
- fears of a racial civil war
- Leading a broad coalition government
- which promulgated a new constitution
- investigate past human rights abuses

**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**

- Can you guess what qualities King and Mandela had as leaders? Justify your answers.*
- What similarities or differences can you find between the two leaders? Use the Venn diagram below to note them down.*

Some possible ideas/suggested answers:

#### **Similarities**

Both of them:

- were leaders
- fought for the same rights
- were imprisoned for trying to do the right thing
- attended college
- were married
- were symbols
- were advocates of democracy and peace/ citizens' rights

## Differences

### *Martin Luther King*

- was American
- was assassinated
- opposed violence
- ..... (students' answers)

### *Nelson Mandela*

- was South African
- became President of his country
- ..... (students' answers)

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

The list includes names such as:

Mahatma Gandhi, John F. Kennedy, Robert F. Kennedy, Abraham Lincoln, Ioannis Kapodistrias, Salvador Allende, Olof Palme, Malcolm X, Indira Gandhi, Rajiv Gandhi, Anwar Sadat, Yitzhak Rabin, Benazir Bhutto, Michael Collins.

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.**

➤ Students' own answers/ ideas

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

- 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?

➤ Students' own answers/ ideas

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

1. segregation - I
2. grassroots - C
3. privilege - F
4. negotiate - G
5. promulgate - J
6. posthumously - E
7. combat- D
8. dismantle -A
9. Reconstruction Era - H
10. discrimination - B

**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. Undernourishment - Malnutrition
2. Maintain - Preserve
3. Benefits - Subsidies
4. Malicious – Vicious
5. Prolonged unjust treatment and control – Oppression
6. Obligatory / mandatory – Compulsory
7. Held in very high regard - Cherished
8. Collapse - Breakdown
9. Subject matter - content
10. Explodes - Erupts

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

- a. Obligation
- b. Ability

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

1. used to
2. should
3. mustn't
4. have to

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

- |               |               |             |
|---------------|---------------|-------------|
| 1. should try | 5. need to    | 9. must     |
| 2. could      | 6. should not | 10. can     |
| 3. may be     | 7. may have   | 11. might   |
| 4. ought to   | 8. should     | 12. have to |

**11. Match the verbs in bold to their meanings.**

- |       |       |       |
|-------|-------|-------|
| 1 – e | 3 – a | 5 – b |
| 2 – f | 4 – d | 6 – c |
|       |       | 7 – g |

**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?**

See the suggested answers in Activity 1

#### **14. Discuss the following issues:**

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

Some ideas:

- Treat everybody with equal respect/fairly
- Pay attention to the others' needs
- Create an inclusive culture for all
- Protect everyone's rights against abuse or mistreatment
- Avoid letting (racial / gender / religious / ethnic) stereotypes control your thinking or behaviour
- Challenge inequality and discrimination
- Ensure that everyone has equal access to benefits and resources
- Ensure that everyone has equal opportunities
- Set clear rules in regard as to how people should be treated.
- Involve/engage everyone in the protection of human rights

***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?***

Students' own answers. The following information may help you:

**Identity** is "the distinguishing character or personality of an individual" (Merriam Webster dictionary).

**Identity** is "the qualities, beliefs, personality, looks and/or expressions that make a person (self-identity) or group (particular social category or social group)".... "A **psychological identity** relates to self-image (one's mental model of oneself), self-esteem, and individuality". [https://en.wikipedia.org/wiki/Identity\\_\(social\\_science\)](https://en.wikipedia.org/wiki/Identity_(social_science))

In other words, **identity** is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you: your personality traits, beliefs, values, physical attributes, abilities, aspirations, and other identifiers that make you who you are.

**Identity** is **shaped** by many different aspects, such as family, culture, friends, personal interests and surrounding environments.

#### **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](http://www.wordle.net). The 'clouds' produced will reveal which words appear most frequently.***

Students' own answers.

**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?**  
*To suggest ways to improve deprived neighbourhoods*
- 2. Who is the proposal submitted by?**  
*A volunteer for the local town council.*
- 3. Who is the target reader?**  
*The head of the community affairs, and eventually, the local town council.*
- 4. What register will you use?**  
*Formal*
- 5. How many paragraphs should you write?**  
*5 paragraphs (Introduction, Stating the problems, Presenting solutions, Mentioning expected outcomes, Conclusion)*
- 6. What information should you include?**  
*Concrete information with specific examples and clear suggestions*

#### 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.**

Some ideas:

- Build shelters for homeless people
  - Engage doctors and psychologists
  - Make an appeal for volunteers
  - Create lists for donations (money, clothes, furniture etc.)
  - Organize a homelessness prevention programme
  - Hire homeless people to work for the community
- 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.**

Some ideas:

- Any form of segregation is morally unacceptable
- Any of us could become a member of a minority group at some point
- Any form of exclusion is arbitrary and artificial, it is not based on nature
- People should not suffer because of their skin colour, gender, religion, beliefs

**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?**

*Doves are used as symbols of love and peace due to their colour. They can also symbolize purity, innocence, fidelity and maternity.*

**b. Can you think of any other universal symbols?**

*There are many universal symbols: the olive tree branch as a symbol for peace, the red rose as well as the heart for love or romance, the skull and crossbones for poison, the black raven for death, the butterfly for transformation, the cross for spirituality and healing (medicine), the owl for intelligence and knowledge, etc.*

*There is another category of symbols (in the form of a graphical sign) though, such as the infinity symbol, the peace symbol, the male and female symbols, the recycling symbol etc.*

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

*They were all said by a president (Barack Obama).*

**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?**

*According to the Equality and Human Rights Commission, “Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security.”*

*The **milestone document** is the **Universal Declaration of Human Rights**, published in 1948 (<https://www.un.org/en/universal-declaration-human-rights/>)*

*There are many organizations which fight for the protection of human rights. The most well-known are:*

- Amnesty International
- Helsinki Watch
- Red Cross

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

- a. **What type of text/genre is it?**  
*Speech*
- b. **What is the main point of the text? Do you think it is communicated effectively?**  
*Main point: "We have to leave the quarrels of the past behind and face the challenges of the new era".*
- c. **What is the main idea presented in each paragraph? Write the paragraph headings in the boxes provided (alternatively, students can make their own headings).**

**Facing serious challenges → par. 1**

*(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).*

**Promoting human rights → par. 2**

*(...to carry forward that precious gift... the God-given promise that all are equal, all are free, ...).*

**Effort for a change → par. 3**

*(greatness is never a given. It must be earned).*

**Looking to the future → par. 4**

*(Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America).*

**Drawing strength from our common past → par. 5**

*(For they have forgotten what this country has already done; what free men and women can achieve when imagination is joined to common purpose ..)*

**Respecting values and principles → par. 6**

*(But those values ... are true. .... What is demanded then is a return to these truths).*

**Restoring trust → par. 7**

*(new era of responsibility, there is nothing ... so defining of our character, ... giving our all to a difficult task)*

**Gift of freedom → par. 8**

*(God calls on us to shape an uncertain destiny. This is the meaning of our liberty ...)*

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

1. b    2. b    3. a    4. c    5. a    6. c

**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. C      2. F      3. B      4. G      5. A      6. D  
7. H      8. E      9. L      10. I      11. K      12. J

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

- |                |                  |              |                   |
|----------------|------------------|--------------|-------------------|
| a. grievance   | b. recrimination | c. dignity   | d. creed          |
| e. institution | f. liberty       | g. tolerance | h. discrimination |

**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!**

Students' own answers.

**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 217A) 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.**

- |   |  |
|---|--|
| 1. B - brotherhood  | 8. D - tolerance   |
| 2. D – distinction  | 9. C – racial  |
| 3. A – thought (thinking would also be possible but thought is more usual as a collocation) | 10. A - peace  |
| 4. A - opinion  | 11. C – limitations (restrictions would not be wrong though – you can tell the students to replace restrictions in A. with prohibitions) |
| 5. B – compulsory (due to collocation: “compulsory education”)                              | 12. C – welfare (prosperity has the same meaning but it is not used with an article)   |
| 6. D – merit  |  |
| 7. D – respect (collocation: “respect for human rights”)                                    |  |

**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.**

## Transcript

### Acceptance Speech

Martin Luther King's Acceptance Speech, on the occasion of the award of the Nobel Peace Prize in Oslo, December 10, 1964

Your Majesty, Your Royal Highness, Mr. President, Excellencies, Ladies and Gentlemen:

I accept the Nobel Prize for Peace at a moment when 22 million Negroes of the United States of America are engaged in a creative battle to end the long night of racial injustice. I accept this award on behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice. I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. And only yesterday more than 40 houses of worship in the State of Mississippi alone were bombed or burned because they offered a sanctuary to those who would not accept segregation. I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle; to a movement which has not won the very peace and brotherhood which is the essence of the Nobel Prize.

After contemplation, I conclude that this award which I receive on behalf of that movement is a profound recognition that nonviolence is the answer to the crucial political and moral question of our time - the need for man to overcome oppression and violence without resorting to violence and oppression. Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. **Sooner or later all the people of the world will have to discover a way to live together in peace**, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.

The tortuous road which has led from Montgomery, Alabama to Oslo bears witness to this truth. This is a road over which millions of Negroes are travelling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new Civil Rights Bill, and it will, I am convinced, be widened and lengthened into a super highway of justice as Negro and white men in increasing numbers create alliances to overcome their common problems.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept despair as the final response to the ambiguities of history. I refuse to accept the idea that the "isness" of man's present nature makes him morally incapable of reaching up for the eternal "oughtness" that forever confronts him. I refuse to accept the idea that man is mere flotsom and jetsom in the river of life, unable to influence the unfolding events which surround him. I refuse to accept the view that mankind is so

tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of thermonuclear destruction. I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant. I believe that even amid today's mortar bursts and whining bullets, there is still hope for a brighter tomorrow. I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men. I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits. I believe that what self-centered men have torn down men other-centered can build up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive good will proclaim the rule of the land. "And the lion and the lamb shall lie down together and every man shall sit under his own vine and fig tree and none shall be afraid." I still believe that We *Shall* overcome!

**a. What is the topic of the talk?**

*The struggle for human rights in the USA.*

**b. What is the main idea of his speech?**

*People should live with dignity and in harmony. ("Sooner or later all the people of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.)*

**c. Give a title to the talk.**

*Students' own answers*

**9. Work in groups and discuss the following issues**

*Students' own answers*

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

1. c    2. b    3. b    4. a    5. c    6. a

**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.**

*Students' own answers*

**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.**

*Students' own answers*

**13. Discuss the following topics in groups.**

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

*Students' own answers*

**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?**

*Students' own answers*

**c. Give concrete examples of abuses of human rights.**

Some ideas:

- |   |   |
|---|---|
| - War crimes (Genocide, Ethnic Cleansing) | - Ban on public gatherings  |
| - Torture                                 | - Forced marriage   |
| - Child labour                            | - Disrespect of private life                                      |
| - Human trafficking                       | - Mass surveillance   |
| - Political or religious oppression       | - Failure to ensure a minimum wage sufficient for a decent living |
| - Discrimination                          | Restrictions on freedom of speech or expression                   |
| - Lack of access to education             |   |
| - Unfair trial                            |   |

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

*Students' own answers*

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

*Students' own answers*

**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.**

*Students' own answers*

**15. 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.**

Unfortunately, there are a lot of countries which fail to protect the children's right to education. For a list of the countries and reference to some of the reasons, you may see here:

<https://www.humanium.org/en/right-to-education/>

## 8

## Book burning, now and then

**1. What do you know about book burning?***Students' own answers***2. Watch an extract from the film "The Book Thief" on YouTube (the book burning scene) and talk about the feelings aroused.**

(The sign in German reads: "In the center of this square some Nazi students burnt, on 10 May 1933, works of hundreds of free writers, publishers, philosophers and scientists")

**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.**

**NOTE:** This is an **information gap** exercise since students do not have all the necessary information to complete the task. It **requires them to speak and work together** after having read a **different** text, in order to gather and present as much information as possible about the story.

Some ideas/ suggested answers:

	The Story
Broader message of the novel/film	The power of words and literature as opposed to the brutality of war
Point of view: who narrates the story? Is it a good choice? What is the implication?	The narrator is Death. It is certainly a good/ wise/ clever/ imaginative/ original choice. Death as an omniscient narrator can comment on humans' behaviour (and humans' inhumanity) without being part of the plot.
Context of the story: setting / place - time period	It is set in Nazi Germany in 1938, one year before WWII started and right after the persecutions of Jews started.
Basic characters of the story (name, appearance, personality, significance)	Students describe one of the characters

Significant events / actions in the plot	e.g. Liesel's brother dies while travelling on a train. Liesel steals her first book, titled The Grave Digger's Handbook, when it falls out of the gravedigger's pocket. Liesel is brought to her new home in Munich, where she meets her new foster parents Rosa Hubermann and Hans Hubermann.
Basic ideas conveyed	<ul style="list-style-type: none"> <li>- The Power of words</li> <li>- Mortality</li> <li>- The kindness and cruelty of humans</li> <li>- The oppression of the Nazi regime etc.</li> </ul>
Conflict - opposition displayed	<ul style="list-style-type: none"> <li>- Memory (words) vs oblivion (book burning)</li> <li>- The living and the dead</li> <li>- The suppressors and the persecuted</li> <li>- Humanity vs inhumanity etc.</li> </ul>
Your personal reaction to the story - feelings	Students' own answers

**9. Now answer the questions below.**

Suggested answers:

**a. When was the memorial built and why?**

*It was presented publicly on 20 March 1995. It was built in order to remind people of this particular crime of the Nazis against the cultural inheritance of Germany and mankind.*

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

*They symbolize the cultural loss inflicted by the Nazis.*

**c. Which books were "lost and burned"?**

*Books that the Nazis did not approve of or by authors that they did not approve of.*

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

*They were under Nazi influence at the time.*

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

*Prohibiting Jew writers and other "subversive" (as they called them) writers from publishing their work, denouncing university teachers whom they considered "inept" (i.e. opposed to the Nazi regime) and cleansing universities and libraries from the unwanted literature (i.e. literature which did not conform with the Nazi "ideals").*

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

*A torchlight procession, speeches by high-ranked Nazi officials and a fire oath.*

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

*Many were obliged to leave Germany, some were persecuted, imprisoned and even murdered, others committed suicide. Finally, some of them were deported to concentration camps.*

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

*Persecution of ideas will inevitably, sooner or later, lead to persecution of people.*

## 9 The Merchant of Venice



***This unit is based on the methodology proposed by David Perkins in his book: “The Intelligent Eye: Learning to Think by Looking at Art”, Occasional Papers, No 4, (1994).***

*According to the abstract of the book: “Attentive observation of art provides an excellent opportunity for better thinking, for the cultivation of the “art of intelligence.” The arts are important in an educational setting, therefore, because they can cultivate important thinking strategies in children and adults alike....”.*

*Perkins methodology includes 4 stages or anchor points (<https://collectordaily.com/book-david-perkins-the-intelligent-eye/>):*

### **1. Give looking time - give thinking time**

*Slow your looking down, spend some minutes with key works, to allow yourself to generate questions, look away, and then return with a fresh perspective. Give your brain the time and space needed to process what you are looking at.*

### **2. Make your look broad and adventurous - make your thinking broad and adventurous**

*Break away from the obvious conclusions, and look for open-ended solutions outside the normal boundaries. This involves looking for “surprises”, connections, and even technical specifics that can trigger a new pathway of thought.*

### **3. Make your looking clear and deep- Make your thinking clear and deep**

*Add a layer of more analytical thought on top of the expanded ideas that were generated by the second step. To summarize this idea perhaps simplistically, the concept is to dig in and investigate these ideas that have been surfaced with some rigor, “clearly and deeply”.*

### **4. Making your looking organized- make thinking organized**

*Once you have gone through the first three steps, a summing up or orchestration of all the data is needed; organization is necessary to generate final conclusions, using some well-known strategies for looking at art: description, formal analysis, interpretation, and finally judgement, that are more oriented toward criticism.*