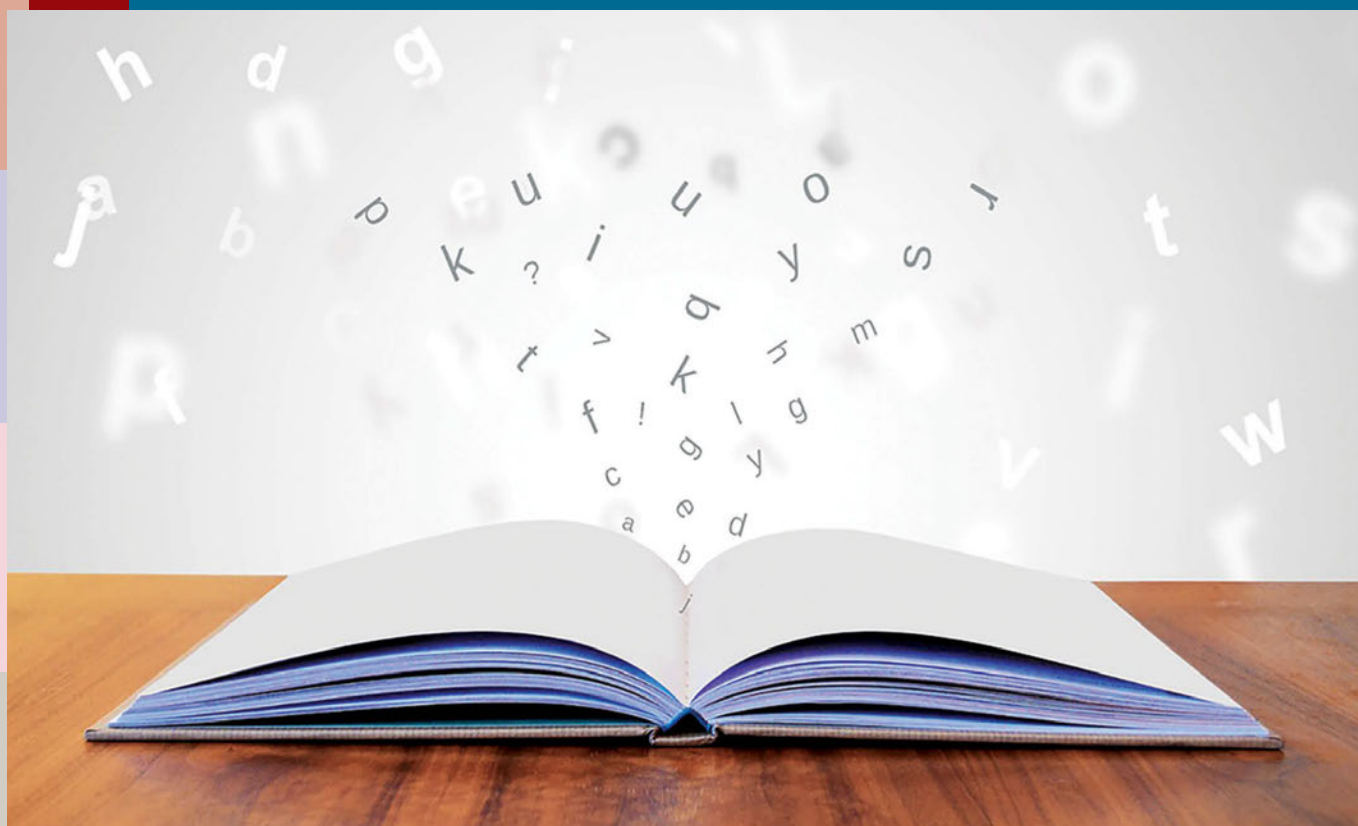


# Αγγλικά 2

## Γενικού Λυκείου



Β' ΓΕΝΙΚΟΥ ΛΥΚΕΙΟΥ

[illegible]

# Leaders. Born or Made?

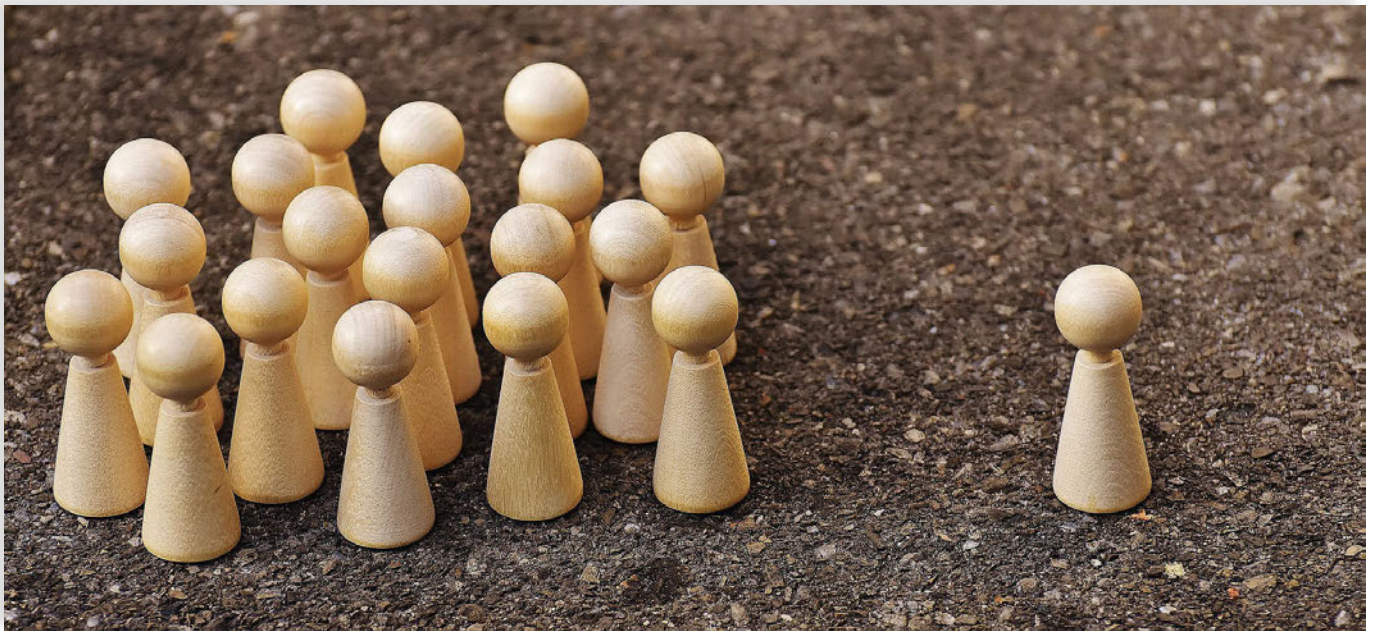




1. In groups, discuss the following questions and note down your ideas in a mind map.



- What skills do leaders in your school/town/country have that make them efficient?
- Brainstorm any qualities of good leaders you can think of.
- Find examples of rulers from the past or present who have been 'made' or have been 'born' to be leaders.
- How do effective leaders persuade people to follow them?





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

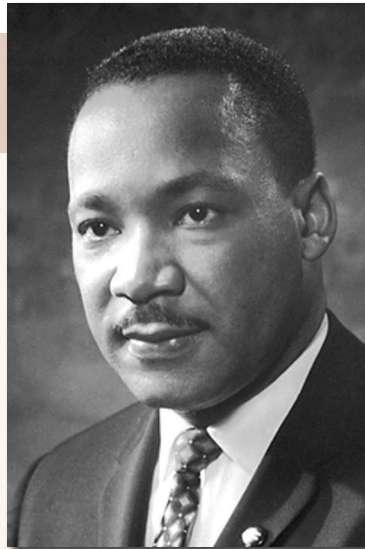
♦ *civil rights* ♦ *legislative* ♦ *segregation* ♦ *opposition* ♦ *federal*  
♦ *inequality* ♦ *nonviolent* ♦ *riots* ♦ *discrimination* ♦ *march*

## Martin Luther King

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

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

King led the 1955 Montgomery bus boycott and in 1957 became the first president of the



Southern Christian Leadership Conference. He also helped organize the 1963 \_\_\_\_\_ on Washington, where he delivered his famous "I Have a Dream" speech.

On October 14, 1964, King won the Nobel Peace Prize for combating racial \_\_\_\_\_

through \_\_\_\_\_ resistance. In his final years, he expanded his focus to include \_\_\_\_\_ towards poverty. In 1968 he was assassinated by James Earl Ray on April 4 in Memphis, Tennessee; \_\_\_\_\_ followed in many U.S. cities.

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



[http://en.wikipedia.org/wiki/Martin\\_Luther\\_King\\_Jr](http://en.wikipedia.org/wiki/Martin_Luther_King_Jr)



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

## Nelson Mandela

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

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



Mandela served 27 years in prison. Amid growing domestic and international pressure, and with fears of a racial \_\_\_\_\_ war, President F. W. de Klerk released him in 1990. Mandela and de Klerk

negotiated an end to apartheid and organised the 1994 multiracial general election in which Mandela led the ANC to victory and became President. Leading a broad \_\_\_\_\_ government which promulgated a new \_\_\_\_\_, Mandela emphasised reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights \_\_\_\_\_.

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

[http://en.wikipedia.org/wiki/Nelson\\_Mandela](http://en.wikipedia.org/wiki/Nelson_Mandela) (adapted text)

## The art of persuasion

*become a speech critic*



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

### *I Have a Dream*

*Martin Luther King Jr.*

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

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

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

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

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

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

I have a dream today!

### *I am prepared to die*

*Nelson Mandela*

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

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

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

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



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

I have a dream today!

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

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

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

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

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

Let freedom ring from the curvaceous slopes of California.



<https://www.americanrhetoric.com/speeches/mlkihadream.htm>

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

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

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



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

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



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

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

- Repetition
- Questions
- Lists
- Opposites (or antithesis)
- The rule of three (repeating something three times for emphasis)

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

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

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

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



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/490125/shakespeare\\_lives\\_schools\\_pack\\_for\\_web\\_v2\\_17dec15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/490125/shakespeare_lives_schools_pack_for_web_v2_17dec15.pdf)

- a. Which of the above persuasive techniques can you detect in the leaders' speeches?
- b. Based on the excerpts justify which speech you think is more:

*persuasive*  
*eloquent*

*honest*  
*passionate*

*factual*  
*intellectual*

*well-substantiated*

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





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

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

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

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

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



## Modal Verbs

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

- a. "And if America is to be a great nation, this must become true".
- b. "Yes, we can heal this nation. Yes, we can repair this world".

1 obligation

2 ability

3 possibility

4 permission

5 advice



### Modal Verbs

Modal verbs do not have all tense forms.

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

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

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

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

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

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

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

## How to be a Good and a Global Citizen

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

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

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

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

**Donate.** You can donate your money to lots of organisations: local, national, and international. Just be sure that whoever you donate to is a good organization that uses their money well.



Many charities do not and are really just a money factory for the people that run them. You \_\_\_\_\_<sup>(4)</sup> **(it would be a good thing to)** try using Charity Navigator or the BBB to find out if the organisation you want to help is really on the up and up.

**To be a global citizen,** you \_\_\_\_\_<sup>(5)</sup> **(it is necessary)** identify with a world community, but you \_\_\_\_\_<sup>(6)</sup> **(it's your duty not to)** lose your heritage or culture.

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

**Get educated.** There are many benefits that come from learning a new language, so you \_\_\_\_\_<sup>(9)</sup> **(it is absolutely necessary)** learn



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

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



<https://www.wikihow.com/Be-a-Good-Citizen>

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

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

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

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



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



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

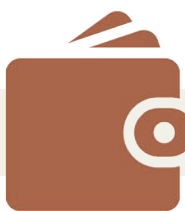


14. Discuss the following issues:



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



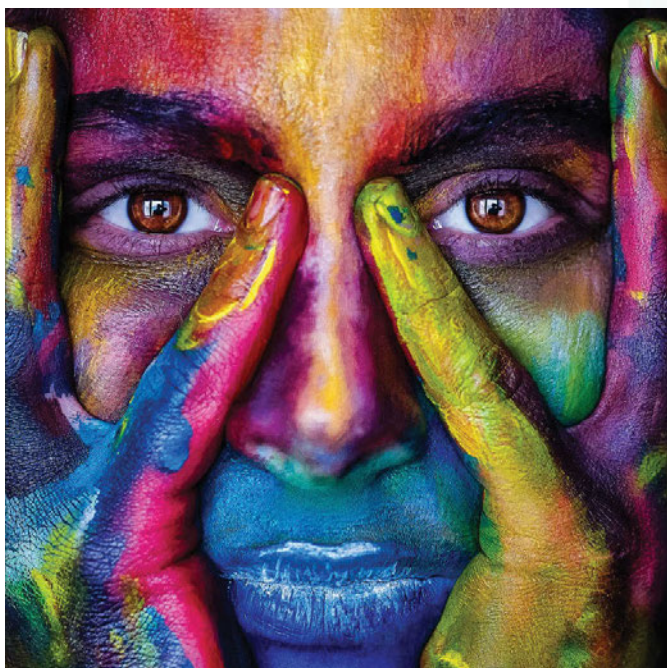


## FURTHER PRACTICE

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

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

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





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

### ✓ Understanding the topic

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

### Note

#### What is a proposal?

A proposal is a **formal** document. This piece of writing outlines suggestions/ solutions you recommend and gives extensive information about your intention, ways to implement your suggestions, and the expected results.

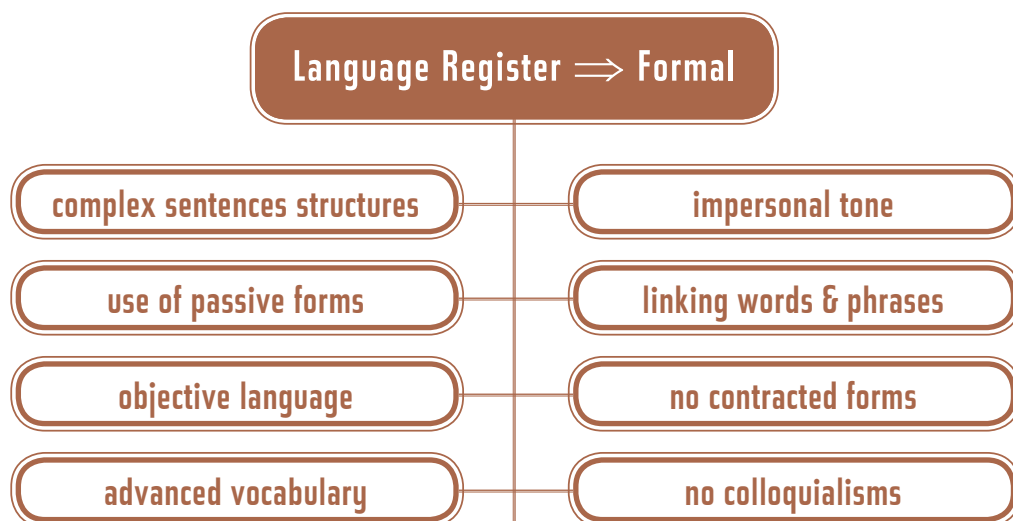
The aim of a proposal is to convince the person you submit it to, to make the choice you propose. Therefore, your proposal has to be **persuasive**. You must influence that person's decisions so that they approve your suggestions.

## ☑ Organizing your essay

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

## ☑ Useful language → linking words/phrases

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





**FURTHER PRACTICE**

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





7

# Human Rights

Human Rights



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



a. What does the dove symbolize?

b. Can you think of any other universal symbols?

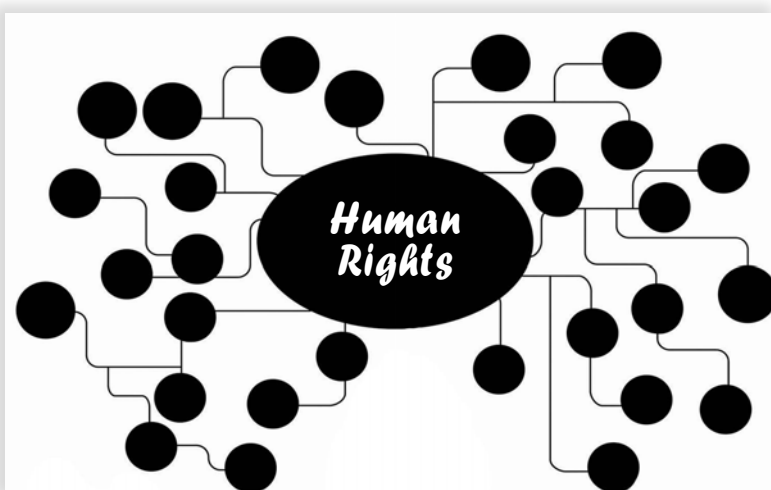
c. Who do you think has said the following quotes:  
a president, a philosopher,  
a teacher? Justify your answer.



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

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

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



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



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

## A new era of responsibility



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

(2) We remain a young nation, but in the words of scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift,

that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness.

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

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

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

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

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

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

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

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

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

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

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



- What type of text/genre is it?
- What is the main point of the text? Do you think it is communicated effectively?
- What is the main idea presented in each paragraph? Write the paragraph headings in the boxes provided.

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

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

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



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



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



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

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

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

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





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

## United Nations Universal Declaration of Human Rights



### Article 1.

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

### Article 2.

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

### Article 18.

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

### Article 19.

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

### Article 26.

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

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

### Article 29.

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

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such 11. \_\_\_\_\_ as are determined by law solely for the purpose of securing due

recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general 12. \_\_\_\_\_ in a democratic society.

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



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

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



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



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



<https://www.youtube.com/watch?v=5r98tT0j1a0>

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



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



- Why did Martin Luther King Jr struggle for the civil rights movement?
- Did he deserve the Nobel Peace Prize?
- Do you think that MLK's actions pushed forward the wheels of change? Justify your answer.
- Do you think that explaining "why" rather than "what" and "how" changed the course of history?

Present your answers to your classmates.

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



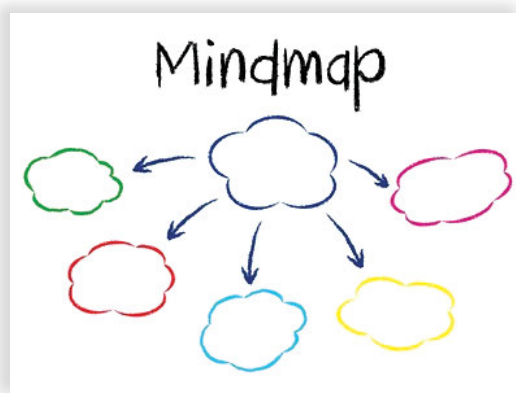
[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-lecture.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-lecture.html)

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

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



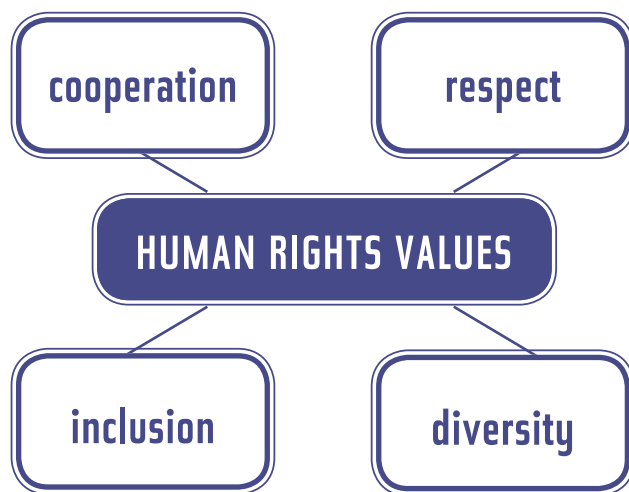
- 12.** Draw a mind map with your personal values and ideals based on the knowledge of human rights you have gained, i.e. creed, tolerance, respect etc.



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

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

- a. Give a definition for each human rights value provided in the diagram.
- b. What does each value mean to you in your daily lives? Why are these human rights values important in your school/ among your friends etc?
- c. Give concrete examples of abuses of human rights.
- d. Propose actions for incorporating these values into your daily lives.
- e. Are these your own rights only? What about your responsibilities? How can you contribute to safeguarding other people's rights?



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



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



<https://www.amnesty.gr/>

**15.** Discuss the following issues:

- a. Do we all have the same rights? Provide examples of some rights that are not always respected. What can be done to eliminate such occasions?
- b. Can all nations around the world have a shared language of equality, non-discrimination, inclusion, respect, dignity and participation that is crucial for the goal of achieving a more peaceful and global society?
- c. What hinders the achievement of a global culture of human rights?

**FURTHER PRACTICE**

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





8

DEEMED UNACCEPTABLE  
CONTAINS LOW MORAL CONTENT  
POLITICALLY INCORRECT  
**CENSORED**  
OBJECTIONABLE

BANNED

Book burning, now and then





### 1. What do you know about book burning?

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



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



IN DER MITTE DIESES PLATZES  
VERBRANNTEN AM 10. MAI 1933  
NATIONALSOZIALISTISCHE STU-  
DENTEN DIE WERKE HUNDERTER  
FREIER SCHRIFTSTELLER, PUBLI-  
ZISTEN, PHILOSOPHEN UND WIS-  
SENSCHAFTLER.



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

## The Book Thief (2013)



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

### Plot

In February 1938, a voice representing Death tells about how the young Liesel Meminger has piqued his interest. In one of the opening scenes, Liesel is travelling with her mother and younger brother on a train. On the way, her brother dies and is buried next to the tracks. Liesel steals her first book, titled *The Grave Digger's Handbook*, when it falls out of the gravedigger's pocket. Liesel is then brought to her new home in Munich, where she meets her new foster parents Rosa Hubermann and Hans Hubermann. Rudy

Steiner, a boy who lives next door, accompanies her on her first day of school. When the teacher asks Liesel to write her name on the chalkboard, she is only able to write three Xs, revealing to her classmates that she is unable to write. She is taunted by her schoolmates who chant "dummkopf" ("dunce") at her. One of the boys, Franz Deutscher, challenges her to read just one word to which Liesel responds by beating him up. She impresses Rudy, and they become fast friends. When Hans, her foster father, realizes that Liesel cannot read, he begins to teach her, using the book that she took from the graveside, and a giant chalkboard. Liesel becomes captivated with reading anything she can.

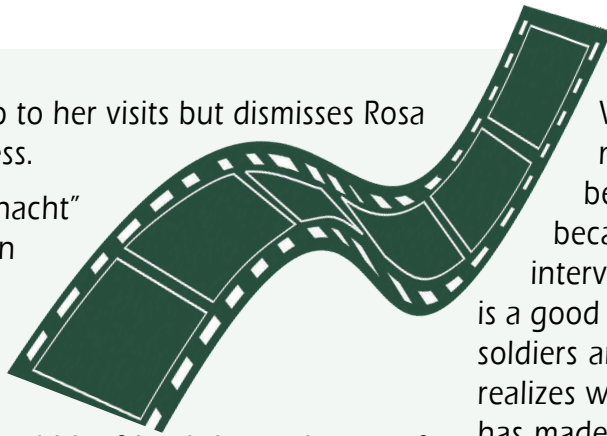
Liesel and Rudy become members of the Hitler Youth movement. While at a Nazi book burning ceremony, Liesel and Rudy are harassed into throwing books onto the bonfire by Franz, but Liesel is upset to see the books being burned. When the bonfire ends and everyone leaves, Liesel is still there and she grabs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

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

During "Kristallnacht" (Night of Broken Glass), Max Vandenburg and his mother, who

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

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



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

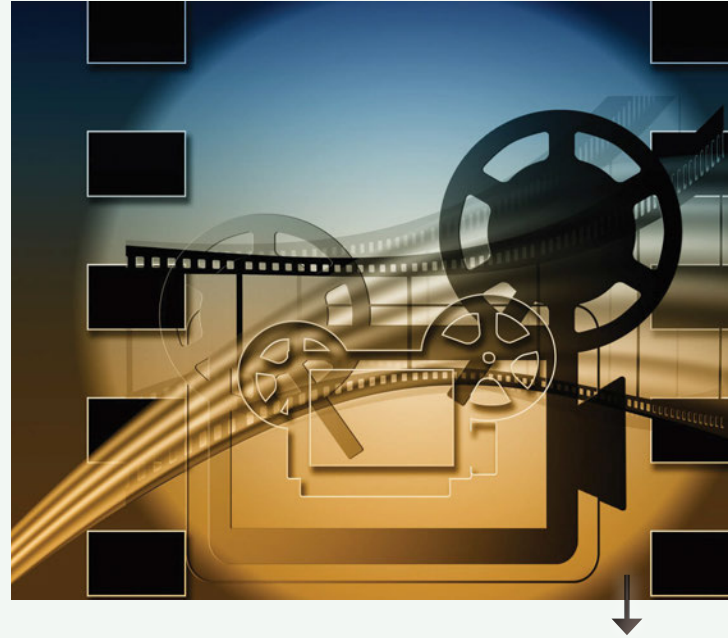
On the way home from school, Liesel believes she has seen Max in a line of Jews being forcibly marched through town, and she begins screaming his name, running through the line. She is thrown to the sidewalk twice by German soldiers and finally relents when Rosa picks her up and takes her home.

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



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

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



[https://en.wikipedia.org/wiki/The\\_Book\\_Thief\\_\(film\)](https://en.wikipedia.org/wiki/The_Book_Thief_(film)) (adapted text)



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

## Plot

After the death of Liesel's young brother on a train to Molching, Liesel arrives at the home of her new foster parents, Hans and Rosa Hubermann, distraught and withdrawn. During her time there, she is exposed to the horrors of the Nazi regime, caught between the innocence

of childhood and the maturity demanded by her destructive surroundings. As the political situation in Germany deteriorates, her foster parents harbor a Jewish fist fighter named Max Vandenburg. Hans, who has developed a close relationship with Liesel, teaches her to read, first in her bedroom, then in the basement. Recognizing the power of writing and sharing the written word, Liesel not only begins to steal books that the Nazi party is looking to destroy, but also writes her own story, and shares the power of language with Max.

## Characters

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

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

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

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

**Rudy Steiner.** Liesel's neighbour, Rudy, has bony legs, blue eyes, lemon-colored hair and a penchant for getting in the middle of situations when he shouldn't. Despite having the appearance of an archetypal German, he does not directly support the Nazis. As a member of

a relatively poor household with six children, Rudy is habitually hungry. He is known throughout the neighbourhood because of the "Jesse Owens incident", in which he colored himself black with coal one night and ran one hundred meters at the local sports field. He is academically and athletically gifted, which attracts the attention of Nazi Party officials, leading to an attempted recruitment. His lack of support for the Nazi party becomes problematic as the story progresses. Rudy becomes Liesel's best friend, and eventually falls in love with her, always trying to get a kiss out of her...

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

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

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

**Liesel's Mother.** Liesel's mother is only mentioned in the story a few times. Liesel's father was taken away by the Nazis prior to the novel starting because he was a Communist, and the reasons her mother – Paula Meminger

– was taking both her children to foster care was to save them from Nazi persecution. Liesel's mother met the same fate as her father, but Liesel eventually realizes her mother gave her away to protect her.



[http://en.wikipedia.org/wiki/The\\_Book\\_Thief](http://en.wikipedia.org/wiki/The_Book_Thief) (adapted text)



*The story*

Broader message  
of the novel/film

Point of view:  
who narrates the story?  
Is it a good choice?  
What is the implication?

Context of the story:  
setting / place - time  
period

Basic characters  
of the story  
(name, appearance,  
personality, significance)

Significant events /  
actions in the plot

Basic ideas conveyed

Conflict - opposition  
displayed

Your personal reaction  
to the story - feelings



## Character analysis

Name (choose one of the characters)

Appearance/  
physical attributes

Personality traits

Background

- Conflicts  
he/she experiences
- Struggles  
he/she encounters
- How he/she  
overcomes them

Actions / behaviours

Motivation:

- reasons for acting the way he/she acts - for making the choices he/she makes
- how they act (wisely - impulsively - ethically etc)

Relationships with other characters

Significance of role in the story

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



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





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

## Themes in the story

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

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

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

are often portrayed as owning their own libraries and being literate, while the poor characters are illiterate and do not own any books.

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

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

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



[http://en.wikipedia.org/wiki/The\\_Book\\_Thief](http://en.wikipedia.org/wiki/The_Book_Thief)



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



- How different/ similar are they?
- How effective is the screen adaptation of this part of the book?
- Do you possibly feel that something is missing?

### 100 PERCENT PURE GERMAN SWEAT

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

"Yes, Papa."

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

Speeches would be made.

A fire would be lit.

A book would be stolen.

\* \* \*

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

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



"Dummkopf!" the boy spat before turning around.

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



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

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

By four-thirty, the air had cooled considerably.

People joked that they needed warming up. “That’s all this trash is good for anyway.”

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

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

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

They’ve started without me!

Although something inside told her that this was a crime—after all, her three books were the most precious items she owned—she was

compelled to see the thing lit. She couldn’t help it. I guess humans like to watch a little destruction. Sand castles, houses of cards, that’s where they begin. Their great skill is their capacity to escalate.

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

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

When she looked up, the sky was crouching.

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

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

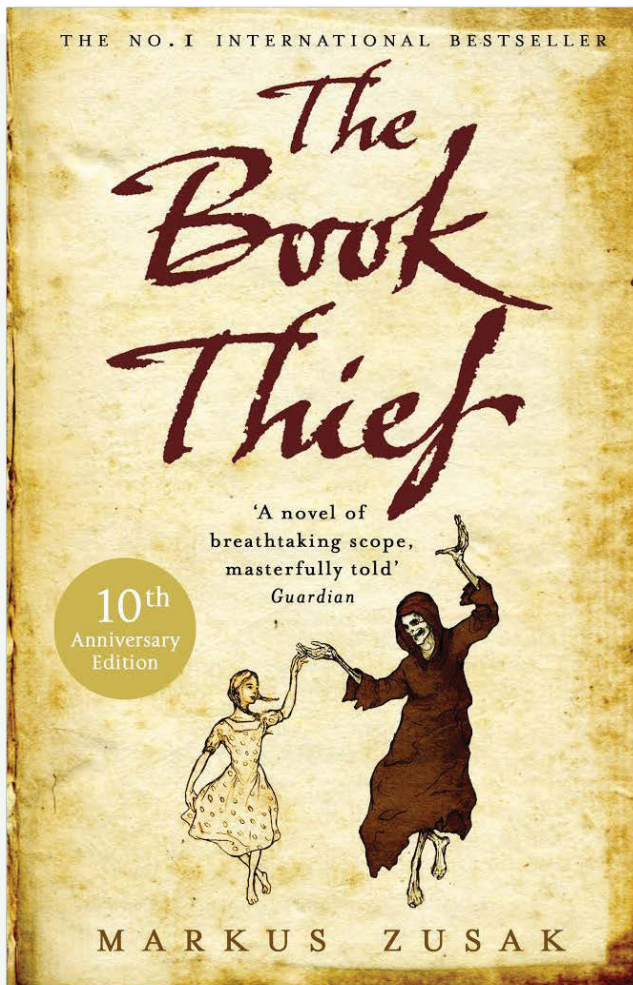
His first words: “Heil Hitler!”

His first action: the salute to the Führer.

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

Liesel still attempted to fight her way through.

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



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

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

Up until now, at the BDM, they had been told that Germany was the superior race, but no one else in particular had been mentioned. Of course, everyone knew about the Jews, as they were the

main offender in regard to violating the German ideal. Not once, however, had the communists been mentioned until today, regardless of the fact that people of such political creed were also to be punished.

She had to get out.

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

She saw it all so clearly.

Her starving mother, her missing father. Kommunisten.

Her dead brother.

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

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

The audience: "Heil Hitler!"

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

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

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

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

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

Birds above did laps.

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

In her attempt to escape, a voice found her.

"Liesel!"

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

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

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

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

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

Liesel heard it again.

Kommunisten.

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

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

The blood enlarged on Ludwig Schmeikl's ankle.

A single word leaned against the girl.

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

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

But you could smell it.

An extract from the book *The Book Thief* by Markus Zusak. London: Transworld Publishers, 2007, pp. 113-120

Film poster: <http://www.imdb.com> Book cover: <http://www.amazon.com>





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



- Compare the two burnings as depicted in Zei's novel and Percival's film.
- Describe the heroes' feelings and discuss the ways the novel and the film present the book burning ritual.

### Alki Zei, "The Harmful Books"

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

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

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

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

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

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

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

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

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



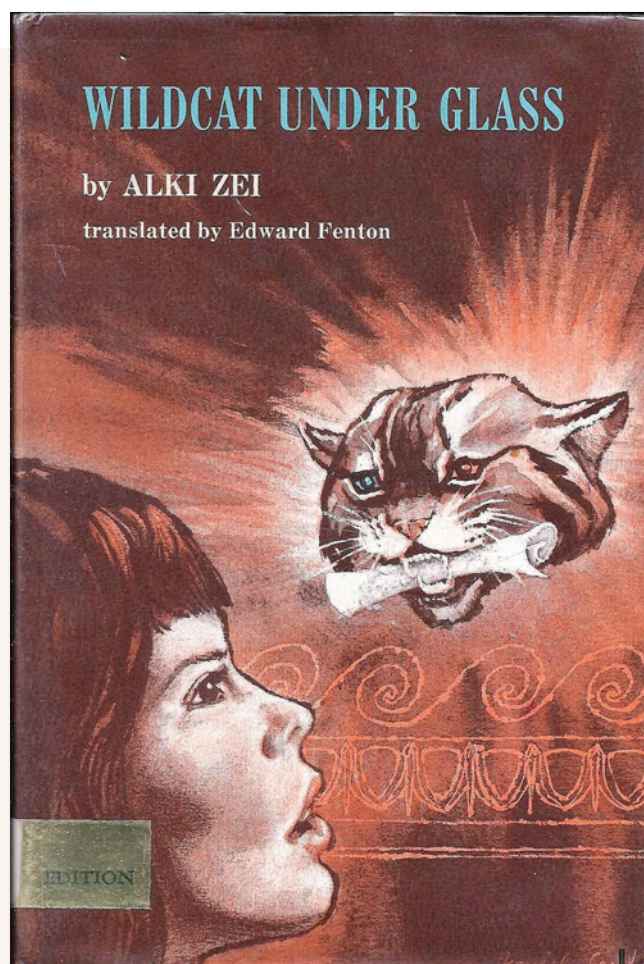
"Let's go nearer and watch", Alexis said.

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

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

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

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



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

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

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

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

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

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

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

Grandfather nodded his head. "I know".

Alexis' father turned around in surprise.

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

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

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

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

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

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

[...]

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

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

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



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

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



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

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

### The “sunken library”

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

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

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

### The Memorial

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



*The sunken library by night.*

<https://www.memorialmuseums.org/denkmaeler/view/1417/Book-Burning-Memorial>

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



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

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

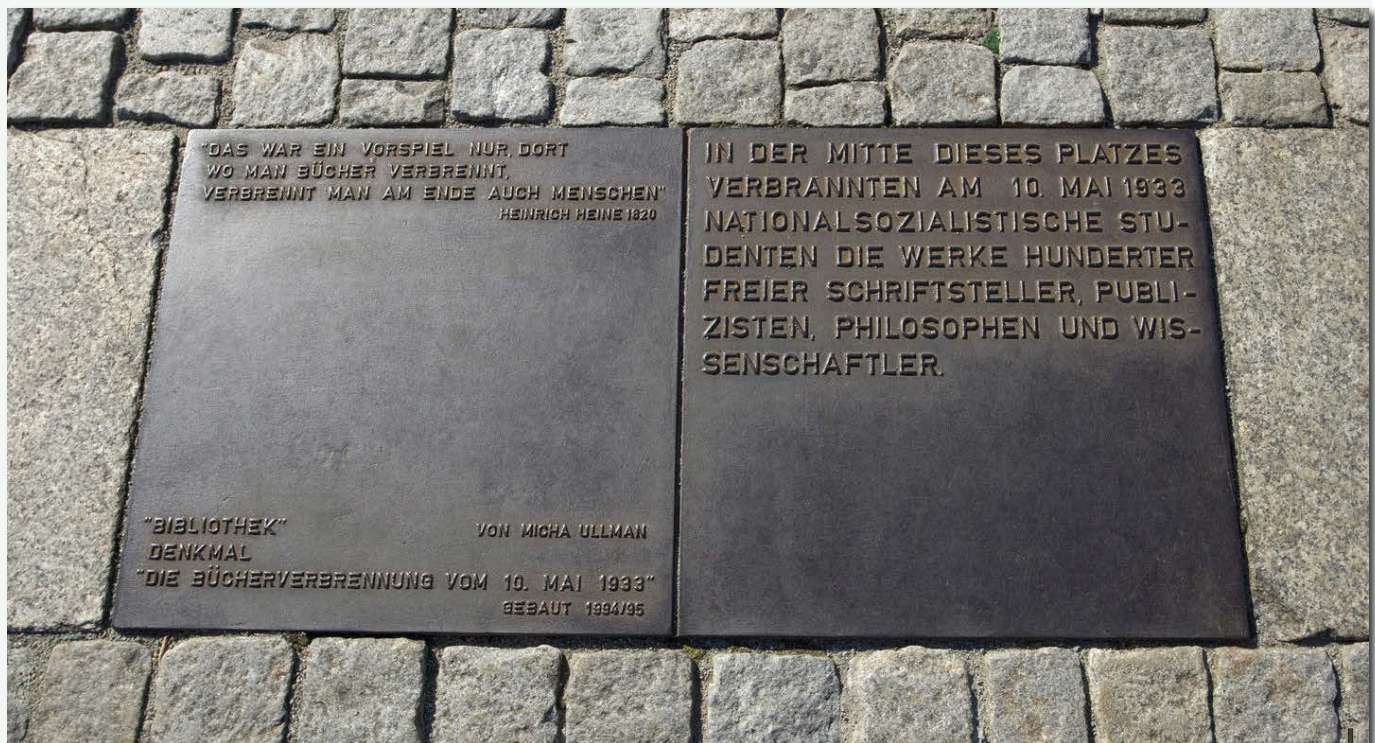
That was but a prelude;  
where they burn books,  
they will ultimately burn people as well.

Heinrich Heine, 1820



*Visitors at the Book Burning Memorial.*

<https://www.memorialmuseums.org/denkmaeler/view/1417/Book-Burning-Memorial>



*Heinrich Heine's quotation at the memorial.*

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



## The book burning

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



*Berlin, 1933, Students during the book burning on Opernplatz, Bundesarchiv, Bild 102-14598, k.A.*  
<https://www.memorialmuseums.org/denkmaeler/view/1417/Book-Burning-Memorial>

the peak of the "Action against the Un-German Spirit", which began on April 12, 1933. In flyers and in the press the students called for purging German writing of the "Jewish subversive spirit" and demanded of their colleagues that they denounce "inept" university teachers and students as well as "cleanse" university and institute libraries of the pilloried literature. The high point and finale of the action was the book burning, which simultaneously took place in 22 German university cities. A torchlight procession passed through Berlin on the evening of May 10, leading from the

student house in Oranienburger Straße to Opernplatz, on which a large pile of wood had been set up. Joseph Goebbels, Reich Minister of Public Enlightenment and Propaganda, gave a fiery speech to the crowd on Opernplatz. Similar ceremonies took place in other cities – following a "fire oath", the students threw books onto the bonfire reciting the respective author's name. The works of Karl Marx, Sigmund Freud, Heinrich Mann, Erich Maria Remarque, Kurt Tucholsky, Anna Seghers, Alfred Döblin, Heinrich Heine and many other authors were burned. The stock exchange gazette of the German bookselling trade later published a list of a total of 131 authors whose books had to be removed from all book stores and libraries. Most of them were prohibited until the collapse of the National Socialist regime.

## Victims

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



*The book burning in Berlin (1933)*  
<https://commons.wikimedia.org/wiki/File:1933-may-10-berlin-book-burning.JPG>

hopeless and committed suicide. Many of the authors who did not emigrate were persecuted by the SS and the Gestapo, murdered or chose to take their lives too: for instance, Erich Mühsam was murdered by members of the SS in the Oranienburg concentration camp in 1934. Jewish author Gertrud Kolmar was deported to Auschwitz in 1943 after having conducted

forced labour in Berlin for many years. Publicist and Nobel Peace Prize winner Carl von Ossietzky died in a hospital in Berlin in 1938 following several years at the Esterwegen concentration camp. Walter Benjamin, Ernst Toller, Stefan Zweig, Kurt Tucholsky, Egon Friedell and many others committed suicide.



Adapted from texts on the websites:

*Information Portal to European Sites of Remembrance*

<https://www.memorialmuseums.org/denkmaeler/view/1417/Book-Burning-Memorial>

*Visit Berlin*

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



*The book burning in Berlin (1933). The United States Holocaust Museum*

[http://www.ushmm.org/wlc/en/media\\_ph.php?ModuleId=10005852&MediaId=3533](http://www.ushmm.org/wlc/en/media_ph.php?ModuleId=10005852&MediaId=3533)

9. Now answer the questions below.

a. When was the memorial built and why?

.....

.....

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

.....

.....

c. Which books were “lost and burned”?

.....

.....

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

.....

.....

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

.....

.....

f. What did the book burning “ritual” include?

.....

.....

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

.....

.....

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

.....

.....



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



*Nazi Book burnings*

[https://en.wikipedia.org/wiki/Nazi\\_book\\_burnings#/media/File:Yad\\_Vashem\\_Books\\_burned\\_by\\_Nazis\\_by\\_David\\_Shankbone.jpg](https://en.wikipedia.org/wiki/Nazi_book_burnings#/media/File:Yad_Vashem_Books_burned_by_Nazis_by_David_Shankbone.jpg)



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

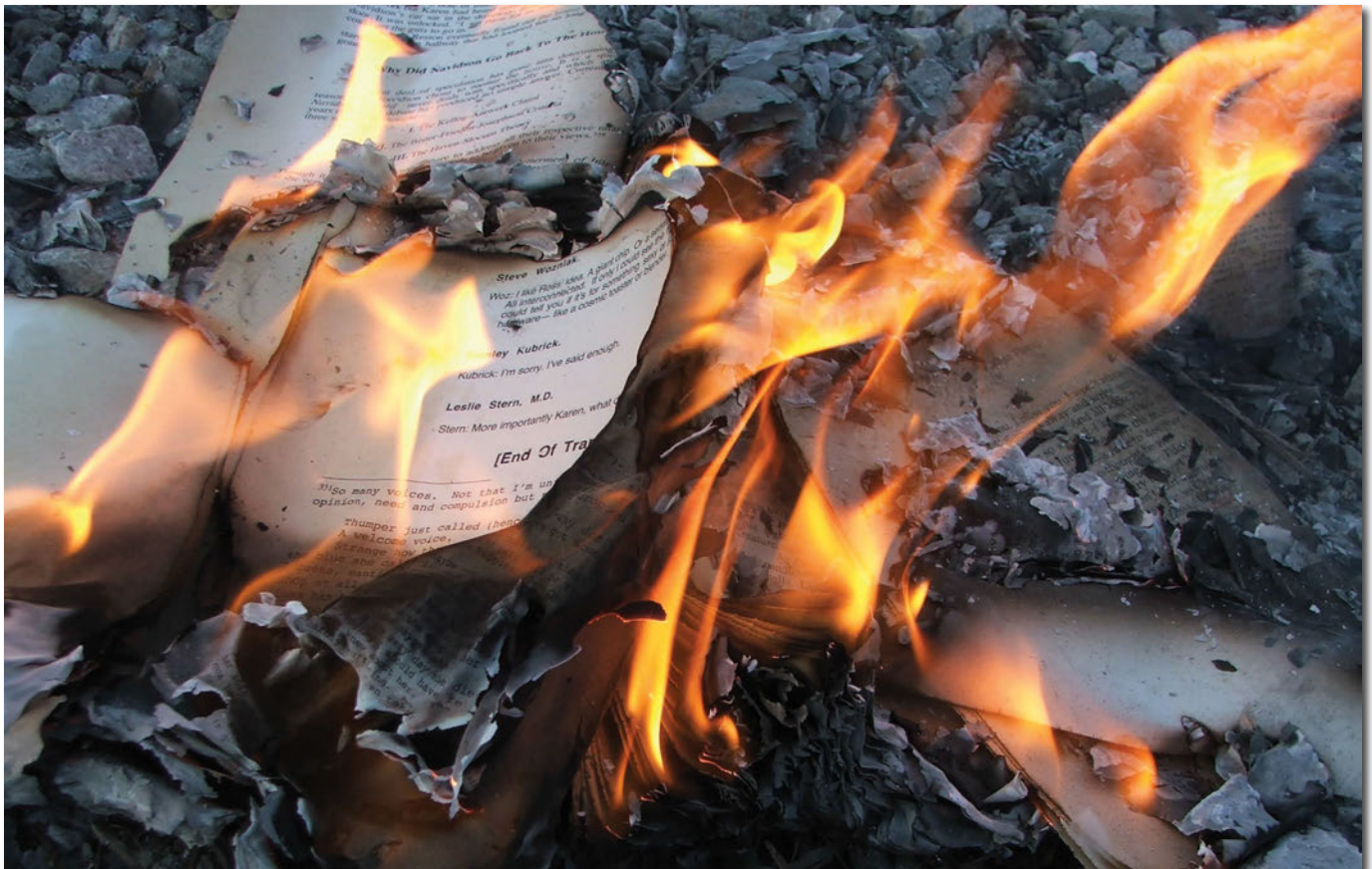


## Group A

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

## Group A

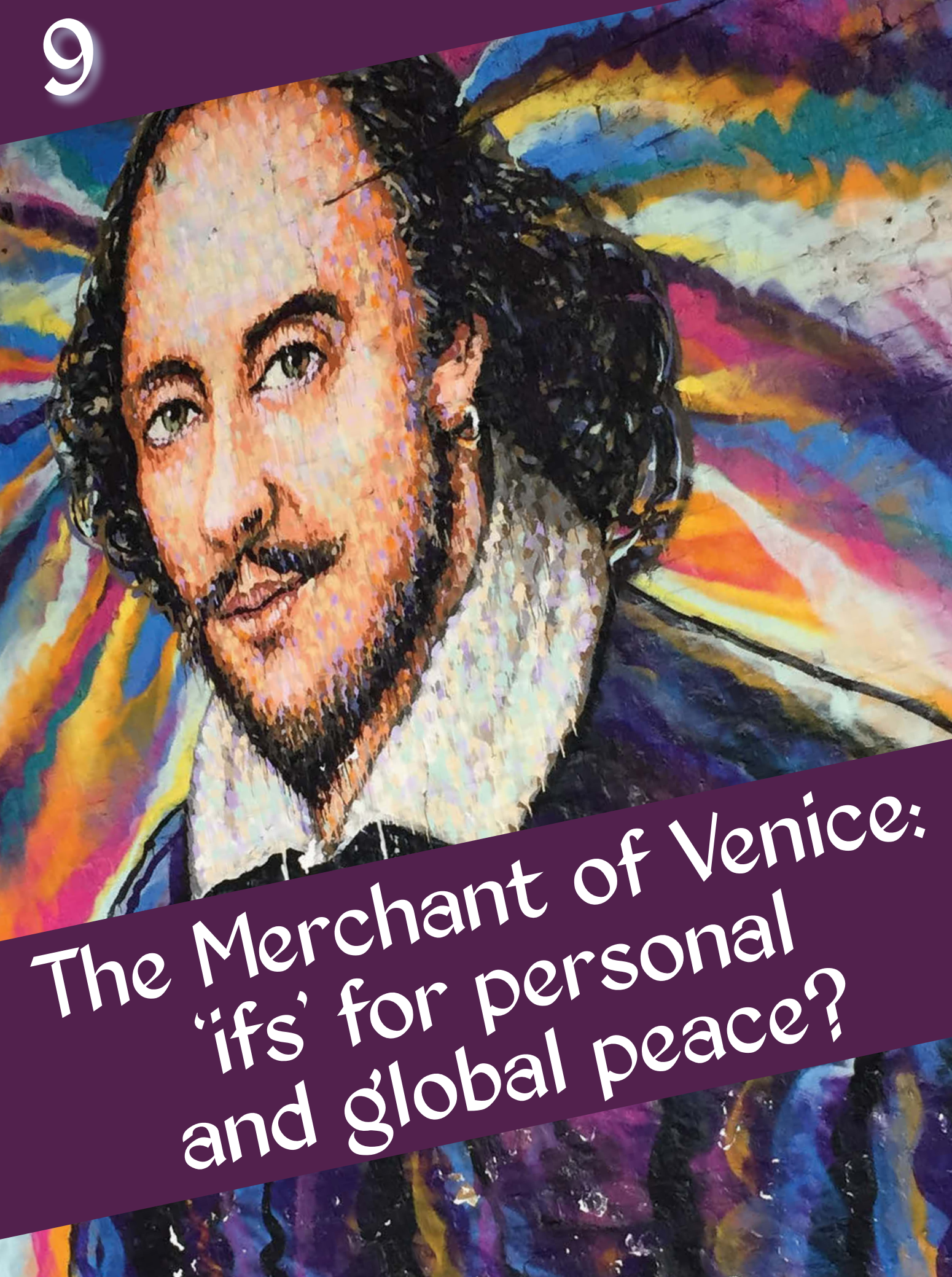
Students believe that book burning symbolises censorship and should be avoided. They suggest alternative ways of celebrating the end of the school year.







9



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



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



### 1. “Give looking time - give thinking time”

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



---

---

---

---

---

---

---

---



## 2. “Make your look broad and adventurous - Make your thinking broad and adventurous”



- ✓ Watch the same scene for a second time.
- ✓ In your groups, use your imagination and try to infer what is happening in the scene so as to answer the questions in the table that follows. Report your answers to class.



- ✓ What more would you like to know about the man and his story? Formulate your own questions (e.g. Why is the man angry?). **Keep your questions for stage 4.**

<i>Who is the man?</i>	
<i>Where is he?</i>	
<i>What is he talking about?</i>	
<i>Who are the other men?</i>	
<i>Who are the women?</i>	

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



✓ Watch the same scene for a third time.

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

**SHYLOCK**

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

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



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



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

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



- ✓ Watch the whole film "The Merchant of Venice" (in class or at home). You may also search for information on Shakespeare and his works or the art of movie-making on the internet.
- ✓ Discuss your answers to the questions of task 1 and decide if you will change any of them.
- ✓ Go back to your own questions of task 1 and see if they have been answered.

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

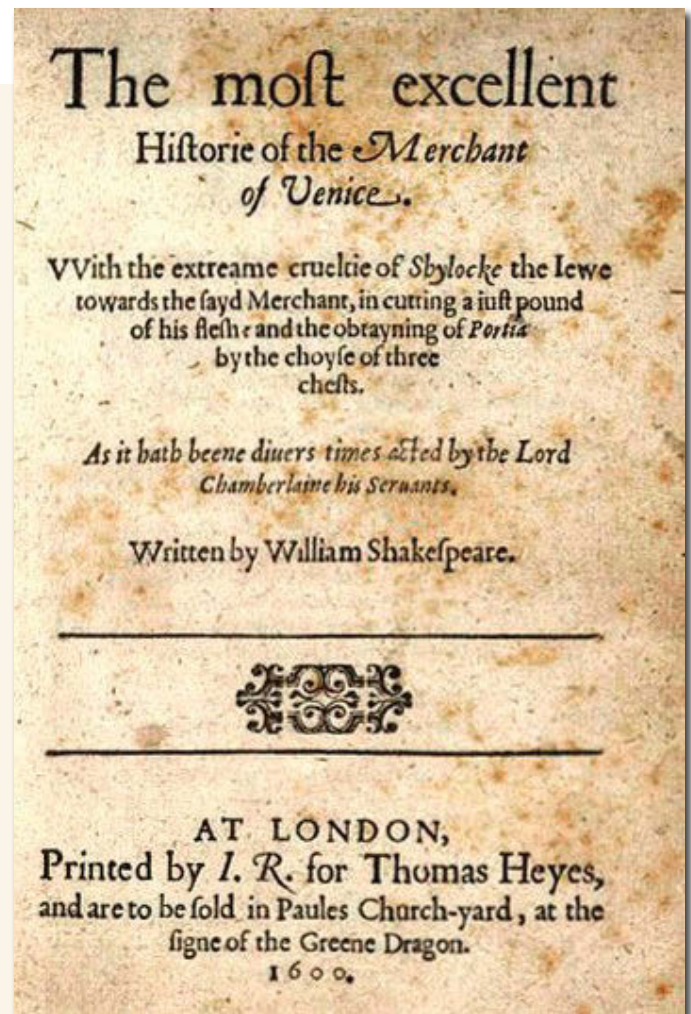


6. In your groups, try to recall the steps of this unit and decide upon five key words which reflect your feelings and thoughts about the educational experience you had.

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

## About the play...

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



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



Royal Shakespeare Company

<http://www.rsc.org.uk/the-merchant-of-venice/>

[http://en.wikipedia.org/wiki/The\\_Merchant\\_of\\_Venice](http://en.wikipedia.org/wiki/The_Merchant_of_Venice)

(adapted text)