

Unofficial national anthems



1) Complete the text with the missing words.

composer

poet

song

The unofficial national anthem of the UK is “Rule, Britannia!”. It is a British patriotic, originating from the 1740 poem “Rule, Britannia!” by the Scottish James Thomson. The English, Thomas Augustine Arne composed the music. Here are the first two famous lines:

*“Rule¹, Britannia! Britannia, rules the waves,²
Britons never, never, never will be slaves³”.*

Curiosity

Britannia is the name that the Romans gave to the province which covered most of present-day England and Wales. Britannia also refers to the female personification of the island.

Glossary

- 1.domina
- 2.termine poetico per mari (lett. onde)
- 3.schiavi

2) Complete the text with the missing words.

countries

rugby

countryside

matches

poem

love

When England, Wales, Scotland and Northern Ireland compete as separate in sporting events, they use different patriotic songs.

England not only uses the British national anthem “God Save the King”, but also unofficial songs like “Jerusalem” which originates from the 1804 “Jerusalem” by William Blake with music by Hubert Parry. It is about the beauty of nature and of the English

In Scotland, “Flower of Scotland” is performed at rugby and football It was composed by the Scottish folk musician Roy Williamson in the mid-1960s. It is about the victory of the Scottish people over Edward II of England at the Battle of Bannockburn in 1314.

Wales’s famous national anthem is “Land of my Fathers” by the Welsh poet Evan James. He wrote the lyrics in 1856 while his son, James James, composed the tune. Welsh people sing it in Welsh before international matches. “Land of my Fathers” is about the beautiful Welsh landscape and language, and people who died for Welsh freedom.

Northern Ireland’s famous national song is “Londonderry Air”. Its melody was first published by Jane Ross in 1855. Various words have been given to the tune. The most famous is “Danny Boy” (1913) which is a message of from a parent to a son who goes to war.

3) Complete the text with the missing words.

natural

God

American

The US’s most famous unofficial anthems are “God Bless America” by Irving Berlin, who wrote it during World War I to reinforce the army’s spirit, and “America the Beautiful” (1893) by K. Lee Bates. The words celebrate the country’s beauty and America’s glory and success which are associated with

Road safety



1) Match the words on the left with their Italian equivalents.

1. Traffic jam	a. forma
2. Traffic lights	b. carta stradale
3. Traffic sign	c. ingorgo
4. Road accident	d. segnale stradale
5. Road map	e. semaforo
6. Driving licence	f. incidente stradale
7. shape	g. patente

1..... 2..... 3..... 4..... 5..... 6..... 7.....

2) Complete the text with the missing words.

instruction

red

orders

There are many different road signs each with their particular meanings. However, in general, there are three basic types of road signs based on their shape. They are: circular, triangular and rectangular. Circular road signs give mostly Signs with red circles are prohibitive while signs with blue circles usually signify a positive Triangular road signs mostly warn¹. They are, a colour that signifies pain and danger and is used to warn people of the hazards² that lie ahead on the road. Rectangular road signs mostly inform.

Glossary

1. avvisano, segnalano un pericolo
2. pericoli

3) Write the correct meaning under each sign.

Turn left ahead / Roundabout / No cycling / Old people crossing / Pedestrian crossing / Recommended route for cyclists / No entry for vehicular traffic / No right turn.



1.



2.



3.



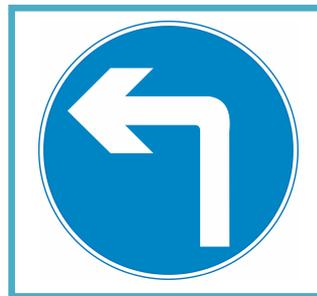
4.



5.



6.



7.



8.



4) Read "Road safety tips"

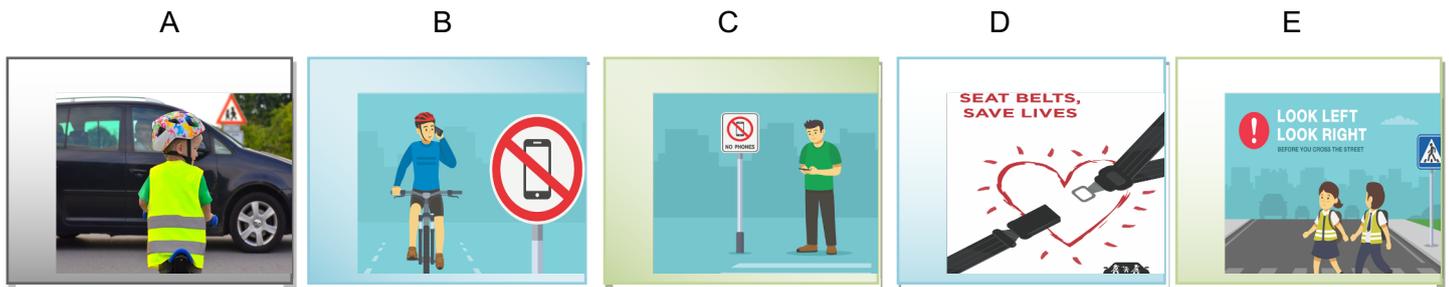
Stop! Look! Listen! Think! Every time you cross the road.

1. Always cross the road at designated pedestrian or zebra crossings and look both ways.
2. When you get off the bus, wait until it has gone. Then use the safest place to cross the road.
3. Always wear your seat belt when travelling in a vehicle.
4. Don't use a mobile phone while crossing the road.
5. Always wear your helmet when you're riding a bicycle, a moped or anything rideable.
6. Always use lights after dark or when visibility is poor.
7. When you're riding in the dark wear reflective clothing or strips.
8. When you're riding in daylight wear fluorescent clothing and a helmet.
9. Ride your bicycle away from busy roads.
10. When you're cycling follow the Highway Code including observing 'stop' and 'give way' signs and traffic lights.
11. When you're riding a bicycle, a moped or anything rideable don't use a mobile phone or drink.

Adapted from <http://think.direct.gov.uk/index.html>

5) Match the following five tips with the right photos.

1. When you're riding a bicycle, a moped or anything rideable don't use a mobile phone or drink.
2. Always cross the road at designated pedestrian or zebra crossings and look both ways.
3. Always wear your seat belt when travelling in a vehicle.
4. Don't use a mobile phone while crossing the road.
5. When you're riding in daylight wear fluorescent clothing and a helmet.



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

6) Read the text and choose the correct answer.

Why do the British drive on the left?

Long before the invention of cars, travelling on the left was the norm in Europe. This was because people who walked or rode their horses used their sword with their right hand if someone passing by on the other side of the road was hostile. The change came with Napoleon who favoured fighting his battles using the right side and forced his soldiers to march on the right. In the countries that he invaded, Napoleon also ordered people to travel on the right. After the War of Independence, the USA also changed, and was followed by Canada (due to the French influence). Most countries did the same, except for the Commonwealth countries, the UK and other countries such as Japan.

1. Long before the invention of cars, travelling on the **right** / **left** was the norm in Europe.
2. The change came with Napoleon who favoured fighting his **horses** / **battles** using the right side. He forced his soldiers to march on the **left** / **right**.
3. In the countries that he **visited** / **invaded**, Napoleon also ordered people to travel on the right.
4. After the War of **Independence** / **the Civil War**, the USA also changed, and was followed by Canada.
5. Most countries did the same, except for the Commonwealth countries, the **UK/ France** and other countries such as Japan.

A good balanced diet



Energy requirements¹, caloric intake of food² and its different substances

Food is the body's source³ of energy. Energy is measured in units called kilojoules (KJ) or kilocalories (kcal). The amount of energy people need per day depends on their age, sex, job, physical activity, and health. For example, the basic energy need of a male adult, who is not very physically active and does a sedentary job, is about 2,500 kcal a day.

To keep the body in good health, the energy requirements and the caloric intake of food must coincide.

It's important to eat a variety of foods because they provide different substances that are essential for the body to stay healthy. Each day the food that you eat should consist of: 33% fruit and vegetables; 33% carbohydrates; 15% milk and dairy products; 12% protein; 7% fats and sugar.

Different types of food provide different amounts⁴ of energy. For a balanced diet it is important to get the right types of food and the right portion size.

Curiosity

The beef and dairy cattle industry is one of the main contributors to global greenhouse gases. Methane gas emissions from livestock are a serious problem for the environment. There are about 1.4 billion cows in the world and each cow produces 250 to 500 litres of methane every day! Moreover, the amount of water needed to produce 1 Kg of beef is 15,000 litres!

Glossary

1. fabbisogno energetico
2. apporto calorico degli alimenti
3. fonte
4. quantità

1) Choose the correct answer.

1. Food is the body's source of **water / energy**.
2. The amount of energy people need per day **depends / doesn't depend** on their age, sex, job, physical activity, and health.
3. The energy requirements and the caloric intake of **water / food** must coincide.
4. It's important to eat a variety of foods because they provide **same / different** substances that are essential for a healthy body.
5. For a balanced diet it is important to get the right types of food and the right **portion size / quality**.

2) Match. For our organism to function properly, the food that we eat should consist of:

- | | |
|--------|----------------------------|
| 1. 33% | a. fats and sugar. |
| 2. 33% | b. protein |
| 3. 15% | c. carbohydrates |
| 4. 12% | d. milk and dairy products |
| 5. 7% | e. fruit and vegetables |

1.....

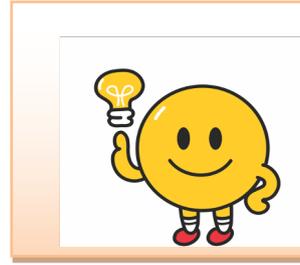
2.....

3.....

4.....

5.....

Tips for a balanced diet



3) Complete the sentences with these words.

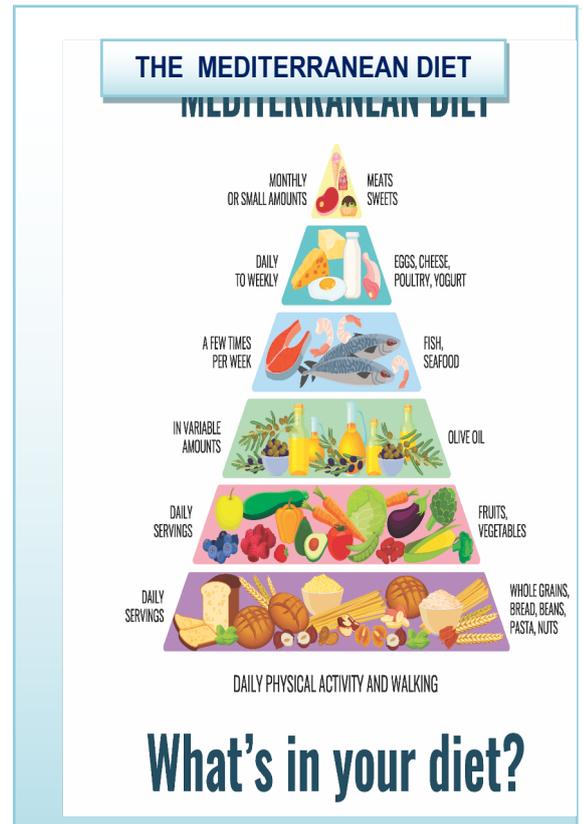
milk cereals oil fish sugars fat vegetables exercise water

1. Eat 5 portions of different types of fruit and every day.
2. Base your meals on, bread, rice, pasta, potatoes, or other carbohydrates.
Choose wholegrain or higher fibre versions.
3. Have daily and dairy food weekly. Choose lower fat and lower sugar products.
4. Eat legumes and use a small quantity of olive as a condiment every day.
5. Eat (including a portion of oily fish) two or three times a week, eggs once a week, poultry and a little red meat twice a month. Don't eat processed meat (carne lavorata)!
6. Check food labels and avoid the consumption of food high in fat, salt and
(crisps, sweets, biscuits, cakes, butter, etc.).
7. Drink plenty of Avoid sugary drinks. No alcohol!
8. Don't eat fast (junk) food because it is full of calories, sodium and unhealthy, and is very poor in nutrition. Fast food can cause serious health problems, including obesity.
9. Do regular

4) Read the text “The food pyramid” and answer the following questions.

The photo represents the Mediterranean food pyramid. There isn't a single food pyramid because countries adapt the food pyramid according to the food available to them and to their food culture. The food pyramid is important because it tells us the quantities and types of food we need to eat daily to stay healthy. At the base of the pyramid we have the two groups of food that we must eat daily. At the top, by contrast, is the food we must consume less frequently. In the middle, we find the food that can be consumed daily, such as milk, and weekly, such as eggs, cheese, fish and poultry.

1. Why isn't there a single food pyramid?
2. Why is the food pyramid important?
3. What is at the top of the food pyramid?
4. What do we find in the middle of the food pyramid?
5. What do we have at the base of the food pyramid?



5) Pair work. Write in the appropriate lists 5 foods that we should eat every day and 5 foods that we should eat less frequently.

Everyday foods	Less frequent foods
Example: pasta	biscuits

6) Make a list of the food and drinks you had yesterday. Then look at the food pyramid and the text about a balanced diet in more detail and decide if your list is OK or if it could be improved.

7) Write in the table 4 foods that are healthy and nutritious and 4 that are junk food.

Healthy food	Junk food

The three R's rule – Reduce, Reuse, Recycle



Read the text.

The world generates more than 2 billion tonnes of solid waste every year. 33 per cent of this waste is not managed in an environmentally safe way.¹ Landfills are often exhausted² and there is not enough space for waste materials such as food, plastic, paper and cardboard, glass, rubber and leather, textiles, metals, etc. Lots of things we throw away take a very long time to decompose³. For example, aluminium takes 200-500 years to decompose, plastic 500-1000 years and glass can take one million years!

Waste is an economic as well as an environmental problem. It contributes to climate change, air pollution, and affects our health, and ecosystems and species. A good way to help the environment and live more sustainably is to observe the three R's rule, which are reduce, reuse and recycle.

Glossary

1. non è gestito in modo ecologico
2. le discariche sono spesso allo stremo
3. degradarsi. Il tempo che occorre per la loro decomposizione è lunghissimo.

1) Answer these questions.

1. How much waste does the world generate every year?
2. Is all waste managed in an environmentally safe way?
3. How long does it take for plastic to decompose?
4. Why is waste an environmental problem?
5. What can we do to help the environment and live more sustainably?

2) Complete the Reduce list with these verbs.

Buy (x2) Walk Turn Copy Have use

Reduce

- Buy or things that you really need.
- products that you can reuse, last longer and that are made from recycled materials.
- locally made and locally grown products and used products.
- First consume foods that are close to their eat-by dates.
- and print on both sides of paper.
- Choose products with little or no packaging (imballaggio).
- Borrow, rent or share things that you don't use very often.
- off lights when you're not in the room and unplug electronics when not in use.
- a shower and not a bath
-, ride your bike or use public transport more.
- Don't drop litter.

3) Complete the Reuse list with these verbs.

Make Donate have Repair Use (x2)

Reuse

- Reuse things.
- your own biscuits, cakes, and meals.
- leftover food to make creative dishes and sandwiches.
- things before buying new items.
- things and don't throw them away.
- Say no to plastic bags. cloth bags or carry shopping in your backpack.
- Always a reusable water bottle with you while travelling, at school, at the gym, etc.

4) Complete the words in the Recycle list.

Recycle

1. pa_ _ _ and cardboard
2. gl _ _ _
3. plas _ _ _
4. tin, aluminium and steel c_ _ s

5. batte_ _ _ _ _
6. fo_ _ waste
7. fluorescent lightbu _ _ _ _
8. medi_ _ l waste
9. clo_ _ _ _ and shoes
10. elect_ _ _ _ _ waste

5) Complete the text “Carbon footprint” with these words.

environment human rubbish tonnes

The term carbon footprint describes the amount of greenhouse gases (such as carbon dioxide) that are produced by activities from the burning of fossil fuels. It is measured in the of carbon produced each year. It measures our impact on the and depends on a variety of things, including our lifestyle, the amount of electricity we use, the quantity of things we buy, the amount of we generate, eating habits, etc.

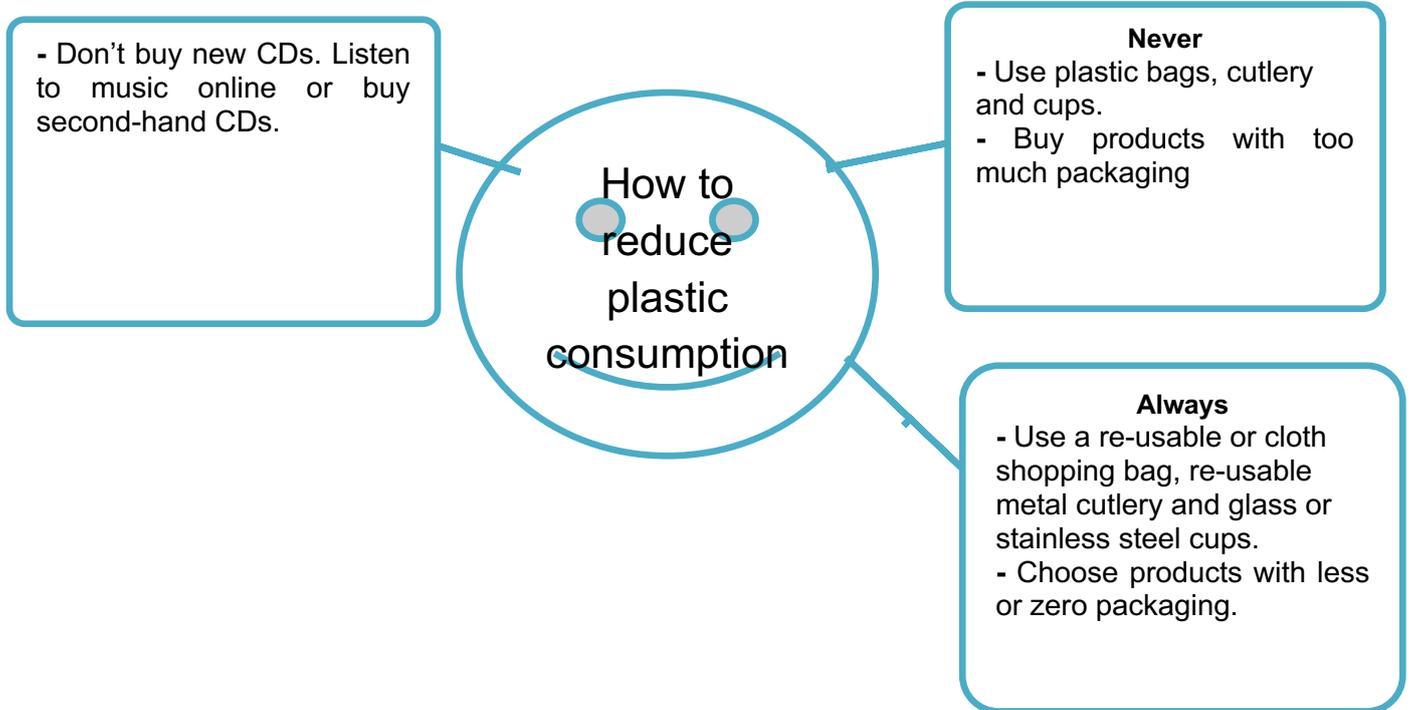


Curiosity

There is more carbon dioxide in the Earth's atmosphere now than in the last 800,000 years!

6) Work with a partner. Research the average carbon footprint of waste generated by Italians and find out if the Italian Government has established a National Indicator. Then connect to a free footprint calculator website such as <https://footprint.wwf.org.uk/#/> (The results are measured against UK targets so they will not accurately reflect your country but it is still useful and interesting), <https://www.wwf.ch/it/vivere-sostenibile/calcolatore-dell-impronta-ecologica> <https://www.bbc.com/news/science-environment-46459714> <https://www.footprintcalculator.org/home/it> Do the test and compare your results with the Italian average, the world average (7.41 tonnes) and the results of your classmates.

- 7) Work with a partner and think of more ways to reduce plastic consumption. Write your ideas in the mind map. You can add other boxes if necessary. Then present your work to the class. Divide the presentation between you and your partner. Start with the introduction. See the box “Useful tips for the presentation”.



Useful Tips for the presentation

Introduction: Plastic is very dangerous for the environment. We can all live with less plastic.

- We / You mustn't / shouldn't use plastic bags. We / You must / should use a re-usable or cloth bag.
- We / You must / should avoid buying new CDs. We / You must / should listen to music online or buy second-hand CDs.
- Buy second-hand CDs instead of new CDs or listen to music online.
- We / You must / should never use plastic cups. We / You must / should always use glass or stainless steel cups.
- We / You must / should never buy products with too much packaging. We / You must / should always choose products with less or zero packaging.

-Conclusion:

Our actions determine our future. It's our duty to make our world more sustainable and make better use of our precious resources to improve the lives of everyone. We all have an important role to play and together we can change the world! It's time to act!

We are the adults of tomorrow and will inherit the Earth. Together we can make a big impact on the world. It's time to act now not only for us but for future generations. A brighter future is possible! Join us and play your part!



The United Nations



The United Nations is an international organisation that was founded in October 1945 by 51 countries in order to prevent another terrible conflict. Today, it has 196 member states. The aims of the United Nations are:

- to promote world peace, justice and human rights;
- to develop friendly relations among nations and find solutions to international problems;
- to cooperate in helping people live better lives and end poverty, disease, and illiteracy in the world;
- to fight climate change and stop environmental destruction.

The principal organs of the United Nations are the General Assembly and the Security Council. The General Assembly is the parliament of the United Nations and is composed of representatives of all member states. Each member state has one vote. The Security Council has responsibility for the maintenance of international peace and security, and decides how to intervene in disputes¹. It is composed of 15 members: 5 permanent members (China, France, Russia, the UK and the USA – the allies in World War II) and 10 non-permanent members that are elected every two years by the General Assembly. The 5 permanent members of the Security Council have the power to veto any decisions made by the Security Council. According to many people the Security Council is not democratic at all! Permanent new members should join the Council.

The United Nations has also got a judicial body – the International Court of Justice – which is composed of 15 judges who are elected every nine years by the U.N. General Assembly and Security Council. Its objective is to resolve disputes between member states and give advisory opinions to the United Nations and its agencies. It also makes sure that human rights violations are prosecuted².

The United Nations operates in every corner of the globe through its network which includes many organisations, specialised agencies, programmes, research institutes as well as related organisations. These form the UN family. Here are just a few of them.

UNICEF (United Nations Children's Fund) works in 190 countries and its objective is to save children's lives as well as to protect their rights and help them to fulfill³ their potential.

The UNHCR (United Nations High Commissioner for Refugees) protects refugees all over the world and facilitates their return home or helps them start new lives in other countries.

The WFP (World Food Programme) aims to eradicate hunger and malnutrition. It is the world's biggest humanitarian agency, providing food and assistance to 100 million people in 88 countries every year.

The UNDP (United Nations Development Programme) helps nearly 170 countries to eradicate poverty, reduce inequalities and develop strong institutions and policies so they can sustain their progress.

The IOM (International Organization for Migration) works to ensure humane management of migration and to promote international cooperation on migration issues. It also provides humanitarian assistance to migrants and tries to find solutions to migration problems. UNESCO (United Nations Educational, Scientific and Cultural Organization) promotes collaboration worldwide in education, science and culture in order to protect historical and cultural sites around the world and safeguard world peace and security.

Curiosities

- The United Nations Headquarters is in New York City, but the land and buildings are international territory.
- Six official languages are used at the United Nations – Arabic, Chinese, English, French, Russian and Spanish.
- The United Nations has its own flag, its own post office, and its own postage stamps.
- The term United Nations was originally suggested by the United States President Franklin Delano Roosevelt on 1st and 2nd January 1942. During World War II, representatives of 26 nations fighting against the Axis Powers gathered in Washington where they signed a document for the cooperation in defeating the enemy. The document was called the United Nations Declaration. The United Nations referred to the countries allied against Germany, Italy and Japan.
- Since 1945 the United Nations has received more than 10 Nobel Peace prizes. They were awarded to various agencies, specialised programmes and initiatives.

Glossary

1. controversie
2. perseguite
3. realizzare

1) Answer these questions.

1. What is the United Nations?
2. When was it founded and why?
3. How many countries founded it?
4. How many member states does the UN have today?
5. What are the aims of the United Nations?
6. What are the principal organs of the United Nations?

2) Complete the sentences.

1. The General Assembly is the of the UN and is composed of representatives of all member states.
2. The Security Council has responsibility for the maintenance of international and, and decides how to intervene in disputes.
3. The Security Council is composed of members: 5 members and 10 that are elected every years by the General Assembly.
4. The 5 permanent members of the Security Council have the power to any decisions made by the Security Council.
5. The International Court of Justice is the UN body.
6. The United Nations operates in every corner of the through its network which includes many organisations, specialised agencies, programmes, research institutes as well as related organisations.
7. All these organisations, programmes and agencies form the UN

3) Match.

- | | |
|-----------|-----------------------------------|
| 1. UNICEF | a. education, science and culture |
| 2. UNHCR | b. children |
| 3. WFP | c. migrants |
| 4. UNDP | d. refugees |
| 5. IOM | e. hunger and malnutrition |
| 6. UNESCO | f. poverty and inequalities |

1.....

2.....

3.....

4.....

5.....

6.....

4) Group Work. Work in groups of four. Go to the UN website and find information about two UN organisations or agencies. Write two short texts about them (250-300 words), make a mind map and present your work to the class. Alternatively, you can make a PowerPoint or a poster presentation.

5) Speaking. Pair work. Take turns asking and answering these questions.

1. What is the aim of UNICEF?
2. Do you think the United Nations still plays a fundamental role in the world today?
Why / Why not?
3. Has the United Nations succeeded in its aims?
4. Do you think more countries should be permanent members of the UN Security Council?

The United Nations Convention on the Rights of the Child (1989)



- 1) Pair work. Look carefully at the UN Convention on the Rights of the Child (1989) available at https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf <https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf> Then read the following news stories and decide which articles in the 1989 Convention on the Rights of the Child they violate. In some cases, they may violate more than one article.
1. There are one billion poor children in the world today. They have no access to education, health, housing, adequate nutrition, water, and sanitation.
 2. Globally, 261 million children are out of school. The total includes 60 million children of primary school age, 63 million of lower secondary school age and 138 million of upper secondary age.
 3. 155 million children, aged between 5 and 17, are subject to child labour.
 4. 5.5 million children are trafficked around the world. They are often forced into some form of work, prostitution, marriage or simply sold.....
 5. More than 100,000 children are soldiers in state and non-state military organisations in armed conflicts worldwide. Most of these children are under the age of 15. There are about 350 million children living in areas affected by conflict. They are subject to unimaginable suffering, violence, and death.
 6. Globally, 60 per cent of children aged 2-14 years regularly suffer physical punishment by their parents or caregivers.
 7. Children are frequently exposed to commercial marketing promoting addictive substances and unhealthy commodities.

8. About 625 million children under the age of 14 years are legally ‘invisible’ because their birth has not been registered.
9. Governments of 49 countries harmed children’s rights by approving online education technology products during Covid-19 school closures without adequately protecting children’s privacy.
10. Global migration and refugee crises are having a devastating impact on the rights of millions of children worldwide who don’t get sufficient help and protection.
11. In many countries, hundreds of thousands of children with disabilities are deprived of their liberty because they are confined to ‘health-care’ centres where they don’t receive any education. They are not allowed to play or see their families or members of the community.
12. In some countries, children can’t express their opinions or practice their religion.

Curiosities

- 300 million children aged between two and four years regularly suffer physical punishment and/or psychological violence from their parents or caregivers.
- Almost 1 billion children aged 2-7 years, experienced physical, sexual, or emotional violence or neglect in 2021.
- In 2021, 5 million children under the age of 5 died. The main causes of death were pneumonia, diarrhea and malaria.
- Around 45% of deaths among children under 5 years of age are linked to undernutrition.
- More than 12 million children are victims of modern slavery.

2) Name four rights with the responsibilities that come with those rights. For a complete version of the Convention on the Rights of the Child visit the websites
https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf ; <https://www.unicef.org/media/60981/file/convention-rights-child-text- M-child-friendly-version.pdf>

Rights	Responsibilities
Example: Children have the right to good health care	and the responsibility to take care of their health and hygiene.

3) Pair work. Many adolescents are not aware of their rights. Create a poster or a leaflet for them outlining their rights in your own words. Don’t forget to define the term child. Share the work with the class.

How does the European Union work?



The European Union has strong institutions because European countries have transferred some of their powers to them. Let's have a look at some EU institutions.

The European Council is the EU's highest political institution and is based in Brussels. It consists of the Heads of Government or State of all the EU member countries, plus the President of the European Commission. The Council meets at least four times a year and the meetings are called *European summits*.

The European Council is a strategic body, and its role is to:

- define the general political direction and priorities of the European Union;
- define the EU's common foreign and security policy;
- nominate candidates to high profile EU level roles.

It has a permanent President who is elected for a period of two and a half years, and who can be re-elected only once.

The European Commission is based in Brussels, Strasbourg and Luxembourg. It consists of 27 Commissioners –including the President – one for each EU member state. They are proposed by their country's government and approved by the European Parliament. Each Commissioner is appointed¹ for five years and has a particular area of competence (environment, education, etc.). The European Commission is the executive body of the EU and its members must represent and serve the European general interest. Its role is to:

- make proposals for new laws² and the annual budget³ to the European Parliament and Council of the European Union;
- manage⁴ the EU's budget and assign funding⁵;
- implement EU policies and ensure⁶ that EU countries properly apply European laws.

The Council of the European Union (also known as the Council or the Council of Ministers) is based in Brussels and represents the governments of the EU member states. It consists of ministers from all the EU member states – organised by policy area (agriculture, environment, etc.) – who represent their country's interests. Its role is to:

- negotiate and approve law proposals, in many cases together with the European Parliament;
- approve the annual EU's budget, together with the European Parliament;
- conclude international agreements⁷;
- define the EU's foreign and security policy;⁸
- coordinate EU countries' policies in various areas (economy, environment, etc.).

Decisions in the Council are made by a majority vote and in some cases unanimously. The Council Presidency is held by a different EU member state which changes every six months.

The European Parliament is based in Strasbourg, Brussels and Luxembourg. It represents the EU's citizens and is directly elected by them every 5 years. It is the only EU institution which is directly elected by EU citizens. There are currently 705 MEPs (Members of the European Parliament) from all EC countries. The number of MEPs representing each country depends on the size of the country's population.

The European Parliament is the legislative branch of the European Union and its role is to:

- debate and approve the European Commission law proposals and the annual budget, together with the Council of the European Union;
- supervise EU institutions and monitor the proper use of EU funds;
- elect the President of the European Commission;
- approve or reject the European Commission.

By the way, the Parliament has a President who is elected by the MEPs for a two and a half year period.

The European Court of Justice is located in Luxembourg and consists of one judge from each EU country. It is the highest EU judicial authority and its role is to:

- ensure that EU laws are interpreted, respected, and applied in the same way in all EU countries;
- check that EU laws respect fundamental rights and do not violate EU treaties;
- resolve legal disputes between national governments and EU institutions.

EU citizens, companies and organisations can use the European Court of Justice if they think that the EU has infringed their rights.

The European Central Bank is based in Frankfurt. It manages the euro and is responsible for European monetary policy.

The European Court of Auditors is located in Luxembourg. It has one member from each EU country. Its role is to monitor the budget of the European Union and check that the EU spends its funds legally and does not waste public money.

Curiosities

- MEPs form groups based on their political view, not on their nationality. At present, there are 8 political groups in the Parliament and any member can work only with one group. Those members who don't belong to any political group are known as non-attached members.
- Around 32,000 people, ranging from experts, translators to interpreters and assistants work for the European Commission.

Glossary

1. nominare
2. leggi
3. bilancio
4. gestire
5. finanziamenti
6. assicurare
7. accordi
8. politica estera e di sicurezza

1) Answer these questions.

1. Does the European Union have strong institutions?
2. Which countries have transferred some of their powers to EU institutions?
3. Which is the EU's highest political institution?
4. What does the European Council consist of?
5. What is the executive body of the European Union called?
6. What does the European Commission consist of?
7. Who represents the interests of EU countries and their governments?
8. Which EU institution is directly elected by EU citizens?
9. What is the name of the EU's highest judicial authority?
10. What does the European Central Bank do?
11. Where is the European Court of Auditors located?

2) Match.

- | | |
|--|---|
| 1. Brussels | a. European Court of Justice and European Court of Auditors |
| 2. Strasbourg, Brussels and Luxembourg | b. European Central Bank |
| 3. Luxembourg | c. European Council and Council of the European Union |
| 4. Frankfurt | d. European Parliament and European Commission |

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



3) Read the text and complete the sentences.

The **Council of Europe** (not to be confused with the European Council) is not an EU institution. It is an international organisation based in Strasbourg. It comprises 46 European countries, including all members of the EU, and about 700 million citizens.

The Council of Europe was founded in May 1949 to promote human rights, democracy and the rule of law in Europe. Unlike the EU, the Council of Europe has no legislative power; it isn't an economic organisation and cannot impose any rule on the members states. It can only make suggestions and proposals. However, the EU and the Council of Europe share the same flag and anthem. The main institutions of the Council of Europe are:

1. *The Parliamentary Assembly* which has the power to investigate, recommend and advise.
2. *The Committee of Ministers* which consists of the Ministers of Foreign Affairs of each member state. This is the Council's decision-making body.
3. *The European Court of Human Rights* which is an international court set up in 1959 and based in Strasbourg. It interprets the European Convention on Human Rights (1950), based on the Universal Declaration of Human Rights, and monitors that the human rights of about 700 million European citizens are respected.

1. The Council of Europe is not an EU institution. It is an international organisation based in Strasbourg. It comprises, including all members of the EU, and about 700 million citizens.
2. The Council of Europe was founded in to promote human rights, democracy and the rule of law in Europe.
3. The Council of Europe has no power; it isn't an economic organisation and cannot impose any rule on the members states. It can only make and proposals.
4. The main institutions of the Council of Europe are: the Parliamentary, the Committee of and the European Court of

The persecution of Jews and the Holocaust



Hitler and the persecution of Jews

When Adolf Hitler and his Nazi Party came to power in Germany in 1933 they wanted to create the “perfect Germany”. They believed that Germans were racially superior and that there were inferior people who were a threat¹ to the German race. The Nazis used laws², propaganda, and intimidation to persecute and eliminate many groups, including gypsies, political opponents, the disabled, homosexuals and people who belonged to religious groups which the Nazis didn’t like. However, it was the Jews who Hitler particularly hated. He considered them to be responsible for Germany’s economic problems and the humiliating defeat in World War I. He wanted to remove Jews from the country’s political, social, economic and cultural life.

When Hitler took power, he began to systematically discriminate and persecute the Jews who were victims of assaults, intimidation, and daily violence. Propaganda was used along with the introduction of antisemitic legislation to eliminate the Jewish people’s basic rights and expropriate their money and property. The result was the boycott of Jewish shops and businesses; the destruction of Jewish shops and synagogues; the expulsion of Jews from the professions, commercial life, and the civil service³; the prohibition to enter public places and marry non-Jewish people, and their exclusion from all aspects of public life. And by 1939 a letter ‘J’ was stamped on all Jewish passports to identify them from the rest of the population.

The first ghettos are created

When the German army occupied part of Poland (September 1939) the first ghettos were created. They were areas designated for Jewish people who were separated from the non-Jewish population, robbed of their properties and humiliated. Life in the ghettos was miserable – the inhabitants were marked with a Star of David, lived in overcrowded rooms⁴, suffered from lack⁵ of education, food, medicine and hygiene and many were forced to work in the armament industry. Many Jews died.

The ‘Final Solution’ and the Holocaust

In 1942 the implementation of the ‘Final Solution’ began – this was the term for the extermination of all Jewish people in Europe: a real genocide. The Germans started to

destroy the hundreds of ghettos located mainly in eastern and central Europe. Ghetto residents were shot or deported to death camps equipped with gas chambers and killed, or sent to concentration or labour camps, the first of which were created in the mid-1930s. Living conditions were terrible, with victims being treated like numbers. They had no clothes, just a striped uniform, wooden shoes, no hair, no names, no privacy and very little food. They lived in primitive barracks with no bathroom, just a bucket, and no real sanitation. They had to wash in dirty water without any soap and work like slaves: 12-14 hours a day. The victims lost all sense of human dignity.

About six million European Jews and at least five million political opponents, prisoners of war, gypsies, the disabled, homosexuals, and people belonging to certain religious groups died. This systematic, organised state persecution and murder of millions of Jews and other people is known as the Holocaust.

Glossary

1. minaccia
2. leggi
3. pubblica amministrazione
4. stanze sovraffollate
5. mancanza

1) Say if these sentences are True (**T**) or False (**F**).

1. Adolf Hitler and his Nazi Party believed that Germans were racially inferior and there were superior people who lived in Germany. **T** **F**
2. The Nazis used laws, propaganda and intimidation to persecute and eliminate many groups. **T** **F**
3. Hitler didn't hate the Jews. **T** **F**
4. Hitler considered the Jews to be responsible for the outbreak of World War II. **T** **F**
5. Hitler wanted to remove Jews from the country's political, social, economic and cultural life. **T** **F**
6. The Jews weren't persecuted when Hitler took power. **T** **F**
7. Propaganda and laws were used to defend the Jews' basic rights. **T** **F**
8. Jewish shops and synagogues weren't destroyed. **T** **F**
9. Jews were excluded from all aspects of public life. **T** **F**
10. By 1939 a letter 'J' was stamped on all Jewish passports to confuse Jews with the rest of the population. **T** **F**

2) Match.

- | | |
|-------------------------------------|---|
| 1. The first ghettos were created | a. lack of education, food, medicine and hygiene. |
| 2. The ghettos were areas | b. overcrowded rooms. |
| 3. Life in the ghettos | c. in Poland in September 1939. |
| 4. Many Jews were forced to work | d. designated for Jews who were separated from the non-Jewish population. |
| 5. In ghettos, inhabitants lived in | e. was miserable. |
| 6. In ghettos, people suffered from | f. in the Nazi armament industry. |

1.....

2.....

3.....

4.....

5.....

6.....

3) Answer these questions.

1. When did the implementation of the 'Final Solution' begin?
2. What is the 'Final Solution'?
3. Who destroyed the hundreds of ghettos located mainly in eastern and central Europe?
4. What happened to the ghettos' residents?
5. When were the first concentration and labour camps created?
6. What did the victims wear?
7. Was the place where they lived comfortable?
8. Did they work long or short hours?
9. How many European Jews did the Nazis kill?
10. Did the Nazis kill political opponents, gypsies, the disabled and other groups?
11. What is the Holocaust?

Anne Frank and “The Diary of a Young Girl”



Anne Frank and her family were German Jews and victims of the Holocaust. Anne was born in Germany in 1929 but her family moved to Amsterdam in the Netherlands in 1934 to escape from the Nazis. But in May 1940, Nazi Germany invaded the Netherlands, took control of Amsterdam and then the rest of the country, and made life very difficult for Jews. Anne's father made a secret place above his business office and in the summer of 1942 the family decided to hide¹ there when the systematic deportation of Jews from the Netherlands started.

The hiding place² soon became crowded³ because another four people took refuge there. Some good friends helped the family with food and clothes. The Frank family stayed in the hiding place for two years and Anne – who wanted to become a journalist and liked writing – often found comfort in her diary which she received from her parents for her thirteenth birthday. She called her diary *Kitty*. It became her best friend and confidante. Anne wrote about her daily life in hiding, the problems of growing up, her interest in boys, relations with her family, and the war and its impact on human beings.

Unfortunately, the hiding place was discovered by police officers on the 4th of August and all the inhabitants were sent to concentration camps. Anne and her sister Margot contracted typhus and died in the Bergen-Belsen concentration camp in February 1945. Only Anne's father who was in Auschwitz survived. He was liberated by the Allies and when he returned to the Netherlands, he learned that his wife and two daughters had died. Anne's diary was published in 1947 and became very popular. In fact, it was later translated into 70 languages and in 1960 the hiding place became a museum: the Anne Frank House.

Glossary

1. nascondersi
2. nascondiglio
3. affollato

1) Answer the following questions.

1. Where and when was Anne born?
2. Why did the Frank family move to Amsterdam in 1934?
3. What happened in May 1940?
4. Where did Anne's father make the secret place?
5. When and why did the Frank family decide to hide in the secret place?
6. Who helped the Frank family with food and clothes?
7. How long did the Frank family stay in the hiding place?
8. When did Anne receive her diary?
9. What name did Anne Frank choose for her diary?
10. Did her diary become her best friend and confidante?

2) Choose the correct answer.

1. The hiding place was discovered by police officers on the 4th of August and all the inhabitants were sent to **Germany / concentration camps**.
2. Anne and her sister Margot died in the Bergen-Belsen concentration camp in February **1946 / 1945**.
3. Anne's mother **died / didn't die** in the concentration camp.
4. Anne's father, who was in Auschwitz, **didn't survive / survived**.
5. Anne's diary was published in **1957 / 1947**, became very popular **and was / but wasn't** translated into 70 languages.
6. In 1960 the hiding place became a **big house / museum**.

3) Read these extracts from "*The Diary of a Young Girl*". Then write a title for each text. Choose from the following ones:

- I still believe in human goodness and peace
- Deportation to killing camps
- Why?

1.

"(...) In the evenings when it's dark, I often see long lines of good, innocent people accompanied by crying children, walking on and on, ordered about¹ by a handful of men who bully and beat them² until they nearly drop³. No one is spared⁴. The sick, the elderly, children, babies, and pregnant women - all are marched to their death (...) And all because they're Jews".
(Thursday, 19 November 1942)

2.

"(...) we often say in despair, 'What's the point of the war? Why, oh, why, can't people live together peacefully? Why all this destruction?' The question is understandable, but so far⁵ no

one has come up with⁶ a satisfactory answer (...) Why are millions spent on the war each day, while not a penny is available⁷ for medical science, artists or the poor? Why do people have to starve⁸ when mountains of food are rotting away⁹ in other parts of the world? Oh, why are people so crazy? I don't believe the war is simply the work of politicians and capitalists. Oh no, the common man is just as guilty¹⁰; otherwise, people and nations would have rebelled long ago! There's a destructive urge¹¹ in people, the urge to rage¹², murder and kill. And until all of humanity, without exception, undergoes¹³ a metamorphosis, wars will continue to be waged¹⁴ (...).
(Wednesday, 3 May 1944)

3.

"(...) It's a wonder¹⁵ I haven't abandoned all my ideals; they seem so absurd and impractical. Yet I cling to them¹⁶ because I still believe, in spite of everything¹⁷, that people are truly good at heart. It's impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness¹⁸, I hear the approaching thunder¹⁹ that, one day, will destroy us too, I feel the suffering of millions. And yet²⁰, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquility will return once more. In the meantime²¹, I must hold on²² to my ideals. Perhaps the day will come when I'll be able to realise them!

(Saturday, 15 July 1944)

4) Complete the sentences with the missing words.

peace Jews violence wars life

1. Anne sadly assists at the violence perpetrated upon
2. Anne says that will end only if humanity changes completely, love prevails over and everyone is treated with dignity and respect.
3. Despite adversity, Anne still believes in human goodness and She has a positive attitude towards

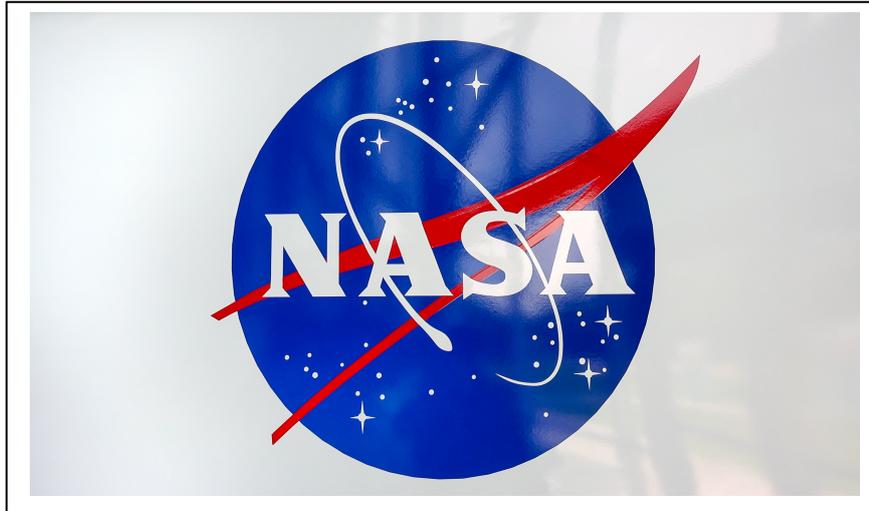
5) Pair work. Work with a partner and create a slogan and a poster for a campaign to end all wars.

- 6) Group work. In groups of four, discuss the importance of:
- Anne Frank's diary;
 - the Holocaust memory and its preservation.

Glossary

1. comandati
2. li maltrattano e li picchiano
3. cadere a terra
4. non si salva nessuno
5. finora
6. nessuno è riuscito a trovare
7. non c'è un centesimo
8. la gente deve soffrire la fame
9. marisce
10. colpevole
11. impulso
12. infuriarsi
13. non avrà subito
14. combattute
15. è molto strano
16. me li tengo stretti
17. nonostante tutto
18. deserto
19. rombo
20. eppure
21. frattempo
22. conservare alti

NASA



1) Complete the text "NASA" with the missing words.

knowledge missions phones space

The National Aeronautics and Space Administration (NASA) was created in 1958 during the Cold War – from the National Advisory Committee for Aeronautics – for the civil research and development of exploration. About 18,000 people are employed at NASA which works with U.S. industry, international partners, and universities to develop new technology and explore, discover, and expand for the benefit of humanity. NASA studies the Earth – including its climate – Sun, and the solar system and beyond. The agency has had hundreds of so far. It has sent spacecrafts to explore the Moon, Mars, Venus, and other planets, and satellites into space to gather information about the weather, to help cell and televisions work, to determine the location of something on Earth, or to monitor the Earth's land surface.

Australia's Stolen Children



Reasons for the forced removal¹ of children from their homes

From the mid-1800s to the late 1970s, tens of thousands of indigenous children in Australia were separated from their families and communities by force and sent to white families and government or church institutions. The government offered various justifications. One explanation was to protect children by offering them a better life. Another maintained that the pure blood native population would soon be extinct and that mixed blood children would be able to assimilate into society much easier. But the real objective behind this action was to inculcate European values in children, encourage them to become Christians and assimilate them into white society in order to eradicate² their indigenous culture and languages.

The Stolen Children or Stolen Generations³

There were separate institutions for boys and girls which broke the family ties⁴ between sisters and brothers or cousins. Children could not speak their language or have access to their culture. If they did, they were punished. They had to adopt new names and identities. Many of these children experienced neglect and psychological, physical, and sexual abuse. They received a poor education and were trained as farm labourers,⁵ stockmen⁶ and domestic servants, which were cheap and often unpaid jobs. Some children tried to escape but very few succeeded. Many children never saw their family or relatives again or were told they were orphans, or that their parents had abandoned them. These children are known as the *Stolen Children* or *Stolen Generations* because many generations were affected.

Public awareness⁷ and recognition

In the second half of the 1990s, the Australian Human Rights and Equal Opportunity Commission made a national inquiry on the issue and published a report which contained 54 recommendations to redress the wrongs⁸ done to Aboriginal and Torres Strait Islander peoples. Hundreds of thousands of Australians were shocked and horrified at the truths they did not know and on 26th May 1998 the first *National Sorry Day* was held, which is now held every year to remember and commemorate the mistreatment of Australia's native population. In 1998, state and territory parliaments officially apologised. By contrast,

the national Government was slow to respond to the report. The Prime Minister only offered an apology to the indigenous population on behalf of parliament in 2008.

The situation today

Today, there are over 17,000 Stolen Generations survivors in Australia and one third of Aboriginal and Torres Strait Islander peoples are their descendants. The impact of the forced removal of children has dramatically affected the wellbeing of these victims in terms of loss of identity and traditional knowledge, mental illness, depression, alcoholism, etc. This trauma is passed from one generation to the next.

The practice of removing children and placing them in state home care still continues today even if the intent is different from the past – it is for child protection. But research shows that Aboriginal and Torres Strait Islander children make up 35 per cent of children living in state home care and that the Australian Human Rights and Equal Opportunity Commission's recommendation on indigenous children removal is often ignored.

Curiosities

- The Australian Human Rights and Equal Opportunity Commission Report contained 54 recommendations which also included monetary compensation, rehabilitation – that is mental health assistance – and improved services for Stolen Generations' members. Other recommendations included teaching the history of Stolen Generations in schools and the effects on survivors and the indigenous community.
- Almost all Australian states and territories paid financial compensation to members of the Stolen Generations and the Australian federal government established a reparation fund for indigenous people.

Glossary

1. allontanamento forzato
2. sradicare
3. generazioni rubate
4. legami
5. lavoratori agricoli
6. mandriani
7. consapevolezza
8. porre rimedio ai torti commessi

1) Answer the following questions.

1. What happened in Australia from the mid-1800s to the late 1970s?
2. Did governments give various justifications?
3. What was the government's real objective?
4. Were there separate institutions for boys and girls?
5. Could children speak their language or have access to their culture?

2) Say if these sentences are True (T) or False (F).

1. Children had to adopt new names and identities. T F
2. Many children didn't experience neglect and physical and sexual abuse. T F
3. Children received a good education and were trained to do well-paid jobs. T F
4. Children saw their family and relatives again. T F
5. These children are known as the *Stolen Children* or *Stolen Generations*. T F
6. In 1990, the Australian Human Rights and Equal Opportunity Commission published a report on the issue. T F
7. The report contained 54 recommendations to redress the wrongs done to Aboriginal and Torres Strait Islander peoples. T F
8. The first *National Sorry Day* was held on 26th May 2008. T F
9. The Australian Government only apologised in 2008. T F
10. Today, there are over 17,000 *Stolen Generations* survivors. T F

3) Complete.

1. The impact of the forced removal of children has dramatically affected their in terms of loss of identity and traditional knowledge, mental illness, depression, alcoholism, etc.
2. The practice of removing children and placing them in state still continues today but the intent is for child protection.
3. Research shows that Aboriginal and Torres Strait Islander children make up per cent of children living in state home care.
4. The research also highlights that the Australian Human Rights and Equal Opportunity Commission's on indigenous children removal is often ignored.

Stolen Generations' Testimonies



1) Complete these testimonies with the missing verbs.

were suffer want was surrounded gives make found

1. Four generations of my family went without parental love, without a mother or father. I myself it very hard to show any love to my children because I wasn't given any.
2. Living conditions in child institutions often terrible. Many children were physically and sexually abused. At night, when we were starving, we used to eat old bread and smash open empty tomato sauce bottles in order to lick them.
3. We were each handed a pair of pyjamas with a number the manager had given us earlier printed on the pocket, and a shirt and pair of shorts. I number 33. Not Bill. Not even Simon. Just number 33.
4. I am still searching for my parents and two brothers. My childhood has been taken away from me and it has left a big hole in my life. I from a range of problems – loneliness, low self-esteem, loss of identity, language and culture, depression, and alcoholism.
5. I'm searching for my heritage. I need to fill in the blank spaces of my family's past. I to know more about where I come from and who I belong to. My search helps me understand my personality, makes me feel more secure in the present, and me a sense of purpose and the opportunity to pass on a complete picture of my past to future generations.
6. I'm still looking for my family. I'm living a life by ghosts. I mistrust everyone. I've never heard the words "I love you", so I've never learned to say them to my children. I don't know if I'm able to parent my children successfully. I'm unable to control my emotions and I strange hand movements. Often, I'm miles away and indifferent to the world. I've no confidence in government, the police, the church, and judges.

The testimonies have been slightly adapted. For more information visit these websites:

https://humanrights.gov.au/sites/default/files/content/pdf/social_justice/bringing_them_home_report.pdf ;
<https://www.stolengenerationstestimonies.com/> ; <https://www.the-criterion.com/a-painful-past-depiction-of-stolen-generation-in-aboriginal-life-writing/> ; <https://www.creativespirits.info/resources/>

2) Pair work. Read the testimonies again and write the effects on the stolen children.

For example: Deprivation of affection and love.

Watch the following films:

Radiance (1998) by Rachel Perkins;

Cry From the Heart (1999) by Jeni Kendell;

Land of the Little Kings (2000) by Kootji Rayond;

Rabbit Proof Fence (La generazione rubata) (2002) by P. Noyce. It is based on the book "Follow the Rabbit Proof Fence" (1996) by Doris Pilkington;

Beyond Sorry (2003) by D. Vadeviloo;

Why Me? (2006) by Rick Cavaggion;

Australia (2008) by Baz Lurmann.

Read these books.

Bird, Carmel ed. *The Stolen Children – Their Stories*. Sydney: Random House, 1998

Nannup, Alice. *When the Pelican Laughed*. Freemantle: Freemantle Arts Press, 1992.

Pilkington, Doris. *Follow the Rabbit-Proof Fence*. St Lucia: U of Queensland P, 2002

Nadia Anjuman: a global voice for gender justice



Nadia Anjuman was born in Herat, Afghanistan, in 1980. She was a really good student but when the Taliban came to power in 1996 they imposed social restrictions on women and prohibited their access to education and jobs. They closed girls' schools. Nadia, together with a group of women, studied literature in clandestine meetings at the home of a university professor in Herat. It was the start of her poetic career. In 2001, with Afghanistan's liberation from the Taliban, Nadia could attend Herat University where she studied literature. While studying for her degree she also published her first book of poetry entitled *Gul-e-dodi* (Smokey Flower), which received great acclaim¹ and was read not only in Afghanistan but also in Pakistan and Iran.

Nadia graduated in 2002 and married a scholar who became the head of the Herat University library. Despite the objections of her husband and his family, she continued to write poetry and became a brilliant poet. In 2005, she organised the publication of a second volume of poetry for the following year and this was probably the pretext for a quarrel² between Nadia and her husband. On the 4th of November 2005, she was beaten to death³ by her husband. She was only 25 years old.

Nadia died because she was a woman and a poet, an advocate⁴ for women's right. She loved poetry and believed in writing as a revolutionary act to fight oppression and claim⁵ women's rights.

In 2004, there was some progress towards equality as Afghan women achieved Constitutional gender equality. This trend stopped in 2021 when the Taliban returned to power in Afghanistan. Afghan women face great inequalities in many areas like education, health care, the justice system and public and political life. According to a United Nations study 85 per cent of Afghan women experience domestic violence. Afghanistan is the worst country for a woman to be born in. It is known as "the tomb of women" and Herat is among the towns with the highest rate of femicides in the country.

Glossary

1. consenso
2. lite
3. picchiata a morte
4. sostenitrice
5. rivendicare

1) Say if these sentences are True (**T**) or False (**F**)

- | | | | |
|-----|---|--------------------------|--------------------------|
| 1. | Nadia Anjuman was born in Herat, Afghanistan, in 1980. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | In 1996, the Taliban favoured the access of women to education. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Together with a group of women, Nadia Anjuman studied literature secretly. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | In 2001, Afghanistan was liberated from the Taliban. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Nadia went to Herat University where she studied science. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Nadia published her first book of poetry when she was a university student. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Nadia's husband encouraged her to write poetry. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | She became a brilliant poet. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | On the 4 th of November 2005, Nadia was beaten to death by her husband. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Nadia died because she was a woman and an actress, an advocate for women's right. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | She loved poetry and believed in writing as a revolutionary act to fight oppression and claim women's rights. | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Afghanistan is known as "the tomb of women". | T | F |
| | | <input type="checkbox"/> | <input type="checkbox"/> |