

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

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

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

Even today in some parts of the world women have an inferior position and less rights than men; some people judge others on the basis of their social status rather than their personal qualities.

However, in modern, socially developed societies, women and men have equal status, opportunities and rights. Furthermore, in the modern world, individuals are not so closely watched as in Jane Austen's time.

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

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

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

Students' own answers

## 8

### Social Media

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

(suggested answers)

**2. Answer the following questions. What is the writer's main purpose?**

- b. to raise awareness about the issue

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

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

**4. Which paragraph are the following issues mentioned in?**

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

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

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

**6. Fill in the table "5-4-3-2-1" in relation to the text you read.**

Students' own answers

**7. Read the following text and then discuss in groups: a. How does this text differ from the previous text you read about social media?**

- a. It is more positive towards social media use
- b. Students' own answers

**CONDITIONAL SENTENCES - Grammar**

**8. Continue the sentence:**

(suggested answer)

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

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

(suggested answer)

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

**10. How would you feel today, if you had been playing computer games all night?**

(suggested answer)

If I had been playing computer games all night, **I would feel exhausted today**

**NOTE: this exercise should be done after exercise 15 (because it is a mixed conditional clause)**

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

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

**12. Put the verbs in brackets in the correct tense**

If/When the temperature is below 0, water **freezes**

If he studies hard, he **will pass** the exams.

If she didn't have health problems, she **would not go** to the doctor.

If they hadn't won the lottery, they **would not have gone/been** on a luxurious holiday.

**13. Complete the sentences below so that they are true for you.**

Students' own answers

**14. Read the following sentences and answer the questions.**

*If social media use is exacerbating anxiety and depression, it could then, in turn, impact sleep.*

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

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

<b>Type 2</b> If she wasn't afraid of planes, she wouldn't have travelled by train. <b>Type 3</b>
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- She is generally afraid of planes (**a present situation**) so on this occasion, she chose to travel by **train** (**a past event**): It refers to an **unreal present situation** and its **probable (but unreal) past result**.

<b>Type 3</b> If I had worked harder at school, I would have a better job now. <b>Type 2</b>
--

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

**16. Now study the following conditional sentences. Which words or phrases are used instead of "if"?**

As long as, provided/providing that, on condition that, what if, unless, in the event of/in case of

**17. Choose the right item**

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

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

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

**19. Rewrite the following sentences using inversion**

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

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

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

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

What is the topic of the talk?

Give a title to the talk.

Why do people prefer to record details of their love-life on social media?

What is the impact on their lives?

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

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

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

❖ All of the above issues are mentioned

**Listening Transcript**

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

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

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

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

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

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

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

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

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

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

**25. Discuss in groups about the following issues:**

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

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

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

Students' personal ideas

**26. Look at the picture and the quote. Then do the tasks below.**

**(Suggested answers)**

**Brainstorm five reasons why the world is made more transparent with social media:**

- It is more difficult to conceal the truth (news, public documents and sometimes even personal documents may circulate all over the world).
- Information is readily available to everyone with an access to a computer and an Internet connection.
- Public figures and even companies and government can be exposed much more easily and they can be held accountable for their actions.
- Proper and/or moral behaviour is more easily acknowledged and rewarded.
- It is much easier to exchange ideas.

**What does Zuckerberg mean by power?**

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

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

**27. Discuss the following topics and then report to the class.**

**Students' personal ideas and experiences**

**28. Discuss the following issues.**

**Students' personal ideas and experiences**

**29. Discuss the following issues.**

**(Suggested answers)**

✓ **To what extent have social media changed our lives?**

- They have broken down barriers among countries and people
- It is easier to express ourselves and reach a greater audience
- We can reunite with people from our past we had lost contact with (e.g. old classmates)
- We can exchange news, ideas, opinions, experiences, knowledge
- We can be informed about almost anything almost immediately
- People can pursue their interests, as there are groups for almost any kind of hobby, activity etc
- People can promote their ideas, their business, their art work much faster, more easily and without constraints.

✓ **How can we prevent the negative effects of social media on our life?**

- By having faith and trust in our family and friends
- By talking with them regularly and openly
- By using them in moderation, because they are time-consuming and addictive
- By hanging out with our friends as much as possible seeking real communication
- By exercising regularly and sleeping enough
- By dealing with every piece of information we see online critically



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

<b>Social networks make us more antisocial because:</b>	<b>Social networks do not make us more antisocial because:</b>
<ul style="list-style-type: none"> <li>▪ They make us avoid physical contact, which is extremely important in human relations</li> <li>▪ They are addictive (people always check their phones)</li> <li>▪ They cut as off real life</li> <li>▪ They are uncontrollable because everyone can write whatever they want, causing harm to others (e.g. fake news). So, people are made vulnerable to dangerous ideas</li> <li>▪ They are especially dangerous for teenagers, because they can assist potential stalkers, bullies or harassers</li> <li>▪ They consume a lot of time in our lives, which could be used more creatively</li> <li>▪ They may cause anxiety and stress and may lead to sleep deprivation or even more serious situations</li> <li>▪ They help many companies promote their products, which leads to consumerism</li> <li>▪ They lead to sedentary life</li> <li>▪ They serve as substitutes for real-world communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ They can help us find new friends, keep in touch or reunite with old ones.</li> <li>▪ They help us be informed, updated</li> <li>▪ They help us express our ideas, opinions, beliefs and reach a wider audience</li> <li>▪ Our voice can be heard over the barriers of the place we live, in other countries or even continents</li> <li>▪ We can interact with other people and prepare ourselves for real-world interaction</li> <li>▪ They help us relax after work or school</li> <li>▪ They fill people's time with something interesting</li> <li>▪ They help small companies or individuals promote their products, which can be a positive thing</li> <li>▪ People can pursue their interests more easily and they are provided with more options</li> <li>▪ They serve as assistance for real-world communication</li> </ul>

**31. Read the rubric and then do the tasks.**

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

**32. Add the following linking words and phrases in the above list next to the correct categories.**

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