Annexes

Topic: Young people and consumerism
Theme: *Eating out.*
11th grade – Level VII
Lesson nr. 16 - 12th October, 2009.

**Vocabulary Consolidation File**

**Language Functions (implicit use):**

**Expressing likes and dislikes:**
- When I eat out at a live music café bar, I enjoy listening to Philip Glass;
- The harp sounds good while I am cooking at home;
- I can’t say that I like that piano piece in a garden party;
- To play the drums can be fun and makes me feel hungry;
- I think that the saxophone is most commonly associated with big band music, blues, rock and roll, particularly jazz and cocktail parties;
- It’s the kind of music you can learn to appreciate at fast food restaurants;

**Expressing emotions/moods:**
- Whenever we hear this piece of music we feel delighted;
- It is appetizing;
- It is mouth-watering;
- It is appealing;
- This piece of music is tempting;
- This passage is disgusting;
- This musical excerpt is heartbreaking.

**Forming associations:**
- This musical excerpt reminds me of creamy, juicy doughnuts ...

**Talking about the physical quality of sounds:**
- Where the music gets louder, we eat faster;
- If two simultaneous notes are slightly out of tune, the higher-pitched one is said to be too sharp with respect to the other;
- In music, sharp means relatively high in pitch;
- Intonation may be flat, sharp or both, successively or simultaneously.

<table>
<thead>
<tr>
<th>Loud</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft/quiet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High/top notes</th>
<th>Pitch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low/bottom notes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sharp (above the note)</th>
<th>Tuning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat (below the note)</td>
<td></td>
</tr>
<tr>
<td>Out-of-tune</td>
<td></td>
</tr>
</tbody>
</table>

The Lobster Bowl, by Philip Glass

1. What does the title of this musical excerpt suggest to you? Justify your answer.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________.
2. Bearing in mind this piece of music by Philip Glass, do you associate it with a cocktail party, a live music restaurant? Why/Why not? Account for your answer.

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___________________________________________________________________
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___________________________________________________________________.

3. Do you know that in old times people could stroll about a concert hall in the parks of London, while the orchestra was playing, a festival known as a Promenade concert? (French se promener = to walk). In your home country is it common to listen to music in gardens and parks? What kind of food and drink do you like to have in open air spaces? State your reasons.

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___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________.

4. People go to music concerts for many reasons. According to you, going to open air concerts is a healthy alternative or do you prefer to have dinner at home while listening to your favorite music? Justify your answer.

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___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________.

1 http://en.wikipedia.org/wiki/The_Proms
6. The habit of eating out is much more popular nowadays. When you eat out with your family or friends at a restaurant, a café or a pub, do you enjoy listening to mood music? Why/Why not? State your reasons.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

7. Now tick two adjectives from the following list to define the musical excerpt *The Lobster Bowl*, by Philip Glass. You should build a complete sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouth-watering</td>
<td>☐</td>
</tr>
<tr>
<td>Appetising</td>
<td>☐</td>
</tr>
<tr>
<td>Appealing</td>
<td>☐</td>
</tr>
<tr>
<td>Exciting</td>
<td>☐</td>
</tr>
<tr>
<td>Disgusting</td>
<td>☐</td>
</tr>
<tr>
<td>Tempting</td>
<td>☐</td>
</tr>
</tbody>
</table>

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

8. Select two adjectives from the list below, in order to define the effect of the musical excerpt on you and state your reasons. You should build a complete sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Starved</td>
<td>☐</td>
</tr>
<tr>
<td>Delighted</td>
<td>☐</td>
</tr>
<tr>
<td>Interested</td>
<td>☐</td>
</tr>
<tr>
<td>Disgusted</td>
<td>☐</td>
</tr>
</tbody>
</table>
10. How often do you have a seafood meal (or a lobster dinner, when you eat out with your family or friends)? Select the adverb that best suits your habit towards this kind of food. You should build a complete sentence.

<table>
<thead>
<tr>
<th>Adverb</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seldom</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
<td>Usually</td>
<td></td>
</tr>
</tbody>
</table>

11. Food related music like *Strawberry fields forever* by the English rock band The Beatles, *Raspberry Beret* by Prince, *Cinnamon Girl* by Neil Young and *Red Red Wine* originally recorded by Neil Diamond, among other compositions, has been used over the years. According to you, does *The Lobster Bowl*, by Philip Glass also share this feature? You may search the Internet to answer this question.

(Activity devised by the teacher).
Annexe number one

<table>
<thead>
<tr>
<th>Topic/Theme : Young people and consumerism/ Eating out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11\textsuperscript{th} grade – Level VII</td>
</tr>
<tr>
<td>Lesson nr. 16 - 12\textsuperscript{th} October, 2009</td>
</tr>
</tbody>
</table>

Patrick Caulfield, Café Sign, 1968.

(Biblioteca de Arte, Fundação Calouste Gulbenkian).
“There is a new café in our main street, Stephanie’s, a year old now, and always full. It is French, like the “Boucherie” next to it – a very British butcher – like the “Brasserie” opposite, and it is run by two Greeks. At once it acquired its regulars, of whom I am one. Here, as in all good cafés, may be observed real-life soap operas, to be defined as series of emotional events that are certainly not unfamiliar, since you are bound to have seen something like them before, to which you lack the key that will make them not trite, but shockingly individual. The miraculous summer of 1989, when one hot blue day followed another, made pavement life as intense as in Paris or Rome, and our café had tables outside crammed against the aromatic offerings of a greengrocer. There everyone prefers to sit, but you are lucky to find a seat. Early in the summer two German girls appeared, large, attractive, uninhibitedly in search of boyfriends for their holidays. They were always together, usually outside, and for a few days sat alone eating the delicious cakes – genuinely French – that none can resist.”

(Excerpt taken from The New Café. by Doris Lessing, 1992, p. 97)
Now answer the questions about it:

1. Doris Lessing, the author of this short story, “observed” London through different settings/places, such as cafés, parks, etc. Do you think this is the best way to know or understand other people’s culture (habits, behaviour or life style)? Explain why or why not.

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___________________________________________________________________.

2. Bearing in mind the story by Doris Lessing, what do the Stephanie’s, the “Boucherie” and the “Brasserie” have in common? What do they reveal about the target culture? Account for your answer by quoting from the text.

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___________________________________________________________________.

3. Compare the above mentioned feature, typical of the target culture, with your own country’s. Justify your answer.

___________________________________________________________________
___________________________________________________________________
4. According to Doris Lessing, in the “New Café”, real-life soap operas may be observed. What does this mean? Does this happen in all cafés? State your reasons.

5. Now, identify the following sentences as True (T) or False (F), by writing down T or F in the suitable places. Correct the false ones.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
<th>Correction of the false sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Like in British soap-operas, this story is about ordinary people and show the effects of various problems on people’s lives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Cafés are places where you can raise awareness of other people’s cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>The “New Café” is run by two Dutch and there are always free seats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The German girls like to eat some delicious cakes, genuinely British, that none can resist.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. In order to improve the understanding of the excerpt of the short story, complete the following table by matching the words taken from the text with their correct definition, and by adding their grammatical category. You may use your dictionary during this task, and do not forget to check the words in context so that you choose the suitable meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Grammatical Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>to gain or come to possess, especially by one’s own work, skill or action, often over a long period of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a small restaurant where light meals and drinks (in Britain only non-alcoholic drinks) are served.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a regular visitor, customer etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a restaurant serving light meals and drinks with tables outside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>having a strong pleasant smell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


7. How often do you eat out with your family or friends? What is your opinion about the effects of this kind of consumerism on young people like you? Account for your answer.

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(Activity devised by the teacher).
Grammar File

Adjective

- Adjectives are words that describe, modify nouns.

  Adjective + noun + verb ➞ (attributive role)
  Noun + verb + adjective ➞ (predicative role)

Functions/Exponents:

- Adjectives in an attributive role:
  E.g.: There is a new café bar in our main street.
  This is the quiet restaurant I talked you about.
  Here may be observed real-life soap operas.

- Adjectives in a predicative role:
  E.g.: The karaoke pub in our city is fashionable!
  Those scones with strawberry jam and clotted cream seem delicious.
  The Irish coffee muffins taste good!
**Order of adjectives:**

We can use more than one adjective before a noun. We order adjectives according to their meaning: opinion, size, most other qualities, age, colour, origin, material and purpose.

E.g.: In the new Café bar we can taste excellent, hot, golden-brown, homemade, gingerbread scones.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>gingerbread</td>
<td></td>
<td></td>
<td>scones</td>
</tr>
<tr>
<td>Superb</td>
<td>large</td>
<td>ancient</td>
<td>Chinese</td>
<td>porcelain</td>
<td>hand painted</td>
<td>teapot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exquisite</td>
<td>well-known</td>
<td>pink-coloured</td>
<td>French</td>
<td></td>
<td></td>
<td>serving</td>
<td>bowl</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We can use most adjectives in both positions – before a noun or after a linking verb.

<table>
<thead>
<tr>
<th>Before a noun</th>
<th>After a linking verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The attractive girls were German.</td>
<td>The German girls seemed attractive.</td>
</tr>
<tr>
<td>The German girls had got beautiful eyes.</td>
<td>The German girls’ eyes were beautiful.</td>
</tr>
</tbody>
</table>

But a few adjectives can go in one position but not in the other. Here are some examples:

<table>
<thead>
<tr>
<th>Adjectives which can go only before a noun</th>
<th>Adjectives which can go only after a linking verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our main street there is a new café bar.</td>
<td>In England, all fish and chips shops are alike.</td>
</tr>
<tr>
<td>The only problem is the meals’ cost.</td>
<td>The young man looked ill.</td>
</tr>
</tbody>
</table>

More examples of adjectives which can go only before a noun: chief (= main), elder (=older), the eldest (= the oldest), inner, indoor, outdoor, former, outer, principal (= main), upper.

More examples of adjectives which can only go after a linking verb:

Asleep, pleased, afraid, alone, ashamed, awake, alive, content (=happy), fine (=in good health), glad, unwell, well.
Adverb

- **Adverbs** are words that modify verbs, adjectives, other adverbs and sentences:

  Adverb + noun + verb + ...
  Noun + verb + adverb + ...
  Noun + verb + ... + adverb

**Functions/Exponents:**

E.g.: *Altogether*, the lobster dinner was not very expensive.
     Buttermilk scones are *incredibly* delicious at tea time.
     The two Greeks checked the daily menu *carefully*.

**Position of Adverbs:**

There are three places in the sentences where an adverb (or adverbial phrase) can go: Front position, mid position and end position.

E.g.:

<table>
<thead>
<tr>
<th>Front</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Outside</em> the new Café bar,</td>
<td>the sun <em>miracously</em> shined</td>
<td><em>yesterday</em>.</td>
</tr>
</tbody>
</table>

We usually put adverbs immediately before adjectives and other adverbs they modify:

E.g.: At lunch time the new café is *nearly* complete.
     The German girls sit *usually outside* the café bar.

We can also put adverbs in mid position after the verb to be or an auxiliary verb:

E.g.: Some people are *always* hungry when they wake up.

We can also put adverbs before the main verb:

E.g.: I *sometimes* drink a cup of black coffee in the morning.
We can use adverbs in other ways. An adverb like *really* or *very* can be combined with an adjective or another adverb.

E.g.: It was *really hot* inside the cafeteria.

The two Greeks checked the daily menu *very carefully.*

• **The –ly ending:**

We form many adverbs from an *adjective + ly*. For example:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Root word)</td>
<td></td>
</tr>
<tr>
<td>Polite</td>
<td>Politely</td>
</tr>
<tr>
<td>Quick</td>
<td>Quickly</td>
</tr>
<tr>
<td>Safe</td>
<td>Safely</td>
</tr>
</tbody>
</table>

But there are some **special spelling rules**:

1. We do not leave out e, e.g. nice -> nicely
   Exceptions are true -> truly, whole -> wholly.
2. -y -> ily after a consonant, e.g., easy -> easily, lucky->luckily.
   Also angrily, happily, heavily, etc.
3. -le ->ly, e.g. possible -> possibly
   Also comfortably, probably, reasonably, sensibly, terribly, etc.
4. ic-> ically, e.g. dramatic -> dramatically
   Also automatically, scientifically, etc. (Exception: publicly).

The ending –*ly* is the normal adverb ending.

But a few adjectives also end in –*ly*:

E.g.:

The German girls were very *friendly*.

It was a *lively* party.

They had a *lovely* time.

Some more examples are: *elderly, likely, lonely, silly, and ugly.*
• **Words that can be used both as adjectives and as adverbs:** *Deep, early, fast, hard, high, late, long, low, near, right, straight, wrong.*

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two Greeks did some <em>hard</em> work.</td>
<td>They worked <em>hard</em> there.</td>
</tr>
<tr>
<td>The German girls like <em>fast</em> food.</td>
<td>Young people usually eat quite <em>fast</em>.</td>
</tr>
</tbody>
</table>

• In informal English, the adjectives *cheap, loud, quick* and *slow* can also be adverbs.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the new café bar you can enjoy <em>cheap</em> takeaway food!</td>
<td>Imaginative, tasty, hot or cold sandwiches are sold <em>cheap</em> there.</td>
</tr>
<tr>
<td>Back already! That was a <em>quick</em> coffee break.</td>
<td>Come as <em>quick</em> as you can, dinner is ready!</td>
</tr>
</tbody>
</table>

• **Hard, hardly, near, nearly**, etc.

There are some pairs of adverbs like *hard* and *hardly* which have different meanings.

E.g.: The housekeeper at the new Café bar works *hard*!

We have got *hardly* any Cheddar cheese left in the fridge.

*Luckily* they found a traditional British restaurant quite *near*.

The Italian restaurant is quiet, except on weeknights, when it is *nearly* always full.
- **Good** and **well**

  *Good* is an adjective, and *well* is its adverb. The opposites are *bad* and *badly*.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The young man likes <em>good seafood.</em></td>
<td>He cooks seafood very <em>well.</em></td>
</tr>
<tr>
<td>He had a <em>bad</em> night.</td>
<td>He slept <em>badly</em> last night.</td>
</tr>
</tbody>
</table>

*Well* can also be an adjective meaning “in good health”, the opposite of *ill*.  
E.g.: The young man was very *ill*, but he’s quite *well* again now.

(adapted from EASTWOOD, John.  
Vocabulary and Grammar Worksheet

1. The following text is part of a *Shepherd's pie* (*) recipe. Complete it using adverbs formed from these adjectives:

| Fine | Fresh | Generous | Good | Outstanding | Serious |

This is how to make an___________________ fragrant real English *Shepherd’s pie* made with lamb. First, heat the olive oil in a pan, add the______________ minced onion, garlic and carrot and cook until soft. Add mince lamb and stock cube, stir in the tomatoes and add the corn flour. Peel and chop potatoes and boil until soft, then mix ________________ with the butter, salt, ________________ black pepper to taste. Put the filling into a deep dish, then top ________________ with the mashed potatoes and put in a warm grill until the top is brown and crisp. This pie is ________________ good. **Enjoy!**

(*)The term "shepherd's pie" did not appear until the 1870s, and since then it has been used synonymously with "cottage pie", regardless of whether the principal ingredient was beef or mutton. There is now a popular tendency for "shepherd's pie" to be used when the meat is mutton or lamb, with the suggested origin being that shepherds are concerned
with sheep and not cattle, this may, however, be an example of folk etymology. (Internet source: [http://en.wikipedia.org/wiki/Cottage_pie](http://en.wikipedia.org/wiki/Cottage_pie)).

2. Now, decide if each underlined word is an **adjective** or an **adverb**:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I haven’t eaten a healthy breakfast for a <em>long</em> time.</td>
</tr>
<tr>
<td>2.</td>
<td>Where did you get that <em>silly</em> drink recipe?</td>
</tr>
<tr>
<td>3.</td>
<td>Vegetarians enjoy fat <em>free</em> meals.</td>
</tr>
<tr>
<td>4.</td>
<td>The temperature is quite <em>low</em> today in the supermarket.</td>
</tr>
<tr>
<td>5.</td>
<td>The traditional pie shop was <em>nearly</em> full!</td>
</tr>
<tr>
<td>6.</td>
<td>Why do you play the music so <em>loud</em> in the pub?</td>
</tr>
</tbody>
</table>

Vocabulary and Grammar Worksheet: correction

1. The following text is part of a *Shepherd’s pie* (*) recipe. Complete it using adverbs formed from these adjectives:

<table>
<thead>
<tr>
<th>Fine – Fresh – Generous – Good – Outstanding - Serious</th>
</tr>
</thead>
</table>

This is how to make an *outstandingly* fragrant real English *Shepherd’s pie* made with lamb. First, Heat the olive oil in a pan, add the *finely* minced onion, garlic and carrot and cook until soft. Add mince lamb and stock cube, stir in the tomatoes and add the corn flour. Peel and chop potatoes and boil until soft, then mix *well* with the butter, salt and *freshly* black pepper to taste. Put the filling into a deep dish, then top *generously* with the mashed potatoes and put in a warm grill until the top is brown and crisp. This pie is *seriously* good. Enjoy!
2. Now, decide if each underlined word is an **adjective** or an **adverb**:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I haven’t eaten a healthy breakfast for a <strong>long</strong> time.</td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Where did you get that <strong>silly</strong> drink recipe?</td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Vegetarians enjoy fat <strong>free</strong> meals.</td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td>4.</td>
<td>The temperature is quite <strong>low</strong> today in the supermarket.</td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td>5.</td>
<td>The traditional pie shop was <strong>nearly</strong> full!</td>
<td><strong>adverb</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Why do you play the music so <strong>loud</strong> in the pub?</td>
<td><strong>adverb</strong></td>
</tr>
</tbody>
</table>

Imagine that you are in London and you invite a friend to eat out at your favourite English restaurant. Build up the dialogue between you and your friend.

**Note:** You must describe the place and the food, using adjectives and adverbs whenever necessary.

You can also use some of the following expressions:

**Language Functions** (implicit use):

- **To make suggestions:**
  - What about going to ... 
  - Shall we have ... 
  - What would you say to ... 
  - Don’t you think it is a good idea to ...
- **To agree**
  - Yes, I’d like to/love to
  - What a good idea!
  - Why not?
  - Yes, with pleasure...
  - Now you’re talking ...

- **To disagree**
  - No, I’d rather not ...
  - I don’t feel like it ...
  - I dislike going ...
  - What an awful idea ...
  - It’s out of the question ...

(Activity devised by the teacher).
Extensive Reading Worksheet

I.

Go back to the story “The New Café” and read it again very carefully. Then answer the questions below:

1. Select all the information about “The New Café”. What kind of place is it? Support your answer by quoting from the text.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. How often did the German girls a proper meal? Justify your answer by quoting from the text.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
3. What did the German girls prefer to eat? Find evidence in the text.

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4. Decide which of the following adjectives best describe the main characters (the German girls, the young man, Hilda). Use at least three adjectives for each character and find evidence in the whole text to justify your choices.

<table>
<thead>
<tr>
<th>defensive</th>
<th>suspicious</th>
<th>rude</th>
</tr>
</thead>
<tbody>
<tr>
<td>ironic</td>
<td>shy</td>
<td>high-spirited</td>
</tr>
<tr>
<td>lonely</td>
<td>hostile</td>
<td>tender</td>
</tr>
<tr>
<td>friendly</td>
<td>extroverted</td>
<td>loyal</td>
</tr>
<tr>
<td>good-tempered</td>
<td>foolish</td>
<td>jealous</td>
</tr>
<tr>
<td>resilient</td>
<td>resigned</td>
<td>enthusiastic</td>
</tr>
<tr>
<td>optimistic</td>
<td>sensitive</td>
<td>kind</td>
</tr>
<tr>
<td>cynical</td>
<td>self-confident</td>
<td>frustrated</td>
</tr>
</tbody>
</table>
II.
Written Production

Bearing in mind the short story “The New Café”, by Doris Lessing, imagine that the main characters plan to meet and eat out at a nice, quiet restaurant and predict a different story ending. (100 words minimum).

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(Activity devised by the teacher).