

Core task

1. Listen to the song and fill out the gaps in the lyrics. You will hear the song twice.

[Verse 1]

Taxi driver

Be my _____ for the hour

Leave the meter _____

It's rush hour

So take the _____ if you wanna

Just outrun the _____, could you?

[Chorus]

He said "Allahu akbar"

I told him, "Don't _____ me"

"Bo bo, you need _____"

I guess it couldn't hurt me

If it brings me to my _____, it's a bad religion,

ooh

This unrequited love

To me, it's nothin' but a one-man _____

And cyanide in my styrofoam cup

I can never _____ him love me

Never _____ him love me

Love me, love me

Love me, love me

Love me, love me

Love me, love me

Love me, love

[Verse 2]

Taxi driver

I _____ I've got three lives

_____ on my head like steak _____

I can't tell you the _____ about my disguise

I can't trust no one

[Chorus]

He said "Allahu akbar"

I told him, "Don't _____ me"

"Bo bo, you need _____"

I guess it couldn't hurt me

If it brings me to my knees, it's a bad religion,

ooh

This unrequited love

To me, it's nothin' but a one-man _____

And cyanide in my styrofoam cup

I can never _____ him love me

Never _____ him love me

No, no, ahh

[Outro]

It's a, it's a bad _____

To be in love with _____

Who _____ never love you

Oh-oh-oh, only bad, only bad religion

Could have me _____ the way I do

2. Discuss the following questions with one of your classmates for five minutes.

- Do you know the song or the artist?
- Do you know anything about the artist? Who could the artist be?
- What is the topic of the song and what issue of social life does the artist talk about?
- When were the lyrics of the song (roughly) written?

3. Read the text "Love's Cares" and think about the following questions.

- Who could be the author of this text?
- What type of text is this?
- What is the tone of the text?
- What is the topic?
- When was this text possibly written?

“ Love’s Cares ”

Oh! what cares Love for a sunburnt skin?
Love laughs and sighs for it all the same;
Love seeks a blush that is far within
From the glow of his asking eyes that came—

Oh! what cares Love for untidy hair?
He sleeps where never a comb has passed,
And holds his breath in the tiny snare
Of a curl his kiss shall undo at last—

Oh! what cares Love for a tender heart?
His eyes are filled to their glorious brim;
On tears, on tears from a shining start
Love bears it gently away with him.

Oh! what cares Love for a wounded breast?
Love shows his own with a broader scar:
’Tis only those who have loved the best
Can say where the wounds of loving are.

4. What could these two texts (the song and “Love Cares”) and their authors have in common? Why does it make sense to compare these two texts? Discuss in pairs for five minutes.

Cover Sheet task 2: Sexual orientation in Ireland and media use

Learning aims:

- Be able to collect newspaper articles on the internet and do research on an issue.
- The students are able to list criteria to judge whether or not a source is reliable.
- Be able to inform others about issues that the queer community faces in Ireland today.
- Be able to do a presentation about a current social issue.

Description of the task:

In the beginning of the class, the teacher presents two newspaper articles, preferably from two mediums the students likely have knowledge of (e.g. 20 Minuten and NZZ). In a class discussion about the reliability of these sources, the teacher, together with the class, should work out a checklist of criteria that the students can use when doing research to decide whether or not a source is reliable (see sources for orientation in “Secondary sources”).

In a next step, the students will inform themselves in groups of two to four people (depending on class size) about problems that the queer community faces in Ireland. The teacher is free to decide whether the students should focus on the Republic of Ireland or could also include Northern Ireland, but it is important that this is clearly communicated in the beginning of the task.

As the students already know about the problems Roger Casement had to face due to his (alleged) homosexuality, the focus will be on Ireland and the problems the queer community still faces there today, to also show the differences between Casement’s times and today’s society. To investigate this, students will, in groups of two to four people, create a handout and/or a presentation. The teacher can decide if the task should be to just hand in a handout or if also a presentation of five to fifteen minutes (depending on class and group size) should be held by the group. Handouts and/or presentations include some general information and explanation on the problem that the queer community faces in Ireland of the topic the group chose. Also, they should present the sources they used for their information and indicate why they thought their sources were reliable. This can be done by using the checklist created in class.

Additionally, the teacher can decide to include in the task that the students should also give an example of a source that they identified as unreliable and give reasons for their decision.

It is the decision of the teacher whether the research should be a homework task or if the students are given time during the lessons.

Prerequisites:

- The core task should preferably be done first, due to the fact that it introduces the topic of homosexuality and gives information about Roger Casement.

Required material:

- Devices to do the research on.

Main type of student activity:

- Language production

Key skills involved:

- Speaking
- Writing

References:

Primary source:

Reurreya-Carroll, Lilith. "A State of Collapse: Trans Healthcare in Ireland is a National Emergency." *Gcn Magazine*, 21 Oct. 2021, <https://gcn.ie/trans-healthcare-ireland-national-emergency/>. Accessed 16 Nov 2021.

Secondary sources:

Sources for checklist of criteria: The following three sources should help the teacher to work out a checklist of source reliability with the class. The teacher is free to either use one of the checklists provided on these websites or create an own checklist and use the sources as inspiration or help.

Douglas College Library. "Fake News: Finding and Evaluating News Sources." *Douglas College Library and Learning Centre*, 19 Nov 2021, <https://guides.douglascollege.ca/FakeNews/evaluate>. Accessed 20 Nov 2021.

Calvin Christian School. "Website Credibility Checklist." *Ccshamilton.ca*, <https://ccshamilton.ca/photos/custom/Library/WebsiteEvaluationChecklist.pdf>. Accessed 16 Nov 2021.

MLA Style Center Teaching Resources. "Checklist: Evaluating Sources, Is This Source Reliable?." *Style.mla.org*, <https://style.mla.org/app/uploads/sites/3/2018/09/Checklist-for-Evaluating-Sources.pdf>. Accessed 16 Nov 2021.

Possible article to find a quote to start with topic of Fake News and find information on Swiss newspapers and Fake News. This might be helpful for the teachers to briefly inform themselves on this topic:

Basler Zeitung Online. "Fake News Made in Switzerland." *Bazonline.ch*, 27 Nov 2016, <https://www.bazonline.ch/news/standard/fakenews-made-in-switzerland/story/20233033>. Accessed 16 Nov 2021.

An example for an unreliable source for the teacher's orientation, due to the fact that it contains no sources, opinions, adds and that it claims to inform about a complex theme in a very short article:

Pfister, Carla. "Darum sind Gleiche Rechte für Homosexuelle Paare Umstritten." *20min.ch*, 11 Apr. 2021, <https://www.20min.ch/story/darum-sind-gleiche-rechte-fuer-homosexuelle-paare-umstritten-921394101782>. Accessed Nov 16 2021.

Worksheet task 2: Handout and presentation

A state of collapse: Trans healthcare in Ireland is a national emergency

FOI documents reveal that waiting times for the National Gender Service could be up to a decade.

TOP NEWS | 21 OCTOBER, 2021. WRITTEN BY [LILITH FERREYRA-CARROLL](#).

Image 1: Example of a headline in an Irish newspaper about the queer community¹

1. In your groups, choose one of the following topics. If you have another idea for a topic, discuss it with your teacher first.

Problems the queer community faces in Ireland with:

- Violence and bullying
- Marriage and/or parenting
- Homosexuality conversion therapy
- Discrimination at the workplace
- Healthcare
- Criminal justice
- Acceptance
- Mental health

2. Do research on your chosen topic: find general information and reliable sources.

Prepare to present your findings in class. Every group is expected to prepare a presentation of their topic, which should include general information about the problem the queer community faces in Ireland, an example to illustrate this problem, the sources that were used and an argument about the reliability of the sources. The presentation should be held by all participants and should take five to ten minutes. Use a PowerPoint presentation to visualize your findings and your arguments.

In addition, create a handout. The handout should include the following points and needs to be written in continuous text (only bullet points if fitting). The handout should not be longer than two pages. Creativity is encouraged.

- General information on your chosen issue
- The indication of your sources
- An argumentation for why the sources you chose are reliable

¹ Ferreyra-Carroll, Lilith. "A State of Collapse: Trans Healthcare in Ireland is a National Emergency." *Gcn Magazine*, 21 Oct. 2021, <https://gcn.ie/trans-healthcare-ireland-national-emergency/>. Accessed 16 Nov 2021.

Cover sheet task 3:

Learning aims:

- The students are able to reflect on their own thoughts and, if necessary, revise an initial impression.
- The students are able to discuss an image and a poem and to understand Casement's importance in the poem.

Description of the task:

The teacher shows the class the image in the Muldoon poem that is depicted below. There should be no context given and the students reflect on what they see and what they imagine when they see the image for three to five minutes and take notes. Then they can discuss their thoughts for five minutes with a classmate and finally some ideas will be collected in class. The students will then read the poem (either in class and different students should read parts of the poem aloud or individually) and again take notes and think about the poem and the discussion questions for five to ten minutes. Discuss the questions and the poem in class. What has changed in the idea of the students about the image they saw in the beginning without context? What new ideas do they have and what ideas maybe stayed the same or were intensified? Collect the ideas in class and discuss about the discussion questions after analyzing the poem with the students.

Prerequisites:

- The core task should be completed so that the students have knowledge on Casement.

Required material:

- A projector to show the image would be helpful. If this is not available, it is also possible to just hand out the first page of the worksheet.

Main type of student activity:

- Reading comprehension (poem)
- Language production (discussion)

Key skills:

- Speaking
- Reading

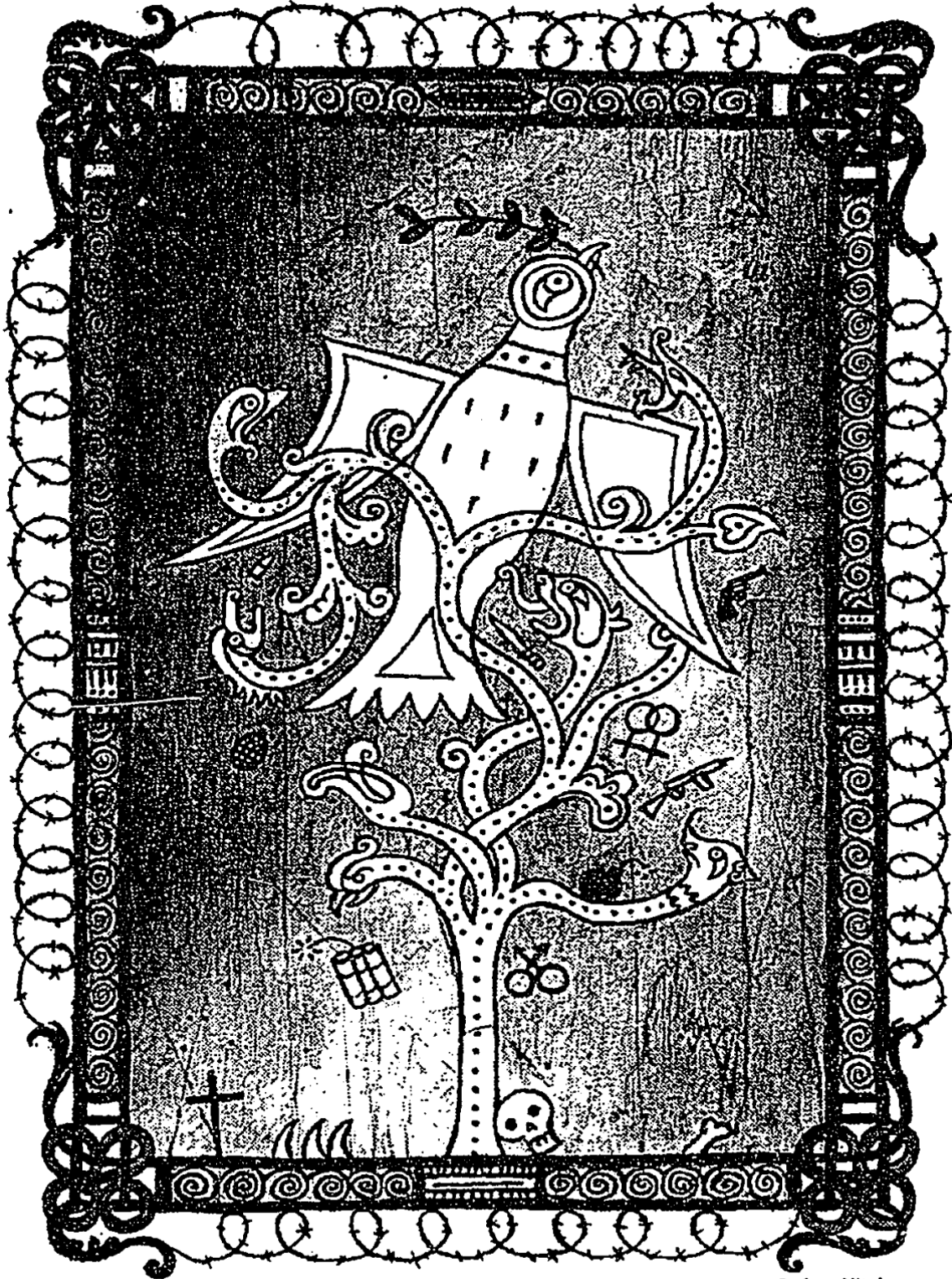
References:

Primary Source

Muldoon, Paul. "A Clear Signal." *The New York Times* (17 March 1992): 25 (A).

Task 3:

Look at the image below. What do you see? What story could be told here? What do you feel when you look at the image? Take notes and after five minutes discuss your ideas with your partner.



Stefano Vitale

A Clear Signal

By Paul Muldoon

Now that the living outnumber the dead
I turn from Ireland, from the tit-for-tat

murders (one of "theirs" for one of "ours")
that characterize that most civil of wars

where large ambition's backed up by small arms.
I turn from violent action that confirms

the suspicion, held on both sides of the pond,
that we Irish are a little people bent

on the goal of self-extermination.
I turn to our Irish-American cousins

in the hope that's fond, albeit faint,
that on the feast-day of our patron saint

they'll send a signal, kindle a flame
as Patrick did when he first came

among us, and lead us by a kindly light
out of our present plight

as a nation which, in one recent diagnosis,
is undergoing a "very deep crisis."

Lest there be some misapprehension
as to which "crisis" Mary Robinson

meant, let me remind them
of the case of the fourteen-year-old victim

of an alleged rape whom a court forbade
to follow the thousands who've taken the boat

for an abortion clinic in England.
This tended to substantiate the notion,

to which so many are inclined,
that we are indeed a backward nation

with far to go and much to learn:
and yet, not only did our Supreme Court overturn

the original High Court injunction
but the Irish bishops, while not about to sanction

abortion, are said to have given "a clear
signal" that the clause defending "as far

as practicable" the life of the unborn
is open, as they say, to interpretation.

This flexibility, that's come only of late
to us, is so long-fixed in the United States —

whose Supreme Court would never, surely, be swayed
to upset the balance of *Roe versus Wade*? —

that I feel almost churlish in taking this occasion
to appeal to our Irish-American cousins

never again to be seen to rain
on their own parade, not to be heard to cry "Aryan

Go Bragh." As for the "Hibs" standing in the way
of Irish Lesbians and Gays,

would they have stopped Casement when he tried to land
a boatload of guns on Banna Strand?

The ghost of Roger Casement would now call "enough"
to the claymore and Kalashnikov

and, lest the green
flag should come to stand chiefly for gangrene

or some corrosive bile,
would join me in one last appeal

to our Irish-American cousins: let them show
they heard what Gerry Adams said only weeks ago —

that "there's a need to end
all acts of violence": let them send

a clear signal to the President of Sinn Fein
that *his* clear signal wasn't sent in vain —

now that the living outnumber the dead
we ought to quit while we're still ahead.

*Paul Muldoon, a poet from Northern Ireland, is author
of "Madoc." He teaches creative writing at Princeton.*



Poem by Paul Muldoon²

² Muldoon, Paul. "A Clear Signal." *The New York Times* (17 March 1992): 25 (A).

Discussion questions:

- What did you feel when you read this poem?
- What is its main theme? What does the poem talk about?
- Can you say anything about the form of the poem? How does it influence the message it conveys?
- What is Roger Casement's role in this poem? Why is he an important character?

Now that you also read the poem, how does your opinion on the image change compared to your first impression of it?

- Does it change at all?
- Do you see something new that you have not noticed before?
- Do you feel different about the image?

Take notes and discuss with a partner.

Cover sheet task 4: Vocabulary Practice

Learning Aims:

- The students are able to select the correct definition for vocabulary that they have encountered in a text.
- The students are able to use and if necessary adapt the vocabulary in sentences.

Description of the task:

- The students will have to read a short excerpt of a theory text about Roger Casement's life and pay particular attention to several highlighted words within the text. After reading the text, the students will have to choose definitions for the highlighted vocabulary from a multiple-choice selection. Only one definition is correct. In a final step, the students will have to insert some of the highlighted vocabulary into the example sentences to show that they are able to use the words in context and, if necessary, they will have to adapt the words correctly.

Prerequisites:

- There are no prerequisites for this task. However, if the teacher wants to do the core task as proposed in task 1, this task should not be done first, as students will then already have an idea that the topic of discussion is sexual orientation.

Required material:

- Students and teachers need no additional material.

Main type of student activity:

- Language practice: Vocabulary

Key skills:

- Reading

References:

Primary Text:

Mullen, Patrick R. "Roger Casement's Global English: From Human Rights to the Homoerotic." *The Poor Bigger's Tool: Irish Modernism, Queer Labor, and Postcolonial History*. Oxford: Oxford University Press, 2012. 76–93.

Secondary sources:

- See Solutions and references task 4 for sources of definition of vocabulary

Task 4: Vocabulary practice

1. Read the text about Roger Casement below carefully.
2. Study the highlighted words and think about their meaning.
3. Chose the correct definition for the highlighted words in the multiple-choice section below.

One of the most controversial figures of the Irish nationalist pantheon Roger Casement retains his allure and glamour nearly one hundred years after his death. During his life, Casement did it all. Since his death, he has proved a remarkably durable cultural icon. As an international humanitarian, he risked his life exposing colonialist atrocities in Africa and South America. He delivered one of the most famous and rousing speeches on Irish nationalism from the English dock before being hanged for participation in the 1916 Easter Rising. Complexly queer, he enjoyed, in his global travels, the lust and love of a modern homoerotic lifestyle. Casement has also been at the center of heated controversy between Great Britain and Ireland since his execution. Indeed, in many ways, as a cultural icon he condenses the vexing and violent history of Anglo-Irish relations over the course of the twentieth century. Lucy McDiarmid sums up the richness of Casement, writing that he “has offered a means of thinking about much of Irish life, indeed much of human life, in the twentieth century”.

Casement was born to a middle-class Protestant family in Sandycove, County Dublin, in 1864, and spent his career working both for and against the global economic and political arrangements of European colonialism. He became internationally famous while serving as British consul heading a parliamentary investigation into alleged atrocities in the Congo Free State in 1903. Casement led a similar investigation into humanitarian abuses in the Putumayo region of the Amazon in 1910. Both the Congo and the Putumayo situations involved the brutal exploitation of indigenous populations for the harvest of wild rubber. In 1911 he was knighted for his service to the Crown. (Mullen 77)

Nationalist:

- ◇ “a person who wants their country to be politically independent”
- ◇ “a person who wants their country to be superior to others”
- ◇ “a person who believes that their nation should become part of a union of nations”

Icon:

- ◇ “a person that is disliked for their cultural beliefs”
- ◇ “a very famous person or thing considered as representing a set of beliefs or a way of life”
- ◇ “a person liking and admiring everything within their own culture”

Atrocity:

- ◇ “an extremely cruel, violent, or shocking act”
- ◇ “an act that is frowned upon”
- ◇ “rules that existed in the colonies”

Controversy:

- ◇ “a misunderstanding between two countries”
- ◇ “a fight about something meaningless”
- ◇ “An argument or dispute on a matter of opinion; a (typically heated) discussion involving contrary opinions”

To condense:

- ◇ “to convert something into the state of gas”
- ◇ “to reduce something, such as a speech or piece of writing, in length”
- ◇ “to give detailed information about something”

Vexing:

- ◇ “something that is interesting”
- ◇ “annoying, worrying, or causing problems”
- ◇ “something that is not worth mentioning in detail”

Richness:

- ◇ “the state of being wealthy”
- ◇ “the quality of having a lot of something that is valuable or interesting”
- ◇ “when something is available in a large quantity”

Alleged:

- ◇ “claimed or asserted without proof, or pending proof”
- ◇ “scientifically proven, a lot of evidence”
- ◇ “when someone is uncertain of their own feelings”

Abuse:

- ◇ “way of life of certain cultures”
- ◇ “the use of something in order to get an advantage from it”
- ◇ “cruel, violent, or unfair treatment of someone”

Exploitation:

- ◇ “cruel, violent, or unfair treatment of someone”
- ◇ “robbing people of their possessions by fighting them”
- ◇ “the use of something in order to get an advantage from it”

Example sentences: Used the highlighted words in the text. You might have to adapt the form.

1. Sexual _____ is a problem that many women face all over the world.
2. Henry was kept in jail for _____ robbing a bank.
3. The referendum for same sex marriage was a _____ topic in Switzerland that was publicly discussed in the media.
4. Emilia was really stressed lately due to her _____ school situation.
5. Roger Casement was part of a big _____ movement, trying to gain independence from Great Britain.

Solutions and references task 4:

Due to the fact that the students should not see which definition has a source (because that would make it too obvious which is the correct answer), the sources will be added here and solutions to the task will be given. Every definition that does not have a source is made up by Katja Sulzberger.

Nationalist:

- ◇ **“a person who wants their country to be politically independent” (nationalist form *Cambridge Dictionary*)**
- ◇ “a person who wants their country to be superior to others”
- ◇ “a person who believes that their nation should become part of a union of nations”

Icon:

- ◇ “a person that is disliked for their cultural beliefs”
- ◇ **“a very famous person or thing considered as representing a set of beliefs or a way of life” (icon form *Cambridge Dictionary*)**
- ◇ “a person liking and admiring everything within their own culture”

Atrocity:

- ◇ **“an extremely cruel, violent, or shocking act” (atrocity form *Cambridge Dictionary*)**
- ◇ “an act that is frowned upon”
- ◇ “rules that existed in the colonies”

Controversy:

- ◇ “a misunderstanding between two countries”
- ◇ “a fight about something meaningless”
- ◇ **“An argument or dispute on a matter of opinion; a (typically heated) discussion involving contrary opinions” (controversy from *Oxford English Dictionary*)**

To condense:

- ◇ “to convert something into the state of gas”
- ◇ **“to reduce something, such as a speech or piece of writing, in length” (condense form *Cambridge Dictionary*)**
- ◇ “to give detailed information about something”

Vexing:

- ◇ “something that is interesting”
- ◇ **“annoying, worrying, or causing problems” (vexing form *Cambridge Dictionary*)**
- ◇ “something that is not worth mentioning in detail”

Richness:

- ◇ “the state of being wealthy”
- ◇ **“the quality of having a lot of something that is valuable or interesting” (richness form *Cambridge Dictionary*)**
- ◇ “when something is available in a large quantity”

Alleged:

- ◇ **“claimed or asserted without proof, or pending proof” (alleged from *Oxford English Dictionary*)**
- ◇ “scientifically proven, a lot of evidence”
- ◇ “when someone is uncertain of their own feelings”

Abuse:

- ◇ “way of life of certain cultures”
- ◇ “the use of something in order to get an advantage from it” (exploitation form *Cambridge Dictionary*)
- ◇ **“cruel, violent, or unfair treatment of someone” (abuse form *Cambridge Dictionary*)**

Exploitation:

- ◇ “cruel, violent, or unfair treatment of someone” (abuse form *Cambridge Dictionary*)
- ◇ “robbing people of their possessions by fighting them”
- ◇ **“the use of something in order to get an advantage from it” (exploitation form *Cambridge Dictionary*)**

1. Sexual **abuse** is a problem that many women face all over the world.
2. Henry was kept in jail for **allegedly** robbing a bank.
3. The referendum for same sex marriage was a **controversial** topic in Switzerland that was publicly discussed in the media.
4. Emilia was really stressed lately due to her **vexing** school situation.
5. Roger Casement was part of a big **nationalist** movement, trying to gain independence from Great Britain.

References:

- “abuse, v.” *Cambridge Dictionary*, Cambridge Dictionary,
<https://dictionary.cambridge.org/de/worterbuch/englisch/abuse>. Accessed 17 Nov. 2021.
- “alleged, adj.” *Oxford English Dictionary*, Oxford University Press, Sept. 2021,
<https://www.oed.com/view/Entry/5208?rskey=4o7mPE&result=4&isAdvanced=false#eid>. Accessed 17 Nov. 2021.
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<https://dictionary.cambridge.org/de/worterbuch/englisch/atrocious?q=atrocious>. Accessed 17 Nov. 2021.
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<https://dictionary.cambridge.org/de/worterbuch/englisch/condense>. Accessed 17 Nov. 2021.
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https://www.oed.com/search?searchType=dictionary&q=controversy&_searchBtn=Search. Accessed 17 Nov. 2021.

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- “richness, n.” *Cambridge Dictionary*, Cambridge Dictionary,
<https://dictionary.cambridge.org/de/worterbuch/englisch/richness?q=richness>.
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- “vexing, v.” *Cambridge Dictionary*, Cambridge Dictionary,
<https://dictionary.cambridge.org/de/worterbuch/englisch/vexing>. Accessed 17
Nov. 2021.

Cover sheet task 5: Grammar practice

Learning aims:

- The students are able to correctly use verb forms in conditional sentences.
- The students are able to construct conditional sentences.

Description of task:

This task is a basic revision of conditional sentences. In a first step, the students are expected to correctly fill the gaps of a sentence in which the infinitive of a verb is given. In a second step, they are able to assemble and correctly use the verb in conditional sentences when the sentence is given in fragments. And in a last step, they will have to form four conditional sentences by themselves.

Prerequisites:

- It is helpful to first complete the core task so that the students are familiar with Roger Casement's life and his struggles. However, this task can also be done without completing the other tasks first.
- The students should already be familiar with the grammatical requirements for conditionals, as this task is considered to be a repetition or practice device.

Main type of student activity:

- Language practice: grammar

Key Skills:

- Reading
- Writing

References:

Secondary Sources:

For an overview of grammar:

Hewings, Martin. *Advanced Grammar in Use: Third Edition*. Cambridge University Press, 2017.

Task 5: Grammar practice of conditional sentences

1. Use the verb in brackets correctly in the sentence

- a) If the Black Diaries _____ (not find), Roger Casement _____ (not be) part of Queer History.
- b) Roger Casement _____ (not convict) if he _____ (not be) homosexual.
- c) If there _____ (not be) people like Roger Casement, _____ the Queer Community _____ (be) the same?
- d) _____ many same-sex couples _____ (get) married if the law _____ (permit) it?
- e) _____ (read) Roger Casement's Black Diaries if you _____ (want) to understand how he contributed to the history of the Queer community.

2. Order the fragments and make a complete sentence. The infinitives (without to) of the verbs are given, use them in their correct forms.

- a) Even nowadays/with prejudice/confront/show/if/their love in public/same-sex couples/they
-

- b) not be(2x)/people who fought/same-sex marriage/for the queer rights/if/there/possible
-

- c) Oscar Wilde/not imprison/he/alive today/be/if
-

- d) Roger Casement/The Black Diaries of/not cause/if/homosexuality/a scandal/accept/then
-

- e) A lot of/of coming out/their family/be/afraid/if/rather conservative/queer people
-

3. Construct four sentences with if (similar to the ones in number 1 and 2) by yourself, with the topic of sexual orientation.

- a) _____
- b) _____
- c) _____
- d) _____

Solutions task 5: Grammar practice of conditional sentences

1. Use the verb in brackets correctly in the sentence

- a) If the Black Diaries **had not been found**, Roger Casement **would not be** part of Queer History.
- b) Roger Casement **would not have been convicted** if he **had not been** homosexual.
- c) If there **had not been** people like Roger Casement, **would** the Queer Community **be** the same?
- d) **Will** many same-sex couples **get** married if the law **permits** it?
- e) **Read** Roger Casement's Black Diaries if you **want** to understand how he contributed to the history of the Queer community.

2. Order the fragments and make a complete sentence. The infinitives (without to) of the verbs are given, use them in their correct forms.

- a) Even nowadays same-sex couples **are confronted** with prejudices if they **show** their love in public.
- b) If there **had not been** people who fought for the queer rights, same-sex marriage **would not be** possible.
- c) If Oscar Wilde **were** alive today, he **would not be imprisoned**.
- d) The Black Diaries of Roger Casement **would not have caused** a scandal if homosexuality **had been accepted** then.
- e) A lot of queer people **are afraid** of coming out if their family **is** rather conservative.

3. Construct four sentences with if (similar to the ones in number 1 and 2) by yourself, with the topic of sexual orientation.

Individual solutions