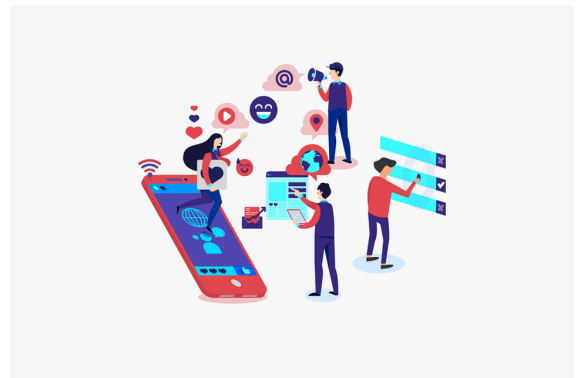


# Activism

## *through a post truth lens*





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### Other resources available on eCampus

1. Living with less (eCampus)
2. Plogging (eCampus)
3. Fast fashion (eCampus)
4. Slow fashion (eCampus)
5. Resources (eCampus)
6. Day Zero (eCampus)
7. Body Language (eCampus)
8. FINAL TEST PRACTICE (eCampus)

# COURSE DESCRIPTION

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## I. Objectives

**General English / focus on the four skills:** speaking, listening, reading and writing. Oral expression and interaction will be a priority.

**Themes:** Activism through a post truth lens, fake news, protest, free speech, resources, conspiracy theories.

**Pronunciation:** Stressed vs. unstressed syllables, stress in two-syllable words, stress in longer words, final 's' and 'ed'.

**Grammar:** Use of auxiliaries, tenses, passive voice, countable and uncountable nouns, modals and other grammar topics in the context.

## II. Assessment

<b>S3: Activism through a post truth lens</b>	
Midterm test	20%
Oral presentation (A 'Call-to-Action')	30%
Participation	20%
Final test (reading, listening, writing, grammar, use of English: same test for all groups)	30%

## III. Assiduity- assiduité obligatoire

**En cas d'absences injustifiées, vous pourrez être considéré comme défaillant.**

**Après une absence: informez votre enseignant par mail et présentez votre justificatif à votre enseignant au plus tard au cours suivant.**

**Les absences injustifiées à un test ou à un exposé sont notées 0/20.**

Signalez toute situation particulière à votre enseignant (statut salarié, handicap, traitement médical etc...) dès le premier cours, notamment si un aménagement est nécessaire.

## Modalités de la 2<sup>e</sup> session

S3: 10 heures de travail autonome pour les étudiants dont la moyenne est inférieure à 10/20.

S4: test de 2 heures en juin (CO et/ou CE et/ou EE et/ou EO)

## IV. Teachers :

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## V. Schedule

Sessions	Dates	Monday 3:45 to 5:45 p.m.
1	Sep 9	
2	Sep 16	
3	Sep 23	
4	Sep 30	
5	Oct 7	
6	Oct 14	Midterm Test
7	Oct 21	
	Oct 28	No class
8	Nov 4	
	Nov 11	No class
9	Nov 18	A 'Call-to-Action' Oral Presentation
10	Nov 25	A 'Call-to-Action' Oral Presentation
11	Dec 2	
12	Dec 9	Final test

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## Oral Presentation – A ‘Call-to-Action’ Presentation Guidelines

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A ‘Call-to-Action’ is the **oral presentation that has a direct message informing the audience about the problem and suggests an immediate action.**

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### Choice of material

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Any S3 topic ....or propose your own. *Topic to be validated by your teacher.*

*Examples:* fresh water depletion, testing on animals, air and water pollution, the struggle to feed a planet of billions, children’s health and education, gender equality etc.

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### Steps

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**Step 1.** Poll your classmates on eCampus to learn more about public opinion/attitude towards the problem of your choice.

**Step 2.** Respond to at least three polls posted by your classmates on eCampus.

**Step 3.** Report your results to the audience in the form of a line graph/pie chart etc. as a part of your oral presentation. Use appropriate vocabulary to report the results of your poll.

**Step 4.** Create the rest of your presentation so that your audience get a clear idea about the issue and the steps to be taken to solve it.

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### Length

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**In pairs: Minimum:** 10 mins / **Maximum:** 15 mins

+ **Question time:** from 5 to 10 minutes.

**Individual presentation: min.** 5 mins/ **max.** 7 mins

+ **Question time:** from 3 to 5 minutes.

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### Presentation skills

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- Speak slowly and clearly.
- Don't read off your palm cards.
- Maintain eye contact with the audience.
- Maintain good posture so you can be clearly heard.
- Use natural hand gestures.
- Use a natural tone of voice.
- Practice to improve your confidence.

- If you choose to present in pairs, there must be equal speaking time for both speakers.
- Be persuasive in what you say (content/argumentation) and in how you speak (style/tactics to convince).
- Your teacher needs to validate your choice of topic or any change of topic.

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**Oral Presentation Grading Criteria:**

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Name: .....

Subject: .....

Date: .....

<i>1 = poor</i>	<i>2 = fair</i>	<i>3=adequate</i>	<i>4 = good</i>	<i>5 = excellent</i>
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**POLL/ PARTICIPATION IN OTHER POLLS (AT LEAST THREE)****/5 pts**

- Clear questions
- Interesting results
- Full responses to other polls

**CONTENT/STRUCTURE****/5 pts**

- Choice of topic
- Logical structure / hook / signposts
- Persuasion
  - arguments / facts and figures
  - techniques of persuasion
- Timing / team work (equal speaking time)
- Visuals

**DELIVERY****/5 pts**

- Voice, body language and use of space
- Eye contact / use of notes
- Presence (poise and polish)

**LANGUAGE****/5 pts**

Vocabulary /Pronunciation/ Grammar

**/20**

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## A few signposting expressions

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Signposts are words or phrases that guide the listener during a presentation. They let the listener know what has happened so far, and what is going to happen next. Below is a guide for using signposts during a presentation.

### Signposts for the Introduction of a Presentation

Outlining your presentation/ Introducing yourself/ Introducing the topic.

	<ul style="list-style-type: none"><li>• Good morning/afternoon/evening. My name is (name) and I am (position).</li></ul>
	<ul style="list-style-type: none"><li>• I'm going to give you an overview of...</li><li>• The focus of today's presentation is...</li></ul>
	<ul style="list-style-type: none"><li>• The presentation today is divided into three parts. First, I'll... Following that I'll... Finally, I'll...</li></ul>

### Signposts for the Middle of a Presentation

Recognizing your listeners' prior knowledge/ Expanding or elaborating/ Finishing a section and starting a new one/ Talking about earlier or later points in your presentation/ Introducing the first section of your presentation.

	<ul style="list-style-type: none"><li>• I'd like to start/begin by...</li></ul>
	<ul style="list-style-type: none"><li>• Well, we've looked at... Now, I'd like to discuss...</li><li>• Having discussed... I'd like to move on to....</li></ul>
	<ul style="list-style-type: none"><li>• I'd like to expand on...</li><li>• I'd like to elaborate on...</li><li>• Let's consider this in more detail.</li></ul>
	<ul style="list-style-type: none"><li>• I will elaborate on this later in the presentation.</li><li>• I'll provide you with a more detailed explanation later in the presentation.</li><li>• To repeat what I said earlier...</li><li>• As I mentioned earlier...</li></ul>
	<ul style="list-style-type: none"><li>• As you may be aware of...</li><li>• As you may know...</li><li>• I know many of you are familiar with...</li></ul>



## Signposts for the Conclusion of a Presentation

Finishing and saying goodbye/ Inviting final questions/ Summarizing and concluding the presentation/ Responding to tough questions.

	<ul style="list-style-type: none"> <li>•Finally, let's summarize some of the main points.</li> <li>•To conclude, I'd like to summarize.</li> </ul>
	<ul style="list-style-type: none"> <li>•Does anyone have any questions or comments before we conclude today?</li> <li>•If you'd like me to elaborate or clarify anything we covered today, please ask.</li> </ul>
	<p>A question you don't have the answer to:</p> <ul style="list-style-type: none"> <li>•I want to answer your question completely, but I don't have that information with me right now.</li> </ul> <p>a question you didn't understand:</p> <ul style="list-style-type: none"> <li>•Could you repeat that, please?</li> <li>•Could you rephrase that, please?</li> <li>•Let me make sure I understand you completely. Do you mean that...?</li> </ul>
	<ul style="list-style-type: none"> <li>•If there are no further questions, I'd like to thank you very much for your attention.</li> </ul>

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## Participation

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<i>1 = poor</i>	<i>2 = fair</i>	<i>3 = adequate</i>	<i>4 = good</i>	<i>5 = excellent</i>
<p><b>I practise my English:</b></p> <p>I speak without my teacher asking me to (very often, sometimes, never)</p> <p>I stick to English (even when sending emails to my teacher)</p> <p>I make full sentences</p>				
<p><b>I try to improve my English:</b></p> <p>I try to correct my own mistakes / the mistakes of others</p> <p>I ask questions when I do not understand</p> <p>I regularly learn vocabulary / go over the work covered in class</p> <p>I do my homework</p>				
<p><b>I participate in class activities</b> (i.e. role plays, debates, discussions, forum):</p> <p>I work with my classmates</p> <p>I show interest in / react to what they say</p> <p>I take the initiative / volunteer</p>				
<p><b>I go that extra mile:</b></p> <p>Listening to/watching in English without subtitles</p> <p>Reading the news everyday in English (The Guardian phone app for example) etc...</p>				

# NEWS OR FAKE NEWS?

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**LISTENING:** How false news can spread [https://www.youtube.com/watch?v=cSKGa\\_7XJkg](https://www.youtube.com/watch?v=cSKGa_7XJkg)  
(3:41)



Find the synonyms :

To doubt	To disprove
Pseudo(scientific)	Awful
Dire (example)	Fake
To rely on smth/smb	To hesitate
To debunk	To count on

1. *True or false?* Mark Twain said “A lie can travel half way around the world while the truth is putting on its shoes”

2. What does Reuters do?

3. What has contributed to the spread of circular reporting?

4. What do the following people do?

Publication A=

Publication B=

Publication A =

5. What example of circular reporting is mentioned in the video?

6. What year did this particular circular reporting start?

7. How often has the joke article in the BMJ been referenced?

8. Give an example of user-generated content.

9. *Fill in the gaps:*

As more writers come to ..... such pages for quick information, an ..... fact can be published in an article that may later be added as a ..... making it much harder to .....

10. Some advice is given. What three verbs are used:



**LISTENING: BBC ONE MINUTE WORLD NEWS** <http://www.bbc.com/news/10462520>

Watch the latest news summary from BBC World News. International news updated 24 hours a day.

Country / city	Key words	Summary
1		
2		
3		
4		



**LISTENING: Five ways to spot fake news (Quartz, Jan. 2018, 3mn).**

**Before you listen, find French equivalents of the following words:**

Trustworthy – \_\_\_\_\_

A tip – \_\_\_\_\_

To burst out laughing – \_\_\_\_\_

To come across (information) – \_\_\_\_\_

To short-circuit – \_\_\_\_\_

A hurricane – \_\_\_\_\_

<https://www.facebook.com/quartznews/videos/how-to-spot-fake-news/1871421812891512/>

A – Do you remember the **false stories** taken as examples by the journalist ?

1 - .....

2 - .....

3 - .....

B – What does Damaso Reyes (the journalist who initiated the **News Literacy Project**) say ? «

«We all have to become ..... »

C – What are the **5 tips** that he gives ?

	The questions we must ask ourselves	Examples	Comment
1		<a href="http://www.denverguardian.com">www.denverguardian.com</a> <a href="http://www.nationalreport.net">www.nationalreport.net</a>	
2		<i>Recreational pot is officially legal in California</i>  <i>Irish rocker of U2 colludes with elites to remove president</i>	
3		By Caleb Parke, Fox News  The New Yorker by Alex Ross	
4		Scientists say that chocolate cake makes you smarter	
5		Houston family flees home from hurricane Harvey inside fridge + photo	

by Christine Le Lain.



**PODCAST.** The internet is full of false facts and misinformation, but how can you tell what is real or fake? Alex Edmans, author of *May Contain Lies*, shares tips on how to separate the real from the false. <https://pod.link/1296673906/episode/b10156842040e2da7120e095e7648230>  
Listen to the podcast, take notes of the most important information and discuss it in class.



**READING: Overconfident of spotting fake news? If so, you may be more likely to fall victim**  
<https://www.theguardian.com/media/2021/may/31/confident-spotting-fake-news-if-so-more-likely-fall-victim> Natalie Grover 31st May 2021

Are you a purveyor of fake news? People who are most confident about their ability to discern between fact and fiction are also the most likely to fall victim to misinformation, a US study suggests.

Although Americans believe the confusion caused by false news is all-pervasive, relatively few indicate having seen or shared it, something the researchers suggested shows that many may not only have a hard time identifying false news but are not aware of their own deficiencies at doing so.

Nine out of 10 participants surveyed indicated they were above average in their ability to discern false and legitimate news headlines. (...) In the survey, 8,285 Americans were asked to evaluate the accuracy

of a series of Facebook headlines, and then rate their own abilities in discerning false news content relative to others.

When researchers looked at data measuring respondents' online behaviour, those with inflated perceptions of their abilities more frequently visited websites linked to the spread of false or misleading news. The overconfident participants were also less able to distinguish between true and false claims about current events and reported higher willingness to share false content, especially when it aligned with their political predispositions, the authors found.

“No matter what domain, people on average are overconfident ... but over 70% of people displaying overconfidence is just such a huge number,” said the lead author, Ben Lyons, an assistant professor of communication at the University of Utah.

Although the study does not prove that overconfidence directly causes engagement with false news, the mismatch between a person’s perceived ability to spot misinformation and their actual competence could play a crucial role in the spread of false information, the authors wrote in the study published in the Proceedings of the National Academy of Sciences of the United States of America.

It also suggests that those who are humble – people who tend to engage in self-monitoring, reflective behaviours and put more thought into the sites they visit and content they share – are likely to be less susceptible to misinformation, said Lyons.

Factors such as gender also played a key role in the likelihood of overconfidence and, in turn, vulnerability to false news, suggested Lyons. “Male respondents [in the study] displayed more overconfidence – and this is a consistent finding in overconfidence literature – men are always more confident than women, which is always not so surprising.”

He added: “Overconfidence is truly universal. I would be shocked if we didn’t find this in every country we looked at ... although we might not see this extreme level of overconfidence just based on cultural differences.”

**ab**

**I. VOCABULARY: match each definition with the right word from the text (underlined)**

- |                  |  |
|------------------|--|
| 1.a purveyor     | a. distended through being filled with air or gas.   |
| 2.to discern     | b. a person who replies to something, especially one supplying information for a questionnaire.                  |
| 3.all-pervasive  | c. to see, notice, or recognize (someone or something) that is difficult to detect or that one is searching for. |
| 4.nine out of 10 | d. the state or fact of something's being probable.  |
| 5.respondents    | e. to recognize or find out.   |
| 6.inflated       | f. a person who sells or deals in particular goods, distributor  |
| 7.current        | g.90%  |
| 8.to align       | h. a failure to correspond; a discrepancy.   |
| 9.mismatch       | i. occurring or having an effect through or into every part of something.  |
| 10.to spot       | j. belonging to the present time   |
| 11.likelihood    | k. place or arrange (things) in a straight line.   |

## True (T) or False (F)?

1. \_\_\_ Internet users sure of being able to spot fake news are not likely to be deceived.
2. \_\_\_ The majority of users believe to have never spread fake news.
3. \_\_\_ Being on guard against fake news is a guarantee against being deceived.
4. \_\_\_ Two-thirds of people are not sure of being able to discern between fact and fiction.
5. \_\_\_ Level of overconfidence is more gender-sensitive than country-sensitive.



## READING & SPEAKING:

*Your teacher is going to give you one or more news stories. Use the TEN questions below to assess the likelihood that a piece of information is fake news.*

*Read and then tell one of your story to your classmate who will decide whether it is true or fake.*

1. Gauge your emotional reaction: Is it strong? Are you angry? **YES / NO**
2. Reflect on how you encountered this. Was it promoted on a website? Did it show up in a social media feed? Was it sent to you by someone you know?
3. Consider the headline or main message:
  - a) Does it use excessive punctuation (!!) or ALL CAPS for emphasis? **YES / NO**
  - b) Does it make a claim about containing a secret or telling you something that “the media” does not want you to know? **YES / NO**
4. Is this information designed for easy sharing, like a meme? **YES / NO**
5. Consider the source of the information:
  - a) Is it a well-known source? **YES / NO**
  - b) Is there a byline (an author’s name) attached to this piece? **YES / NO**
  - c) Go to the website’s “About” section: Does the site describe itself as a “fantasy news” or “satirical news” site? **YES / NO**
  - d) Does the “contact us” section include an email address that matches the domain (not a Gmail or Yahoo email address)? **YES / NO**
  - e) Does a quick search for the name of the website raise any suspicions? **YES / NO**
6. Does the example you are evaluating have a current date on it? **YES / NO**
7. Does the example cite a variety of sources, including official and expert sources? Does the information this example provides appear in reports from (other) news outlets? **YES / NO**
8. Does the example hyperlink to other quality sources? In other words, they haven’t been altered or taken from another context? **YES / NO**
9. Can you confirm, using a reverse image search, that any images in your example are authentic (in other words, sources that haven’t been altered or taken from another context)? **YES / NO**
10. If you searched for this example on a fact-checking site such as Snopes.com, FactCheck.org or PolitiFact.com, is there a fact-check that labels it as less than true? **YES / NO**

## REMEMBER:

- It is easy to clone an existing website and create fake tweets to fool people.
- Bots are extremely active on social media and are designed to dominate conversations and spread propaganda.
- Fake news and other misinformation often use a real image from an unrelated event.
- Debunk examples of misinformation whenever you see them. It’s good for democracy!

**QUIZ: So, how good are you in spotting fake news? Take this online quiz.**

<http://factitious.augamestudio.com/#/>

# DEEPPAKES

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## LISTENING: Deepfakes : a danger to democracy ?

**Video 1 : The deepfake threat.** [https://www.youtube.com/watch?v=qYQaPKea\\_7g](https://www.youtube.com/watch?v=qYQaPKea_7g)

- 1 A definition of « deepfakes »
- 2 The issue
- 3 Imagine a world...
- 4 Computers can now be trained to...
- 5 In the next two years ...
- 6 Currently ...

**Video 2 : It's getting harder to spot a deepfake video.**

<https://www.youtube.com/watch?v=gLoI9hAX9dw> (0:27 – the end)

- 7 A definition of deepfakes
- 8 Why are they called « deepfakes » ?
- 9 How are they made ?
- 10 How long does it take ?
- 11 What did researchers discover in August ?
- 12 What could some ill-intentioned people do with deepfakes?
- 13 Two issues
- 14 Two positive uses of deep fakes

**Video 3 : Could deepfakes weaken democracy ?**

<https://www.youtube.com/watch?v=m2dRDQEC1A>

- 15 Three celebrities/what they say
- 16 Another definition of deepfakes (up to 00 :22)
- 17 (from 1 :35) What did Bill do ?
- 18 What did it show ?
- 19 (from 3 :12) What does Aviv worry about ?
- 20 What is the 'ultimate threat' from deepfakes ?
- 21 What can be done to fight deepfakes ?



*By Christine Le Lain*



### **SPEAKING: Create your own fake news.**

The goal of this exercise is to show you how manipulating information and creating fake news is easy (or not:) and can be done by anyone, and therefore, to urge you to exercise more caution with the news you get from social media. **Choose one of three options.**

**Option 1.** Students are divided into 3 or 4 groups. Each group creates/prepares to retell a story (10 mins). The rest of the class are the followers who need to guess if the story told is a true one or a fake news.

**Option 2.** Students are divided into 3 or 4 groups. Each group picks 5 papers with random words written on them (prepared by the teacher or page 53 of the brochure). Having picked several words, each group makes up 1 fake news. Their fake news has to include all the picked words. The 'followers' vote for the best fake news.

**Option 3.** (Possible homework). Students are divided into 3 or 4 groups. Using fake news generator <https://www.thefakenewsgenerator.com/> each group writes their own fake news, which will then be shown to the class. Don't forget to use **the rule of 5 Ws\***.

(\*To build your story, answer these questions: Who is involved? When and where does the action take place? What is happening and why?)



# BALANCE vs BIAS

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**READING: Why stats in the news don't often add up – and how to spot a fake.**

<https://www.sciencefocus.com/science/why-stats-in-the-news-dont-often-add-up-and-how-to-spot-a-fake/>

Tom Chivers (science journalist) and David Chivers (lecturer in economics at the University of Durham).

If you read or watch the news these days, you're surrounded by statistics: new COVID cases, crime rates, life expectancies. But: how can you know which ones to trust?

1. \_\_\_\_ Most of you, probably, would not. You'd ask for some sort of evidence, and if the evidence was "My nan ate a Jelly Baby every day and lived to the grand old age of 105", you might not place much faith in it.



But what if you read in the paper that "Eating Jelly Babies decreases your risk of chronic pancreatitis by 20 per cent"? Might you be more willing to trust it? Perhaps the "20 per cent" makes it sound more trustworthy, especially if it was a result of a scientific study. So how do we know when to trust a statistic and when not to? First, it's worth remembering that it's not binary: 2. \_\_\_\_, but that you should trust some more than others. Edward Jenner invented vaccines after hearing an old-wives tale about milkmaids not getting smallpox.

You might be able to place a bit more trust in a statistic if it's taken from a sample, like an opinion poll. But it's important to know a bit about the sample that it uses. We want the sample to be representative of the thing we are interested in. Larger samples are generally better than smaller samples, but it doesn't necessarily mean they are trustworthy.

3. \_\_\_\_ It doesn't matter how large the sample is, it is not going to be representative of the population. According to one study, only 17 per cent of the population use Twitter, and they tend to be younger, more female, and more middle class than the population as a whole.

4. \_\_\_\_ This statistic is what is known as the *relative risk*: the difference in risk for those who do and don't eat jelly babies.

The problem with just displaying the *relative risk* is that, on its own, the statistic is of little use to us. You don't know how likely you were to get chronic pancreatitis beforehand, so all you know is that it's 20 per cent less than *something*. Whenever you see a statistic like this you should be asking: what is my *absolute risk* of this happening anyway? Five in 100,000 get chronic pancreatitis in any given year.

5. \_\_\_\_

More generally, it's worth asking of any statistic you read: *is that a big number?* It might sound awful that, say, 10,000 people get ingrown toenails every year. But 10,000 out of how many? If it's out of the entire population of Britain, 70 million people, that's just one person in every 7,000, and it might not sound that bad. Without numbers, it is difficult to trust any claim we hear. 6. \_\_\_\_ Numbers are the best tool we have for understanding the world around us.

The only reason why it is easy to lie with statistics is that society as a whole doesn't understand all the ways numbers can be used to mislead. But if we all get better at asking some simple questions, like 'is that a big number?' or 'what sample is this based on?', then it will become even harder to lie with statistics than it already is.

**1. Insert the missing information into the text. There are no extra sentences.**

- a. So a 20 per cent decrease would only decrease your risk to four in 100,000.
- b. For instance: If someone said to you "Eating Jelly Babies makes you live longer", would you believe them?
- c. Secondly, how much we trust a statistic depends on how we interpret them. In the above example, it may be entirely true that eating Jelly Babies decreases your risk of chronic pancreatitis by 20 per cent.
- d. This is why polls that you see on Twitter, even those with thousands of responses, can be misleading.
- e. To take just one example, without them we would have no idea whether any vaccine for COVID-19 worked or didn't work, if it was dangerous or not.
- f. It's not that you either should or shouldn't trust any statistic.

**2. Match the words with their definitions.**

nan	in advance
old-wives tale	an acute contagious viral disease
smallpox	able to be relied on
sample	the process of voting in an election.
opinion poll / poll	grandmother
trustworthy	giving the wrong idea or impression.
misleading / to mislead	a widely held traditional belief that is now thought to be unscientific or incorrect.
beforehand	condition in which the corner or side of a toenail grows into the soft flesh
ingrown toenail	a small part or quantity intended to show what the whole is like



**SPEAKING:** Discuss these questions in pairs.

- a. What is similar and different about the following sentences?  
"My nan ate a Jelly Baby every day and lived to the grand old age of 105" and  
"Eating Jelly Babies decreases your risk of chronic pancreatitis by 20 per cent"?
- b. How do we know when to trust statistics? 2 pieces of advice are given by the author:
- c. Why should we be careful with the numbers in statistics?
- d. Discuss the following statement : "**Lies, damned lies, and statistics**"



**LISTENING: How to spot a misleading graph - Lea Gaslowitz.**

**1. Watch the video and complete these sentences with one word each.**

<https://www.youtube.com/watch?v=E91bGT9BjYk>



- a. Yet, as it turns out, there are plenty of ways graphs can ..... and outright manipulate.
- b. This is one of the most common ways graphs misrepresent data, by ..... the scale.
- c. First of all, the scale is ....., compressing the 15-month span after March 2009 to look shorter than the preceding six months.
- d. And picking specific data points can .....important changes in between.
- e. The first graph plots the average annual ocean temperature from 1880 to 2016 making the change look .....
- f. When they're used well, graphs can help us intuitively grasp.....data.

**2. Match words which you wrote down in exercise 5 with their synonyms.**

- |                   |                |
|-------------------|----------------|
| a . complicated – | d. illogical – |
| b. unimportant –  | e . change –   |
| c . cover –       | f. cheat –     |

**3. Discuss:**

- a. Do you agree with the statements that “numbers don’t lie”?
- b. What is cherry picking according to the video?
- c. In which situations can we receive misleading data? Why would some people like to hide some of it? (think about the video + your own examples)
- d. How often do you see distorted or inconsistent graphs?
- e. Do you think people should be punished for misrepresenting data given to the public?

## PROTEST – PROTEST IN SPORT

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**LISTENING: James O'Brien confronts a fan who booed England players taking the knee LBC**  
(5:57) 07/06/2021 (B2) <https://www.youtube.com/watch?v=izs-g-cQU-o>

*Sections of fans at Wembley Stadium booed England players for taking a knee before the European Championship game against Croatia. The boos, which could be heard over those fans applauding, came despite pleas from the team to respect the anti-racism gesture.*

1. What reasons are given for booing by the man who phoned in?
2. What techniques does James O'Brien use to make his point?



**LISTENING: NBA-BLM with Rick Strom 12/10/2020**

<https://www.youtube.com/watch?v=gGmE5OqEAXs> (4:33)

1. Why did the NBA paint the message BLM on their courts?
2. Why did the NBA remove the message from their courts?
3. Which decision is right in your opinion? Why?
4. What legislation do NBA players want to be passed?
5. How do you understand the last sentence "money talks, BS walks"?



**LISTENING: Muhammad Ali Refuses Induction, Opposing Vietnam War - April 28, 1967**

[https://www.youtube.com/watch?v=dHsa\\_vRBO-E](https://www.youtube.com/watch?v=dHsa_vRBO-E) (2:20)

*This is a clip from the film The Boys Who Said NO! the first documentary film to profile the young men and women who actively opposed the military draft in order to end the Vietnam War. Their personal and collective acts of nonviolent resistance, risking arrest and imprisonment for up to 5 years, were a critical part of the antiwar movement, intensifying opposition to the war and eventually forcing an end to both conscription and the war.*

1. What reasons does Muhammad Ali give for his decision?
2. What were the consequences for Muhammad Ali?



**READING: Ukrainian officials have condemned Turkish football fans who chanted Russian leader Vladimir Putin's name at a Champions League clash in Istanbul.**  
<https://www.bbc.com/news/world-europe-62332847>

**1. Insert the following words to the text.**

**Banned    cheering    arch-rivals    first leg    uproar    stance    conceded**

Thousands of Fenerbahce supporters joined in the chant after their team **1**.....a goal to Ukrainian champions Dynamo Kyiv.

Ukrainian Ambassador Vasyl Bodnar said the incident had "saddened" him deeply. Dynamo Kyiv won the match 2-1, having drawn 0-0 in the **2**. .....played in Poland because of Russia's invasion. "We will never understand the words of support for the Russian killer and aggressor who deliberately kills Ukrainians and destroys our country," Mr Bodnar wrote on Facebook. "Even football, which is so loved in Turkey, has its limits."

Competition organiser Uefa told the BBC that it has opened an investigation into the incident. The chants appeared to have been sparked after Dynamo midfielder Vitaliy Buyalskyi celebrated giving his side the lead by making an eagle gesture with hands, which some fans believed to be a nod to Fenerbahce's **3**. ..... Besiktas.

Dynamo's head coach Mircea Lucescu told reporters after the game that the sport "cannot accept the behaviour of the fans". "I did not expect such chants. It is a pity," he added. Lucescu, a former manager of the Turkish national team, later refused to attend a post-match news conference in protest over the fans' actions.

Fenerbahce said the fans' actions did not represent the club or its corporate **4**. .....in any way". "We once again remind the public of our stance that sports and politics should always be kept separate from each other," a statement read. The incident sparked **5**. .....on social media, with

some users saying the Turkish side should be **6**. .....from European competitions.

President of the Turkish Fenerbahce football club, Ali Koç said on Saturday that his club will not apologise to Ukraine. "We will not apologise to Ukraine. After the statements of the Ukrainian Foreign Ministry spokesperson and Ambassador, he should apologise to us," Koç said as reported by Turkish website *CNN Turk*.

However, Koç acknowledged at the same time that the crowd's **7**. .....was "unnecessary" and "inappropriate."

**2. Match the words inserted in the text to their synonyms.**

1.	a. To forbid	5.	e. Initial march
2.	b. Noise, chaos	6.	f. To accept
3.	c. Rave	7.	g. Attitude
4.	d. The chief enemy		

**3. Answer the questions.**

- Should the president of the Turkish football club have apologized to Ukraine for his team's fans?
- Can sports and politics be kept separate from each other?

# WOMEN PROTESTING

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**READING: Inside France's guerrilla-style street art protest against rampant femicide (extracts) Christy Somos CTVNews.ca – 06/11/2019**

Insert the following words from the text into the sentences.

a slew of measures    guerilla-style    side-by-side    to stumble across    grassroots movement  
word of mouth    to be steeped in    to pertain to    tepid    culture shift

- a. For a few minutes they walked ....., listening to the cicadas sing in the old oak tree by the pond.
- b. The play's premiere received ..... reviews from the disappointed critics.
- c. A national ....., OWL - The Voice of Midlife and Older Women, was founded more than three decades ago to improve life for older woman.
- d. Your questions should ..... directly .....the discussion topic.
- e. Retailers were among those that welcomed .....aimed at helping small businesses.
- f. Prior to every trip, I usually.....myself.....the language to be able to interact with the locals.
- g. On any given day you can expect to .....a crowd of banner-waving protesters.
- h. Some companies are known for their ..... tactics as they won't hesitate to sneak around or try to film things they shouldn't.
- i. This was a new social phenomenon that marked a major .....in how nations commemorated conflicts.
- j. Much of this information is picked up by .....from previous students

**1. Read the text, study the underlines words/word combinations, trying to predict their meaning, then, insert them into the sentences below.**

France has seen more than 120 femicides - usually defined as the murder of a woman by a partner, ex-partner or family member - since the beginning of this year alone, and the number continues to climb. France is thought to be among the countries with the highest rates of women killed by their partner according to 2017 Eurostat figures.

[https://ec.europa.eu/eurostat/web/products-datasets/-/sdg\\_16\\_10](https://ec.europa.eu/eurostat/web/products-datasets/-/sdg_16_10)

In response, the French government has announced a slew of new measures in September to address the issue of gender-based violence. Those decisions are being welcomed by the women behind the "Collages Femicides," the guerilla-style street art movement that was started in Paris this past summer by artist and feminist activist Marguerite Stern.

In the Marseille chapter, Canadian member A.C., who CTV News.ca has agreed not to identify for fear of legal reprisals, has been working side-by-side with the group as they expand their membership, after

stumbling across the movement on social media. A.C. says the group is an excellent example of how powerful grassroots movements can be, even one as de-centralized as Collages Femicides. The funding for the group is provided by public donations which go into a central pot which are then used for everything from collage materials to their penal fines.

The names of femicide victims are taken from news reports or word of mouth, but there have been cases where families of unreported victims reach out to the group directly to add their loved ones to the list. Messages through Instagram pages for the movement and mass text messages in a WhatsApp group allow the women to keep in touch and to plan larger scale events.

A.C. explained “I think that France, for all that it’s a country that is based on very republican and democratic ideals, but it’s (*sic*) still a country that is steeped in, and I would say obsessed with its own tradition,” she said “Some of those traditions pertain to the way that women are meant to act, the way that women are supposed to play these roles in their family lives.” A.C. said she has lived in four different countries around the world and that France is “definitely” the country where she has personally experienced and has seen the most verbal, psychological and even physical violence against women. “France is a country that struggles with feminism and...accepting that into its social model,” A.C. said, citing the tepid reception the #MeToo movement received in the country, as opposed to the considerable culture shift and repercussions in the United States.

But there is hope, A.C. said, highlighting the coverage this year in French media about femicides and public figures coming forward with their stories of abuse and sexual harassment and calling for change. But progress is slow. “France is slow to change its models and France is slow to pick up on these social causes, because I think they are so attached to the idea of ‘Frenchness,’ and what French women are.”

### Answer the questions.

- a. What does A.C say about France and “Frenchness”? Give precise examples.
- b. Do you agree with her? Why? Why not?



LISTENING. Taliban break up rare protest by Afghan women in Kabul - BBC News  
<https://www.youtube.com/watch?v=NEXUGI10nD8>

1. Describe what the women look like.
2. What 3 rights are these women demanding?
3. Which two restrictions faced by girls and women are mentioned by the reporter?
4. How do the Taliban try to stop the women’s demonstration?
5. What is the economic situation in the country?
6. What are women forced to do?
7. Solution every citizen searches for, according to the reporter?



## LISTENING: Art as Activism

<https://www.youtube.com/watch?v=HyNX1bX-6dU>INDEX

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1. Art is a tool for...
    - 1.
    - 2.
    - 3.
  4. Who is Kate DeCiccio:
  5. 3 examples of pieces Kate made:
  6. What were the objectives of the Women's march the following day?
  7. What make Kate's work stand out?
  8. Why did Kate submit one of her posters to Amplifier Foundation?
  9. Who is Rhanda and why is she a part of the march?
  10. 'It was an incredible freeform march unlike anything that I've ever seen in my life.' List from 3 to 5 facts about the march that made Kate think so (responses may vary).
  11. What is the greatest power of an artist?
- 



## LISTENING: Inclusivity in the Art World

**1. Choose one statement that you find interesting. Elaborate on it and say whether you agree or disagree with it.**

- Art has transcended its initial purpose of merely pleasing the eye.
- Art is no longer exclusively linked to the upper class.
- Art should be as accessible as education and healthcare.

**2. Watch a video [<https://youtu.be/U8t7ynemJLI>] and complete the statement in the box with more than one idea.**

Making art more inclusive means...

**3. Discuss the questions.**

How does the experience of growing up in a family like the speaker's shape someone's outlook?

Can a person without such experience grow up having similar values?

Do you like art that deals with societal issues?

Do you know of any artists or art platforms that challenge the status quo and promote inclusivity and accessibility?



**3. Read the text about an unusual museum and answer the questions.**

**Three after Midnight, a unique museum in Ukraine, pioneers a groundbreaking concept: immersive tours in complete darkness guided by blind experts. Covering 150 square meters, this museum replicates a number of different everyday environments. Visitors rely solely on touch, hearing and smell to navigate, fostering a profound understanding of human capabilities and the lives of the blind.**

- How does the concept of this museum challenge traditional notions of art and museum experiences?
- What do you think visitors might learn or gain from experiencing everyday environments in complete darkness?
- Why are there still many art institutions that do not create inclusive art experiences?

**5. Look at different art forms and say how they can be made more inclusive. Use the aspects listed below to help you. Share whether you have seen any of the ideas being implemented.**

Concert/ art exhibition/ poetry slam/cultural festival/ theatre production /dance performance/ film screening

- physical accessibility • forms of communication • different narratives and perspective

**EXAMPLE:**

A dance performance could incorporate wheelchair dancers, showcasing the beauty of integrated dance forms. I once saw such a show in London.



**READING: The Guerrilla Feminists Papering Paris at Night 12/02/2020 (extracts)**

<https://www.marieclaire.com/politics/a30857190/les-colleuses-french-women-fighting-femicide/>

Nearly every night since August, in some part of the city, women have been gathering in groups of two or three to paste on public walls black-and-white slogans demanding that the French government act to prevent femicide—the murder of women by their current or ex-partners—as well as other acts of violence against women. Despite the government’s promises last year to enact change, the women believe that those promises are empty. “Homicides are going down in France, but femicides are going up,” Raphaëlle explains. In September 2019, Gérard Collombe, the minister of the interior, reported that incidents of violence against women had increased by 22 percent in 2018.

People all over Europe are waking up to the guerrilla work of *Les Colleuses*. The movement, which was started by radical feminist Marguerite Stern in Marseille last August, has spread to more than 100 French cities, and as far as Belgium, Germany, Italy the UK, Portugal and Luxembourg. There is even word that a slogan was discovered on a wall in Syria. There are more than 300 women participating in the group in Paris alone, organizing through WhatsApp and Facebook groups and on Instagram, and they display their work proudly through city-specific Instagram accounts, like @collages\_femicides\_paris.

The group’s structure is horizontal—there are no leaders by design—and tutorials on how to paste and what supplies to use are readily available through Les Colleuses’ various channels. The only requirement to take part is a belief that violence against women must be stopped.

While there have been a few instances of women being fined or threatened by police, none of the Colleuses in France have been arrested yet. When people pass them on the street, they are met with either curiosity or anger. One landlady pokes her head out a window as Pauline and Raphaëlle work—she’s angry that they’re defacing the wall of her building. The pair explain the urgency of the slogans and why it’s important that they continue. The woman responds that she’d be taking it down tomorrow, and eventually shuts the window. “She said, ‘You know you’re not allowed to do this’ and I’m like, ‘well, yes I know,’” Raphaëlle says. Pauline adds, firmly, “That’s the *point*.”

“It’s very patriarchal thinking: these are *our* streets, *our* buildings, *our* laws. And you women, you are ours, too,” one of the Colleuses, who wished to remain anonymous, tells me. “But this—” she says, gesturing to the women putting up a collage that Tuesday night, one that told of their own experiences of abuse by the hands of a man in that very neighborhood, “—*this* is freedom. With this, we are free.”

1. Have you seen any of these messages?
2. Do you think this type of action is effective? Why? Why not?
3. This action is illegal. Do you agree with this fact?
4. Read the underlined part. What do you think of Pauline’s comment?
5. Have you already participated in this type of action?
6. Have you noticed any changes/improvements since the two articles were written?

## YOUNG PROTESTERS

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**LISTENING: How Gen Z\* Has Powered Protests For Racial Justice (5:55) 08/06/2020 - NewsSY**  
<https://www.youtube.com/watch?v=DVTcddlg6tw>

1. What do the young people want?
2. What slogans are shouted?
3. What does “taking a knee” stand for?
4. What role does social media play?
5. Have you ever gone on a demo? Why? When? Describe your experience. Did it achieve anything?

*\*Generation Z (Gen Z for short) = those born between the mid-to-late 1990s to the early 2010s.*  
[https://en.wikipedia.org/wiki/Generation\\_Z](https://en.wikipedia.org/wiki/Generation_Z)



**LISTENING: Greta Thunberg's emotional speech to EU leaders (4:11)**  
[https://www.youtube.com/watch?v=FWsM9-\\_zrKo](https://www.youtube.com/watch?v=FWsM9-_zrKo)

1. What does Greta Thunberg say about the extinction rate?
2. What disastrous trends does she describe?
3. What symbol does she use to describe the desperate situation?
4. What is her reproach?
5. Why are children “taking to the streets”?
6. What do we need to do?



**LISTENING: Australian students join strike for climate change Behind the News (3:14)**  
<https://www.youtube.com/watch?v=VSG83JUqaFO>

(0:30) *Fill in the gaps:* We are the ..... and if nothing is done about it now then when we are ..... it is ..... to be ..... mayhem.

(0:38) This is our future than the politicians are ..... and it's not .....

(0:46) We are ..... of our ..... being ..... for profit.

(1:05) I think it is important you know that students take a ..... against this type of inconsiderate ..... and strike.

- a. What criticism has been made of the school strikes?
- b. What have school kids been threatened with?



**LISTENING: Eve, the off-grid life of a 9 year old climate activist 01/06/2021 (21:06)**

<https://www.theguardian.com/society/video/2021/jun/01/eve-the-off-grid-life-of-a-nine-year-old-climate-activist-video>

1. What decisions has Eve’s family made?
2. For what reasons?
3. What do you think about this type of action?

Eve spoke an event organized by <https://extinctionrebellion.uk>

1. Find out 5 facts about XR.
2. Do you agree with their aims?
3. Do you agree with their strategy?



**LISTENING: For Young Activists, Political Rallying Happens on TikTok, Instagram and Twitter**

[https://www.voanews.com/a/episode\\_young-activists-political-rallying-happens-tiktok-instagram-and-twitter-4340791/6110996.html](https://www.voanews.com/a/episode_young-activists-political-rallying-happens-tiktok-instagram-and-twitter-4340791/6110996.html)

**Fill in the gaps.**

Call it a TikTok phenomenon. A called action on a social network may have contributed to lower than expected ..... at a recent Trump rally. In Nashville six teenagers organized a march against police ..... that drew a crowd of nearly 10 000. How did they get the ..... out? Instagram. (...)

Today’s ..... are speaking up using what they know best – social media.(...)

Sharing resources and building online coalitions with other ..... organizations are key. ‘There’s nothing better than coming together in a group and just really talking about what is necessary and then ..... up and creating those tools so that we could ..... it out to our communities. Digital activism isn’t new. But young people today are making ..... of it. Rosario helped to create digital tool kits that supporters could use to push for legislative action in the State Senate. (...)

People could ..... on it and it would automatically open up their Twitter, it was like a pre-written Tweet that we have created and just in a second you can send... text the ..... officials telling them exactly what the legislation name is and why we were demanding it. (...)

Others are ..... existing platforms, like Twitch, a ..... site for gamers that recently has become a platform to catch protests as they happen on the ground.

For 21-year old Rosario who falls squarely into..... demographic, there’s still an appreciation of old school technology. ‘Text isn’t always the best, if you have lots to say, you wanna hear people’s emotions , when you are like, telling them news. I like phone calls ..... than text messages’. For these digital ..... getting everyone’s attention is all about online and offline connections.



**LISTENING: PAXTON SMITH NPR 03/06/2021 (from 4:35 → end)**

<https://www.npr.org/2021/06/03/1002831545/high-school-valedictorian-swaps-speech-to-speak-out-against-texas-new-abortion-l>

1. On what occasion is Paxton Smith speaking?
2. What are the “recent events” she mentioned.
3. What are the repercussions for women?
4. What rhetorical devices does Paxton Smith use?
5. Do you agree with the statement “this is a war on my body, this is a war on my rights”?



**VOCABULARY: Fill in the blanks with the global issues against which most protests are organized.**

**corruption    disease    global warming    homelessness    terrorism    unemployment**

- 1 We interviewed Tom, who had been living on the streets for a year. ....
- 2 All Americans will remember 11 September 2001, when two planes crashed into the World Trade Center. ....
- 3 Ebola, which is a virus, has killed thousands of people in West Africa. ....
- 4 A politician from New York, who accepted money from companies in return for changing policies to benefit them, has been sent to prison. ....
- 5 My brother, Jack, who has got a degree, still hasn’t been able to find a job. ....
- 6 The weather in the Caribbean, where there have been extremely strong hurricanes, has been the worst on record. ....

**censorship    famine    gender inequality    immigration    nuclear weapons    racism**

- 2 The British population has increased because of ..... and 12% of UK residents were born outside the country.
- 3 Although there is less ..... today, African Americans still find it more difficult to find jobs than white Americans.
- 4 Considering how much food we throw away in developed countries, it’s a crime that ..... continues to affect a large part of the world’s population.
- 5 More and more countries have ....., and that makes the world more dangerous.
- 6 Although ..... has been tackled in places like universities, there is discrimination against women in many places.



## READING. Campers react to new law banning smoking in state-owned campgrounds

by Dalton Williams, July 16th 2022

Lawmakers backing this change say state parks should be family-friendly and free of secondhand smoke.

Rochester, N.Y. — Lawmakers backing this change say state parks should be family-friendly and free of secondhand smoke.

Sandy Sweeney is camping with her family at Hamlin Beach over the weekend.

She didn't know about the law signed by the governor recently that bans smoking at state-owned beaches, parks and campgrounds.

She said people paying for campsites should be allowed to smoke there.

"If you're going to do it, you're going to do it," said Sweeney, "Well, we can have campfires and if people want to smoke, they can smoke. I am an ex-smoker, so for me personally I don't smoke, but I think people should have the choice to decide for themselves."

Isaac Rodriguez also dislikes the new law. He said Governor Hochul should focus on cleaning up cities instead of banning smoking.

"I just visited Boston not too long ago and the city is so clean but in Rochester, there's just

garbage everywhere," said Rodriguez, "We don't really focus on maintaining our city and keeping it clean, inside it, we are worried about banning smoking at campgrounds. We need to take care of our city."

There are exceptions to the law including in the Catskills and Adirondacks.

Smoking in state park parking lots will be allowed.

The governor, and the lawmakers who sponsored the bill, say New Yorkers deserve to breathe fresh air -- free of secondhand smoke.

The new law takes effect in 90 days, and after that violators could face a \$50 fine.

"There is no way I would pay a \$50 fine, you can hunt me down and give me a warrant, are you going to get an arrest warrant for not paying my \$50 fine for having a cigarette? No I should be able to sit here and make a campsite and have a cigarette. We are out in the open.

The law applies to cannabis and tobacco. Vaping and e-cigarettes are not covered, but the state park system already restricts their use.

### 1. Look at the information in the box and discuss the questions.

1 in 3 adults consumed tobacco in 2000.

1 in 5 adults consumed tobacco in 2022.

Source : WHO

Why do you think the number of people consuming tobacco is decreasing?  
Have you noticed this trend among the people you know? Give some details.  
Do you think this trend will continue? Why/Why not?

**2. Complete each word with a prefix or a suffix in the boxes.**

-able -ful il- ir- -less un- un-

- A. Smoking is unhealthy and \_\_\_responsible\_\_\_ but it is a personal choice so non-smokers shouldn't judge smokers.
- B. If you start smoking, you will probably have this \_\_\_harm\_\_\_ habit for the rest of your life.
- C. Standing next to someone who is smoking is very \_\_\_pleasant\_\_\_ because of the second-hand smoke.
- D. Some people smoke not because they find it \_\_\_enjoy\_\_\_ but because they're addicted to nicotine.
- E. Dropping cigarette butts on the ground is \_\_\_harm\_\_\_ because it's not hurting anyone.
- F. Some people smoke only when they are around people who smoke, which is \_\_\_logical\_\_\_ to me.
- G. Vaping in public is just as \_\_\_acceptable\_\_\_ as smoking cigarettes. People who vape should think about the people around them.

**3. Choose three comments in ex. 2 and explain why you agree or disagree with them.**

**4. Discuss the questions. Use at least three of the words in the box.**

Look at the comments from the article. Are the people right? Why/Why not?

Which statement is true about where you live? Give some details.

- Smoking (and vaping) is allowed everywhere.
- Smoking (and vaping) isn't allowed in some public places like restaurants or at bus stops.
- Smoking (and vaping) isn't allowed in any public places, including on streets, in parks, at playgrounds, on beaches and in campsites.
- Smoking (and vaping) is illegal.

**5. Look at some ideas to encourage people not to smoke and discuss the questions.**

Which of the ideas might work and which might not? Why do you think so? How easy or difficult is it to introduce these ideas? What could be some problems with these ideas? What are some other ideas to encourage people to stop smoking.

<p><b>Nicotine in tobacco products</b> If the amount of nicotine in tobacco products was reduced, smokers might stick to smoking the same number of cigarettes but consume less nicotine.</p>	<p>2031 only people aged 19 and older would be allowed to buy them, etc., until cigarettes would stop being sold.</p>
<p><b>Fewer stores selling cigarettes</b> If the number of stores selling cigarettes was reduced, smokers' access to cigarettes wouldn't be that easy.</p>	<p><b>Positive encouragement</b> Encouraging people to quit smoking by focusing on the positives could work, e.g. "Think how much money you'll save!", or "You won't struggle climbing the stairs anymore".</p>
<p><b>Introducing a ban on cigarettes for future generations</b> The age of sale would rise by one every year, e.g. in 2030 only people aged 18 and older would be allowed to buy cigarettes. Then, in</p>	<p><b>Pop culture</b> If smokers weren't featured in films and other media, the number of smokers would drop.</p>



## **SPEAKING/WRITING.**

Young activists have taken lead roles in public protest and advocacy around many issues like environmental protection, abortion rights and gun control, gender inequality. You are an active member of a youth group. In groups of 3-4 choose an issue to protest against (take ideas from the activity above) and make a 2-minute speech.

Cover the following points :

- What you are protesting against.
- Why it is a problem.
- Who your speech is addressed to.
- What the solution of the issue should be.

### **Use at least 5 words from the list below.**

#### **NOUNS**

A demonstrator /  
a protester  
The privileged /  
the underprivileged  
The haves /the have-nots  
The well-to-do/the destitute / poverty-stricken  
/ the needy  
A demonstration / a march  
An uprising / a rebellion  
Politics /A politician  
Human rights / civil rights  
Equality

#### **ADJECTIVES**

Committed to / involved in  
Powerful / mighty  
Influential  
Well-off / wealthy / rich  
Determined / strong-willed  
Shocked > Indignant  
Furious > angry  
Scandalous > outrageous /shocking

#### **VERBS**

To struggle  
To disapprove of  
To go on strike  
To threaten  
To hold a speech  
To protest / to rise up against  
To stand up / fight for one's  
rights  
To confront / to challenge  
To make oneself heard  
To demonstrate / to take to the streets  
To resist (sth / sb)  
To raise awareness



# FREE SPEECH vs NO PLATFORM

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**LISTENING: Protest at NUS London to reform no-platform policies (2 :43)**

<https://www.youtube.com/watch?v=lfIPbyuV5Dw>

4. What does free speech mean?
5. What examples are given of people who have offended others with their ideas?
6. What does free speech not mean?
7. Why does a no-platform policy not work according to the speaker?



**LISTENING: No platforming: Justified or the work of a “woke cult”? 14/06/21 (6:39)**

<https://www.politics.co.uk/video/2021/06/14/no-platforming-justified-or-the-work-of-a-woke-cult/>

Listen to the two videos above and fill in the table below:

Arguments FOR banning controversial speakers	Arguments AGAINST banning controversial speakers



**LISTENING: Should universities ban controversial speakers? Newsnight**

<https://www.youtube.com/watch?v=MNRFzqQCUY8> (8:11)



**LISTENING: Do college students hate free speech? Let’s ask them 08/12/15 (8 :12)**

[https://www.youtube.com/watch?v=i\\_4-BqSIUD8](https://www.youtube.com/watch?v=i_4-BqSIUD8)

1. What is a macro-aggression?
2. Which statements are considered micro-aggressions? *(fill in the table)*

YES	NO

3. What do the students think of the idea of creating a data base of statements that can be reported?
4. What are student protestors demanding?
5. What are observers asking?
6. What are the arguments against free speech?
7. What is hate speech according to the students?



**READING: There must be free speech, even for Milo Yiannopoulos (B2)** Matthew d'Ancona, 06/02/2017 <https://www.theguardian.com/commentisfree/2017/feb/06/free-speech-milo-yiannopoulos-alt-right-far-right>

No civilised society supports absolute freedom of speech, instead there is a fluid, rancorous,



necessarily insoluble argument in every democratic system about where the border should lie. Libel,  
5 slander, false advertising, incitement to violence, pornography, the leaking of official secrets: these and other forms of expression are subject to varying degrees of restriction at different times.

10 It is in this context that one should interpret the cancellation last Wednesday of the Milo Yiannopoulos event at the University of California, Berkeley. This was to have been the final date of the rightwing controversialist's charmingly named  
15 Dangerous Faggot Tour of US campuses. But what started as a legitimate protest against Yiannopoulos fast degenerated into flames, violence and mayhem, forcing the talk to be cancelled.

20 Talk about an own goal. It should be crashingly obvious to all but the most tenacious squatters on the moral high ground that, far from silencing Yiannopoulos, such actions turbo-charge his fame. In November he was stopped at the eleventh hour  
25 from speaking at the Simon Langton grammar school for boys in Canterbury. The Chicago Review of Books has announced a year-long boycott of Simon & Schuster titles in defiance of the publisher's book deal with Yiannopoulos.

30 Not since the Sex Pistols were banned from venues across the land has prohibition been so counterproductive. In the space of a few months Yiannopoulos has risen from minor notoriety as an  
35 editor at Breitbart known for his hostility to feminism, Islam and liberals to the rarefied heights of those who are routinely referred to by their first name alone: Beyoncé, Boris, Madonna, Oprah ... and now, ludicrously, Milo.

40

Last week's riots even prompted a tweet from President Trump, threatening Berkeley's federal funding. As a pathological self-publicist, what more could Yiannopoulos really ask for? I hope all the  
45 balacava-wearing rioters who have just driven up this unlovely prankster's share price to an all-time high are pleased with themselves. Nice one, guys.

Yet this incident is a test case in a much greater  
50 debate. The onus should always be upon those who would curtail free expression to prove beyond reasonable doubt that restriction is justified.

In two respects, what happened to Yiannopoulos  
55 last week is a warning. The first is specific. In the era of Brexit and Trump, the alt-right – the loose-knit network that stretches from parts of Ukip to neo-Nazis and white supremacists – has found its voice amplified and (sad to say) heeded. It has one of its  
60 own, Stephen Bannon, at the right hand of the president, acting as his ideological ventriloquist. By all means, deplore these bigoted populists. But ignore them at your peril.

65 It is a commonplace argument that even to confront the alt-right is to confer upon them a legitimacy they do not deserve. Respectfully, that moment is long past. Look at the team in the White House. Consider the ugly centrality of immigration to all  
70 political discourse in Britain during and since last year's referendum. Talk all you like about "no platform". Right now, this lot own the platform.

No: the way to beat the alt-right is to take them on,  
75 repeatedly, in every conceivable setting. Reliably aggressive on initial contact, they are often the most sensitive snowflakes you could imagine when cross-examined. In person, in print, on social media, even in court, these fact-averse charlatans are vulnerable  
80 to challenge. Second, there is a broader reason why the Berkeley riot should give us pause for thought. A dangerous complacency is entering contemporary thinking about free expression – as though it were a fixation of the past, a right that has served its  
85 purpose, and may now be safely curtailed in the interests of social cohesion or a particular definition of equality. We live in an age in which cartoonists

are massacred, in which publishers and theatres increasingly shy away from provocative material, in which sensibilities are protected from outrage more rigorously than speech is protected from suppression.

In a pluralist society, the line of least resistance is to shield citizens from offence. The problem is that everyone is offended by something, or by many things. A democracy in which offence was outlawed would not be worthy of the name. It would be a wasteland of stultified silence.

In the US, the founding fathers assigned supreme value to free speech – and enshrined it in the first amendment – precisely because they understood how important it was in the battle against tyranny and the protection of pluralism. The more diverse a society becomes, the more it needs a free exchange of ideas – not least to protect minorities from the

megaphone of the majority. The fact that Britain is now a multifaith, multi-ethnic society is an argument for more freedom, not less.

The inconvenience suffered by Yiannopoulos and his audience last week will soon be forgotten. But the principles at stake should not be. The boundary that separates free speech from prohibited expression will always be mutable. What matters is where the *presumption* lies; and in a decent society, the default impulse should always be to defend such freedoms. One need only observe Trump’s incremental withdrawal of rights – the migration ban, the threats to the press – to see how perilous it is to take them for granted. You may well despise Yiannopoulos. But the right to free speech is meaningless unless it is extended to those with whom one profoundly disagrees. Those who argue otherwise are simply doing the far right’s work for them.

**Answer the questions.**

Did the protest against Yiannopoulos go as planned? What did it look like?

Why is Yiannopoulos’ referred to as just Milo?

In what two respects was a cancellation of Yiannopoulos event a warning?

Explain the statement. ‘...the right to free speech is meaningless unless it is extended to those with whom one profoundly disagrees.’ Do you agree?

**Translate the following words into French and find in what context they were used in the article (HW or in class (2-3 words per student)).**

rancorous		all-time high	
libel, slander		curtail	
mayhem		loose-knit	
an own goal		heeded	
squatters on the moral high ground		long past	
turbo- charge		sensitive snowflakes	
eleventh hour		cross-examined	
notoriety		give us pause for thought	
ludicrously		to shy away from	
pathological		wasteland of stultified silence	
balacava-wearing		enshrined	
prankster’s share price		incremental	
		to take them for granted	



**SPEAKING: Organize a class debate: Milo Yiannopoulos should be invited to talk at Polytech Yes/No**

**ab**  
**+C**

**VOCABULARY: Complete the table with the correct forms.**

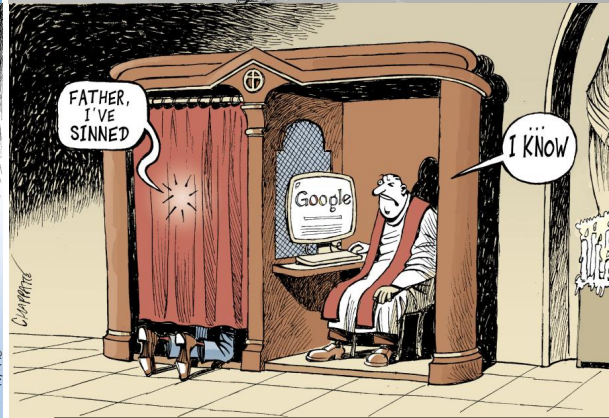
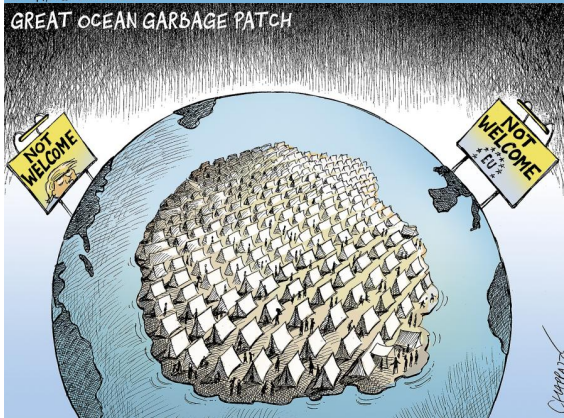
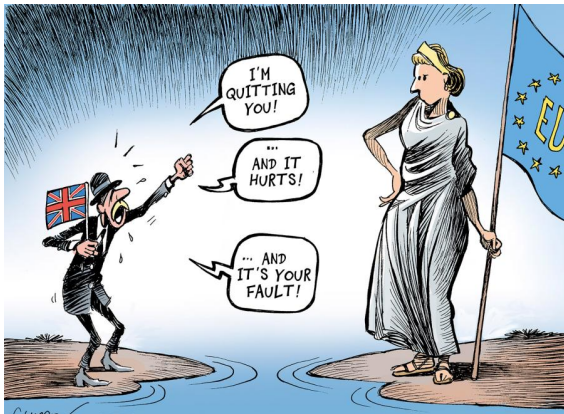
VERB	NOUN (GENERAL)	NOUN (PERSON)	ADJECTIVE
propagandize		propagandist	
	cartoon		cartoonish
	caricature	caricaturist	
provoke		provocateur/ provoker	
cancel		canceler	canceled
criticize		critic	



**SPEAKING.** A free world needs satire...

Look at the cartoons and answer the questions below.

When describing your cartoons try to use expressions in the box below.



I suppose/reckon/guess...  
 What it shows is...  
 It might address/touch on  
 I wonder what/why...  
 What I don't understand about it is  
 why...  
 It seems that...  
 She/he gives the impression of being...  
 What I don't like about it is  
 What interests me is...  
 It might suggest that...  
 I'm pretty sure that...

1. What is happening in the cartoon?
2. What do you notice first? What people or objects are shown?
3. Does the cartoonist refer to a person's personality or appearance?
4. What issue do you think this cartoon is about?
5. Does the cartoon show any stereotypes, symbols or references to culture or history?
6. Does it have a caption? Does the caption help you to understand the cartoon?
7. Why is it funny?
8. Do you think it should be censored? Is it too provocative?

## CONSPIRACY THEORIES

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*The Oxford English Dictionary defines conspiracy theory as "the theory that an event or phenomenon occurs as a result of a conspiracy between interested parties; spec. a belief that some covert but influential agency (typically political in motivation and oppressive in intent) is responsible for an unexplained event".*



### **READING: The 3 most famous American conspiracy theories (From: Today in English)**

*Americans love conspiracy theories. Many are sceptical of « official versions » of Kennedy's murder, alien life, and even September 11. But why are such rumours so popular?*

Many people seem to think that Americans never criticize their own society. According to the stereotype, the ignorant, idealistic American believes everything his president says, thinks the USA is the most free and fair nation on Earth, and imagines his country only acts with honourable motives. Nothing could be further from the truth. The reality is that the average American citizen is more paranoid and suspicious of his own government than the citizen of almost any other country. This scepticism fuels the vast quantity of « conspiracy theories » circulating in the USA. The villain, in almost all of them, is the US government. There are many different types of conspiracy theories, dealing with every imaginable subject, but they all share one defining characteristic : a paranoid belief that secret forces are controlling events.

There is nothing new about this. For example, theories that the Masons or the Jews are secretly running the world go back centuries. America, however, has seen a remarkable growth in conspiracy theories over the past ten years or so.

In large part, this new popularity must be due to the internet and its unlimited potential for disseminating nonsense – but Americans seem to be particularly prone to believing them. Most of them are untrue, of course, but once you start looking into the world of American conspiracy theories, even the most hardened sceptics find they no longer know where to draw the line between truth and fantasy.

- 1 – What are many Americans sceptical of ? (3 answers)
- 2 – What is the stereotype of the American ? (3 points)
- 3 – What is the average American citizen like in fact?
- 4 – What does his scepticism fuel?
- 5 – Who is the villain generally?
- 6 – What is the common characteristic of conspiracy theories?
- 7 – Which century-old theories are mentioned?
- 8 – What has happened in the past 10 years or so?
- 9 – What is it largely due to?
- 10 – What is difficult, once you start looking into conspiracy theories?

## **1 – The assassination of President John F. Kennedy**

The assassination of President John F. Kennedy took place 40 years ago, and the truth is still no clearer than it ever was. Almost every secretive organization in the world – the CIA, KGB, the Mafia and others – has found a role here. In 1963, the American public was evenly split between those who believed the official explanation that he was shot by Lee Harvey acting alone, and those who did not. Forty years later, public opinion is massively behind the conspiracy theorists. Today, only 13% of Americans believe the Oswald scenario.

To believe the official explanation, you have to accept that a single bullet caused different wounds to Kennedy and another man in the car. You also have to find nothing suspicious about the fact that the X-rays of Kennedy's body were confiscated by federal agents while doctors were performing their autopsy, and have not been seen since.

On the other hand, you could argue that if the president's killing was a conspiracy involving many people, they could not all have kept the secret for 40 years. Well, they haven't. In fact, the problem is that too many have come forward – to date, no less than 21 different people have « confessed » to being involved in the assassination. Most of these people are no doubt delusional – but which ones ? The line between fact and fiction is now so blurred that we will probably never know the truth.

1 – Which organizations may have played a role in President John F. Kennedy's assassination?

2 – What was the official version of events?

3 – Did the American public believe it at the time?

4 – What's the most common opinion now?

5 – Why is it difficult to believe the official explanation? (2 reasons)

6 – However, why may a conspiracy also seem unlikely?

7 – Will we ever know the truth?

## **2 – « The moon landings were faked »**

That's right – Neil Armstrong, some people insist, never went to the moon. The whole thing was filmed in a studio, and was merely Cold War propaganda to show that the USA could beat the USSR to the moon. Based on analysis of old NASA photographs, the « evidence » for the theory is more convincing than you might think – at least superficially. The American flag, for instance, is shown to be fluttering as if in the wind – would it do this if there was no atmosphere ? The dust under the lunar module is the same as elsewhere – why did the rockets not leave a crater ? And why are there no stars in the sky, only blackness ? It goes on and on.

NASA has constantly argued that there are reasonable scientific explanations for these questions, but nothing will convince the conspiracy theorists that they are wrong. NASA was planning to publish a book refuting the allegations, but decided that it would be wrong to take the dispute seriously. Some people, predictably, interpreted this as a sign that NASA had something to hide. At present, 6% of Americans believe Apollo 11 was a hoax, and the proportion is growing.

### 3 – The Roswell Incident

Say what you like about the so-called Roswell Incident, but no less than two-thirds of Americans believe that an alien spacecraft crashed there in 1947. Even more of them (80%) believe that the US government knows of the existence of aliens, but is keeping it secret. This is despite the fact that there is no serious evidence of the existence of UFOs. Indeed, UFOs are the perfect example of how conspiracy theories are self-reinforcing phenomena.

The American public's acceptance of the existence of UFOs has only encouraged the conspiracy theorists to become more and more adventurous. By the mid-1970s, they were starting to say that aliens were kidnapping humans for scientific research. A decade later, the story had become even more spectacular – abducted humans were being forced to have sex with aliens. Today, following the logical evolution of the conspiracy theory, a large number of people believe they are human-alien hybrids resulting from these encounters. There are even organizations that have been set up to provide these hybrids with psychological counselling to help them cope with their « difference ». One such organization, Adult Children of Alien Abductees, claims that 4% of Americans are actually human-alien hybrids.

Once you get to that level of absurdity, anything becomes possible. Betty Trout, a director of MUFON, one of the largest « serious » UFO organizations, claims that she was abducted by aliens who were wearing cowboy boots and stetson hats and forced her to teach them country dancing.

Too ridiculous for sensible people to believe ? Not at all. In a 1997 poll, 7% of Americans claimed to have been abducted by aliens or to know someone who had. Today, 21% of Americans claim to have been abducted while 19% say that they « may » have been abducted but have no recollection of it. Taken together, that is 100 million people – which, logically, would make alien spacecraft about as common as the Ford Fiesta.

1 – What is supposed to have taken place in Roswell?

2 – Do Americans believe this?

3 – What else do they believe?

4 – Does it look reasonable?

5 – Why does the journalist say that conspiracy theories are « self-reinforcing phenomena »?

6 – What did conspiracy theorists claim from the mid-1970s?

7 – What did they claim in the 1980s?

8 – What do many Americans believe today?

9 – What has been one of the consequences of this belief?

10 – Who is Betty Trout?

11 – What does she claim?

12 – What did a 1997 poll reveal?

13 – What are the percentages like nowadays?

14 – Which funny remark does the journalist make at the end of his article?



**SPEAKING: Give an oral summary of extract 3 the “fake moon landing” conspiracy.**





**READING: A psychologist explains why people believe in conspiracy theories**

<https://www.sciencefocus.com/the-human-body/conspiracy-theories-belief/>

Tinfoil hats at the ready, conspiracy theories have become plentiful during the pandemic with many factors helping this process.

In the wake of the US Capitol riot and the COVID-19 pandemic, conspiracy theories are running rampant. Whether it's the idea that the world is being run by Satan-loving paedophiles or that coronavirus is spread by 5G technology, for those of us for whom such claims seem outlandish and ridiculous, it is extremely difficult to understand why anyone would believe them. However, psychology researchers have uncovered a range of explanatory factors, from basic perceptual processes to emotional issues.

For instance, while all of us can be prone to seeing illusory patterns (such as a face in the clouds), a study led by Vrije Universiteit Amsterdam showed that this tendency is heightened among believers in conspiracy theories. This means they are likely to see apparent connections between disparate events that the rest of us just don't notice.

Of course, many conspiracy theories make claims that are factually incorrect or they are based on fundamentally flawed logic. Unfortunately, believers in the theories are not only more likely to see illusory connections, research shows they are also less likely to have had the kind of education or have the critical thinking skills necessary to help them see the glaring holes in their wild theories.

At the same time, believers in conspiracies often have an inflated sense of their own intellectual competence – research led by the late Scott Lilienfeld at Emory University in Atlanta showed that in personality trait terms, believers tend to be lower in 'intellectual humility'. Ignorance combined with overconfidence creates a fertile ground for unsubstantiated beliefs to take hold.

There is also a powerful emotional component to conspiracy theory beliefs, which helps explain why they can be so difficult to challenge. Believing in a widely discredited theory – and feeling part of a community of fellow believers – can help to satisfy some people's need to feel special, according to research.

Studies have also shown believers are more prone to anxiety and a sense that they lack control – feelings alleviated by subscribing to a conspiracy theory being spread with such apparent conviction by others.

1. Explain the meaning of the underlined words.
2. Note 5 reasons why some people believe in conspiracy theories, according to psychology researchers:

1.
2.
3.
4.
5.



### LISTENING: Flat Earth Rising

<https://www.theguardian.com/science/video/2019/feb/05/flat-earth-rising-meet-the-people-casting-aside-2500-years-of-science-video> (14:22) (Questions = 1:00 → 3:07)

1. Where can you find the flat earth communities?
2. Is Dave Murphey part of any formal group?
3. *Fill in the gaps:* Dave believes he lives on a big disc of \_\_\_\_\_, the north pole is in the \_\_\_\_\_ surrounded by all the \_\_\_\_\_, the edge is \_\_\_\_\_.
4. When did Dave re-assess his beliefs? (more than one answer is possible)
5. What is the simple flat-earth experiment called?



### READING: Is the Earth Flat?

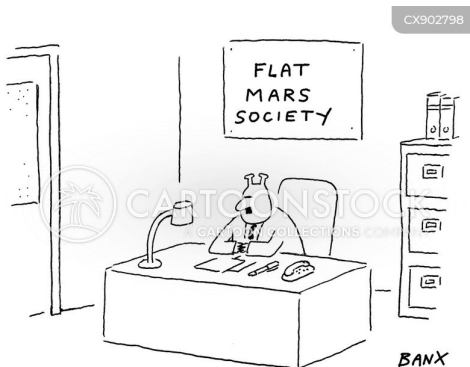
<https://www.theguardian.com/global/2018/may/27/is-the-earth-pancake-flat-among-the-flat-earthers-conspiracy-theories-fake-news> Alex Moshakis – 27th May 2018 (B2)

To the casual observer, there is nothing remarkable about the crowd gathered in a convention room at a central Birmingham hotel. But their conversations give them away. The clique in the 5 corner discussing the moon landings. The woman who asks another, "If they've lied about this, what else are they lying about?" The various conversations peter out as the open-mic session gets under way. A 40-something woman 10 approaches the stage. "My name's Sarah," she says. "And I'm a Flat Earther." Other audience members offer similar anecdotes: epiphanies, followed by a complete rebuttal of their previous beliefs. Few are able to explain why a conspiracy 15 might exist, why scientists might go to such great lengths to create false evidence.

20 workshops designed to provide believers with opportunities to engage with others who subscribe to the same hypothesis: that the Earth is not a globe, as most of us think, but some kind of plane, with edges. Around 200 people have paid to 25 attend. Around the room, there is general consensus that Nasa is in the habit of doctoring its imagery, and the agency is considered untrustworthy.

30 I first discovered the Flat Earth community last year, when the cricketer Andrew Flintoff came out publicly in support of the movement's theories. Flintoff's announcement led me to a YouTube video, and then another, and another after that. In 35 each, a presenter denounced conventional science as flawed, if not entirely fabricated, and offered alternative hypotheses. Many of the presenters are speakers at the convention: Dave Murphy (29,000 subscribers), Martin Liedtke (800+ videos), Nathan 40 Oakley (1.5m views).

When the community was still very young, around 2013, theories spread quickly, though only between outlying networks of conspiracy theorists. 45 Now hypotheses appear weekly, released across hundreds of online channels. Many come from the US, where the scene simmers not far below the mainstream. Conventions are popping up throughout North America. In August, believers will



I am in central Birmingham, at the UK's first Flat Earth convention, a weekend of lectures and

50 travel to Edmonton, Canada. In November they'll meet in Denver, Colorado.

The American community is big and brash and filled with personalities vying for public influence. There, 55 Flat Earthers have secured airtime on almost every major television network, sometimes primetime slots, and the movement has been lent credibility by celebrity support. (The rapper BoB is a believer.) But, because Flat Earth has been a YouTube 60 phenomenon, the same hypotheses tend to appear everywhere: that the Earth is flat and round, like a pancake. That it is surrounded on all sides by the Antarctic, a huge impassable wall of ice, and protected by a dome. That it is not hurtling through 65 space at great speed but rooted somehow, an immovable mass: still, calm, glorious, the epicentre of the universe.

This is contrary to thousands of years of science, of course. Aristotle claimed the world was a sphere 70 some time around 350BC. Plato agreed. So did Pythagoras, Archimedes and later, in 240BC, the astronomer Eratosthenes, who was among the first to estimate the Earth's circumference. It was 75 confirmed in the 1500s when a Spanish expedition led by Magellan circumnavigated the globe. Most of us have believed ever since, though not all, apparently.

80 Those at the beginning of their Flat Earth journey typically encounter hundreds of ideas – some alike, some wildly contradictory – in a very short space of time. Nearly always the research period ends in what believers refer to as a kind of awakening and 85 they achieve insight the rest of us are not able to grasp. Sometimes that takes three months. For many it takes at least six.

Often research is conducted alone, at a computer 90 screen. The convention is meant to remedy this. "It's really nice to be in a room with open-minded people," one man tells me while we are queuing for coffee during a break in the lectures. When, on the opening night, a speaker asks members of the 95 audience to raise a hand if this is the first time they have met another Flat Earther, many do.

Most of the audience members watch the lectures 100 enthralled. In one, Dave Marsh, who works for the NHS, posits that the moon is a projection. In another, Darren Nesbit, a part-time musician who drives a van for a living, suggests the Earth is diamond-shaped, not circular, and supported by 105 colossal columns. (Walk off one edge, he says, and

105 through a quirk of space and time you'll appear on the other side.) Martin Liedtke presents theories with the frenzy of a child high on sugar. Watching him is fun and exciting – and utterly baffling. He offers several hypotheses – that the Earth is one of 110 several ponds carved out of a huge crust of ice, for example – before walking off stage to almighty applause.

"Science isn't perfect," Chris French, a professor of 115 psychology at Goldsmiths, University of London, tells me when we speak on the phone after the conference. "And in one sense it's good that people question authority. You need that in a healthy democracy. But you also have to have the critical 120 thinking skills to be able to evaluate the evidence."

Dave Murphy, the closest thing the convention has to a superstar speaker, came to the movement after his marriage unravelled. Didi Vanh, one of the 125 organisers, tells me she'd been "bored and frustrated with life", and decided to research theories online.

I bring this up with Chris French. He tells me it made sense "that some kind of psychological crisis had 130 led these people to dramatic insight". Conspiracy theorists are united in their rejection of conventional views and often the rejection is both a bid to reclaim personal agency and an attempt to experience community.

135 "It's almost like a coping mechanism," Rebecca Owens, lecturer in psychology at the University of Sunderland, tells me. "The belief that: 'Actually, I have some control over this'. They've had this revelation and now something makes sense – while 140 everything else in their world is chaotic." According to psychologists, conspiracy theorists often feel they're somehow special: whereas the majority of the population has fallen for a false rhetoric, a conspiracy theorist has risen above it. "They have 145 this special knowledge, this special insight," French tells me. When the community comes together, views are mutually reinforced, and the world becomes explainable, if not entirely secure.

150 Is that not dangerous? "Believing in the Flat Earth theory isn't really dangerous in itself," says Mike Marshall of the Good Thinking Society, a pro-science organisation, after the convention. "But Flat Earthers tend to believe in other conspiracy 155 theories, too." He means the "anti-vaxxer" movement, particularly, whose subscribers reject conventional medicine as false or unnecessary, sometimes with disastrous consequences and most often to the detriment of children. This "special

160 insight” that French talks about, is a denial of the expert view, of years of scientific progression: the world was created divinely, evolution is nonsense, vaccinations are harmful, news is fake. “And the thing about conspiracy beliefs is that they’re kind of non-falsifiable. There’s no piece of evidence that

could convince someone they’re wrong, because any evidence that does suggest they’re wrong has obviously been put there by the conspirators. In the case of the Flat Earth, that would be the scientific community.”

to peter out	
rebuttal	
untrustworthy	
to simmer	
brash	
to vying	
primetime slot	
open-minded people	
to be enthralled	
quirk	

1. What are the flat earth theories mentioned in the article?
2. What may contribute to someone becoming a flat-earther?
3. In your opinion is this way of thinking dangerous? Yes/No? Justify your answer.



**READING: The role of influencers by Jennifer Hassan & Rick Noack 26/05/2021**

<https://www.washingtonpost.com/world/2021/05/26/influencers-offered-money-pfizer-discredit-russia/>

Several European influencers say they have been offered money to use their social media presence to discourage their millions of followers from receiving the Pfizer-BioNTech coronavirus vaccine by a suspicious agency that French officials reportedly think could be linked to Russia.

According to the influencers, they were approached online and asked to tell their large followings that the Pfizer vaccine is dangerous and has sparked more deaths than the one developed by AstraZeneca and Oxford University. The Oxford-AstraZeneca vaccine has been plausibly linked to extremely rare but in some cases fatal blood clots. European and U.S. regulators have not linked the Pfizer vaccine to any such side effects.

Taking to Twitter earlier this week, French YouTuber Léo Grasset — also known as DirtyBiology — said he had received a “strange” proposal and attached screenshots of the request, which asked him to falsely tell followers that “the mainstream media ignores” the fact that the vaccine has been linked to a high death toll. The messages informed Grasset that the agency had a “colossal budget” and that if he wanted to work with the company, he would have to hide sponsorship details from viewers. “I received a partnership proposal, which consists of damaging the Pfizer vaccine on video,” he said, as he warned social media users that influential personalities were being targeted by conspirators who wanted to create vaccine skepticism.

The Pfizer-BioNTech vaccine — produced by a German and an American company — has by far been the most frequently administered coronavirus vaccine in France.

The Wall Street Journal reported Tuesday that the disinformation effort had triggered an investigation by French counterintelligence authorities, to examine whether the Russian government orchestrated it. The French Defense and Health ministries did not immediately respond to a request for comment on Wednesday.

French Health Minister Olivier Véran said in an interview on Tuesday: “I do not know where it comes from, I do not know if it comes from France or from abroad.”

The self-proclaimed public relations agency behind the offer goes by the name of Fazze and originally claimed to be based in London — although no record shows it as registered there. On its website, the agency describes itself as an “influencer marketing platform” but does not offer contact details. Its Instagram account is private, a change that was recently made, according to the Guardian. Grasset later told his Twitter followers that those who had claimed to be employed at the company all had links to Russia, writing that the professional profiles of those in question had since vanished from LinkedIn.

Véran, France’s health minister, slammed the effort on Tuesday, calling it “dangerous” and “irresponsible.” Some influencers had been offered up to \$2,450 to publish the posts, according to French media outlets.

The incident has raised concerns about more targeted disinformation campaigns, as vaccinations are finally gaining momentum in Europe and the focus of authorities may soon shift from meeting demand for vaccine shots to persuading holdouts.

France was among the world’s most vaccine-skeptical nations when coronavirus vaccines were rolled out late last year. At the time, about 60 percent of the French were not inclined to get the shots, an Ipsos survey showed.

Hoping to counter skepticism, France’s government has implemented its vaccination campaign more carefully than other countries have, insisting on time-consuming pre-vaccination consultations and a cautious interpretation of vaccine manufacturers’ guidelines.

The return to a degree of normalcy in countries that quickly vaccinated their populations, including

Israel, has shifted the public debate in France in recent months. France has now partly vaccinated more than 34 percent of its population, which puts it ahead of some other European countries that had lower rates of vaccine skepticism earlier this year.

But France may remain more vulnerable to targeted disinformation campaigns than some of its neighboring countries. Officials are concerned that the country’s vaccination campaign may slow down earlier than elsewhere, as the number of new cases continues to go down and the urgency of the pandemic is somewhat fading from the public debate.

Speaking to The Washington Post earlier this year, members of France’s pro-vaccine group Les - Vaxxieuses said the government has been too slow at actively countering online disinformation campaigns. Anti-vaccine videos have been viewed millions of times on French social media over the past year.

Meanwhile, the absence of an early and effective online government information campaign to dispel doubts meant that “the space was empty, there was no scientific discussion,” a member of the group said earlier this year, speaking on the condition of anonymity.

Other influencers — including German journalist Mirko Drotschmann, who has almost 1.5 million subscribers on YouTube, and artist Sami Ouladitto — said they were targeted with requests to discredit the Pfizer vaccine.

Earlier this month, Drotschmann tweeted he had been asked to join an online “information campaign,” with organizers inviting him to share supposedly leaked documents about deaths after Pfizer-BioNTech vaccinations. He told his followers the chief executive of the company appeared to be based in Moscow, but he did not name the company or people who had contacted him.

Although it is being used in multiple countries, Russia’s Sputnik V vaccine has yet to receive approval from the European Union’s medicines agency, which officials say is the result of a lack of adequate information. Last month, Brazil’s Health Regulatory Agency rejected the vaccine, listing significant safety concerns that include a lack of quality control and an absence of details regarding the vaccine’s side effects. Kremlin spokesman Dmitry Peskov said that Russia was willing to give Brazil additional data if required.

colossal	
abroad	
to claim	
holdout	
to shift	
to fade	

1. What is an influencer?
2. Is this theory credible? Justify your answer.
3. “the space was empty, there was no scientific discussion” Do you agree?
4. Go back to the Carole Cadwalladr video on page 7. How influential is social media in influencing people?



**LISTENING.** Three hypotheses as to why we haven't found intelligent alien life yet  
<https://www.youtube.com/watch?v=bzQcHrUyCmg&feature=youtu.be>

**1. Complete the sentences with the words in brackets.**

- a. Advanced civilizations want to merge with machines. They are now hibernating because the machines would need ..... (processing, overheating, expand).
- b. Many young rocky planets have unstable climates and if microbial life evolves on them, it quickly dies. That is not what happened on Earth because ..... (release oxygen, stabilize).
- c. Life is more likely to exist in subsurface oceans on planets and moons rather than on the surface because ..... (radiation, temperature changes). The reason why we haven't found intelligent alien life in such environments is that ..... (communication).

**2. Answer the questions.**

- a. Which of the theories presented in the video do you find most compelling?
- b. Have you heard any other theories as to why we haven't found or heard from any extra-terrestrial life?
- c. According to the video, finding intelligent life elsewhere in the universe would be 'the grandest discovery in human history'. Do you agree? Why/Why not?



**LISTENING.** Marianna in Conspiracyland. <https://www.bbc.co.uk/sounds/play/m001mssl> (B2+)

Released On: 01 Jun 2023

In this 10-part series, the BBC's Disinformation and Social Media Correspondent Marianna Spring investigates the legacy left by the rise in conspiracy movements in the UK and the media machine at its heart. She exposes how radical they have become and how action is spilling offline.

Listen to an episode of the podcast. Fill in the grid with key words and expressions to be able to report on the events.

**Theme:**

**Event:**

**Interviewee(s):**

**Keywords:**

**Extra Information:**



**SPEAKING: ROLE PLAY.** Even if the truth seems obvious, it is not easy to talk to a conspiracy theorist. Are you ready to try? Read 10 phrases below to be able to disagree politely.

Students are divided into groups of 3-4.

**ROLE CARD 1.– Students A+B.** You are committed conspiracy theorists (\*pick a theory below). Another victim of deception is trying to convince you. Unfortunately, he doesn't understand the obvious. Share your arguments and try to win him over to your side. (This will be easy once s/he hears your secret solid facts). Don't forget 5 golden rules!

**ROLE CARD 2. – Student C (+D).** You do not believe in this conspiracy theory (\*pick a theory below). Your task is to convince two believers, confronting the falsehoods and providing arguments. Share your information and try to win them over to your side. Don't forget 5 golden rules!

1. **Keep calm.** It's never useful if things end up in a flaming row.
2. Don't be dismissive. **Listen to what they have to say with patience.**
3. Encourage critical thinking
4. **Ask questions.** Questions are much more effective than assertions, experts say.
5. **Don't expect immediate results.** You might be hoping that a constructive conversation will end with some kind of epiphany over Christmas pudding - but don't bet on it.

Source: <https://www.bbc.com/news/blogs-trending-55350794>

I see what you're saying but...

I understand where you're coming from, but...

That's a valid point, but...

I'm sorry but I disagree with you about this.

I see things differently.

I am on the opposite side of the debate.

Our opinions diverge.

I beg to differ.

Thanks for your opinion, but we will have to agree to disagree.

<https://www.popularmechanics.com/culture/g35766929/crazy-conspiracy-theories/>

### **Hollow Earth**

While Flat Earthers get all the attention in the mainstream media, there is also a conspiracy that says the "Earth is hollow and that there might even be a whole other civilization of advanced beings living in it".

### **Elvis is alive**

Music legend Elvis Presley died on 16 August 1977 - or did he? If the latest conspiracy theory is to be believed, the King of Rock and Roll faked his own death and now works as a groundsman in Graceland.

### **Reptilian Elite**

The "reptoid hypothesis" is a conspiracy theory which advances the argument that reptilian humanoids live among us with the intention of enslaving the human race. It has been championed by former BBC sports presenter David Icke, who believes the likes of Bob Hope, members of the royal family and former US presidents George W Bush and Bill Clinton are part of the "Anunnaki" race who came to earth for "monatomic gold".

### **Prince Charles is a vampire**

Like all good conspiracy theories, this one has some basis in fact.

According to genealogy records, Prince Charles is believed to descend from Vlad the Impaler, the inspiration for Bram Stoker's Dracula. First revealed in Iain Moncreiffe's 1982 book Royal Highness, the Prince can trace his lineage back through his great grandmother Queen Mary, the consort of George V, to Vlad IV, the half-brother of the notorious ruler.



### **Finland doesn't exist**

The nation of Finland is actually part of the Baltic Sea and people who claim to live there are really from eastern Sweden, western Russia or northern Estonia, according to a theory born on Reddit in 2016. What began as a joke quickly gained traction online, spawning numerous subreddits and websites explaining why Russia and Japan made up the fictional country in 1918.



# Countable and uncountable nouns (1)

A noun can be *countable* or *uncountable*. Compare:

<p><b>Countable</b></p> <ul style="list-style-type: none"> <li>● I eat a <b>banana</b> every day.</li> <li>● I like <b>bananas</b>.</li> </ul> <p><b>Banana</b> is a <i>countable</i> noun. A countable noun can be singular (<b>banana</b>) or plural (<b>bananas</b>). Countable nouns are things we can count. So we can say 'one banana', 'two bananas' etc.</p>  <p>Examples of nouns usually countable:</p> <ul style="list-style-type: none"> <li>● There's a <b>beach</b> near here.</li> <li>● Ann was singing a <b>song</b>.</li> <li>● Have you got a <b>ten-pound note</b>?</li> <li>● It wasn't your fault. It was an <b>accident</b>.</li> <li>● There are no <b>batteries</b> in the radio.</li> <li>● We haven't got enough <b>cups</b>.</li> </ul>	<p><b>Uncountable</b></p> <ul style="list-style-type: none"> <li>● I eat <b>rice</b> every day.</li> <li>● I like <b>rice</b>.</li> </ul> <p><b>Rice</b> is an <i>uncountable</i> noun. An uncountable noun has only one form (<b>rice</b>). Uncountable nouns are things we cannot count. We cannot say 'one rice', 'two rices' etc.</p>  <p>Examples of nouns usually uncountable:</p> <ul style="list-style-type: none"> <li>● There's <b>sand</b> in my shoes.</li> <li>● Ann was listening to (some) <b>music</b>.</li> <li>● Have you got any <b>money</b>?</li> <li>● It wasn't your fault. It was bad <b>luck</b>.</li> <li>● There is no <b>electricity</b> in this house.</li> <li>● We haven't got enough <b>water</b>.</li> </ul>
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<p>You can use <b>a/an</b> with singular countable nouns: <b>a beach    a student    an umbrella</b></p> <p>You cannot use singular countable nouns alone (without <b>a/the/my</b> etc.):</p> <ul style="list-style-type: none"> <li>● I want a <b>banana</b>. (<i>not</i> 'I want banana')</li> <li>● There's been an <b>accident</b>. (<i>not</i> 'There's been accident')</li> </ul> <p>You can use <i>plural</i> countable nouns alone:</p> <ul style="list-style-type: none"> <li>● I like <b>bananas</b>. (= bananas in general)</li> <li>● <b>Accidents</b> can be prevented.</li> </ul> <p>See also Unit 74.</p>	<p>You cannot normally use <b>a/an</b> with uncountable nouns. We do not say 'a sand' or 'a music'. But you can often use <b>a...of</b>:</p> <p><b>a bowl of rice    a drop of water</b> <b>a piece of music    a game of tennis</b> etc.</p> <p>You can use uncountable nouns alone (without <b>the/my/some</b> etc.):</p> <ul style="list-style-type: none"> <li>● I eat <b>rice</b> every day.</li> <li>● There's <b>blood</b> on your shirt.</li> <li>● Can you hear <b>music</b>?</li> </ul> <p>See also Unit 74.</p>
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<p>You can use <b>some</b> and <b>any</b> with <i>plural</i> countable nouns:</p> <ul style="list-style-type: none"> <li>● We sang <b>some</b> songs.</li> <li>● Did you buy <b>any</b> apples?</li> </ul> <p>We use <b>many</b> and <b>few</b> with plural countable nouns:</p> <ul style="list-style-type: none"> <li>● We didn't take <b>many</b> photographs.</li> <li>● I have a <b>few</b> jobs to do.</li> </ul>	<p>You can use <b>some</b> and <b>any</b> with uncountable nouns:</p> <ul style="list-style-type: none"> <li>● We listened to <b>some</b> music.</li> <li>● Did you buy <b>any</b> apple juice?</li> </ul> <p>We use <b>much</b> and <b>little</b> with uncountable nouns:</p> <ul style="list-style-type: none"> <li>● We didn't do <b>much</b> shopping.</li> <li>● I have a <b>little</b> work to do.</li> </ul>
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## EXERCISES

Some of these sentences need **a/an**. Correct the sentences which are wrong. If the sentence is already correct, put 'RIGHT'.

- 1 Jim goes everywhere by bike. He hasn't got car. ...**a car**...
- 2 Ann was listening to music when I arrived. ...**RIGHT**...
- 3 We went to very nice restaurant last weekend. ....
- 4 I clean my teeth with toothpaste. ....
- 5 I use toothbrush to clean my teeth. ....
- 6 Can you tell me if there's bank near here? ....
- 7 My brother works for insurance company in London. ....
- 8 I don't like violence. ....
- 9 Can you smell paint? ....
- 10 We need petrol. I hope we come to petrol station soon. ....
- 11 I wonder if you can help me. I have problem. ....
- 12 John has got interview for job tomorrow. ....
- 13 Liz doesn't usually wear jewellery but yesterday she was wearing necklace. ....
- 14 I think volleyball is very good game. ....

Complete the sentences using one of the following words. Use **a/an** where necessary.

**accident** biscuit blood coat decision electricity key letter moment  
**music** question sugar

- 1 It wasn't your fault. It was ...**an accident**...
- 2 Listen! Can you hear ...**music**?
- 3 I couldn't get into the house because I didn't have .....
- 4 It's very warm today. Why are you wearing .....
- 5 Do you take ..... in your coffee?
- 6 Are you hungry? Would you like ..... with your coffee?
- 7 Our lives would be very difficult without .....
- 8 I didn't phone them. I wrote ..... instead.
- 9 The heart pumps ..... through the body.
- 10 Excuse me, but can I ask you .....
- 11 I'm not ready yet. Can you wait ....., please?
- 12 We can't delay much longer. We have to make ..... soon.

Complete the sentences using one of the following words. Sometimes the word needs to be plural (-s). Use **a/an** if necessary.

**air** country day friend meat letter patience people  
**photograph** queue space umbrella

- 1 I had my camera but I didn't take many ...**photographs**....
- 2 There are seven ..... in a week.
- 3 A vegetarian is a person who doesn't eat .....
- 4 Outside the cinema there was ..... of people waiting to see the film.
- 5 I'm not very good at writing .....
- 6 Last night I went out with some ..... of mine.
- 7 There were very few ..... in the shops today. They were almost empty.
- 8 I'm going out for a walk. I need some fresh .....
- 9 George always wants things quickly. He's got no .....
- 10 It's raining. Have you got ..... I could borrow?
- 11 Jane travels a lot. She has been to many .....
- 12 Our flat is very small. We haven't got much .....

## Countable and uncountable nouns (2)

Many nouns can be used as countable or uncountable nouns, usually with a difference in meaning. Compare:

<i>Countable</i>	<i>Uncountable</i>
<ul style="list-style-type: none"> <li>● Did you hear a <b>noise</b> just now? (= a particular noise)</li> <li>● I bought a <b>paper</b> to read. (= a newspaper)</li> <li>● There's a <b>hair</b> in my soup! (= one single hair)</li> <li>● You can stay with us. There is a spare <b>room</b>. (= a room in a house)</li> <li>● I had some interesting <b>experiences</b> while I was away. (= things that happened to me)</li> <li>● Enjoy your holiday. Have a good <b>time</b>!</li> </ul>	<ul style="list-style-type: none"> <li>● I can't work here. There's too much <b>noise</b>. (<i>not</i> 'too many noises')</li> <li>● I need some <b>paper</b> to write on. (= material for writing on)</li> <li>● You've got very long <b>hair</b>. (<i>not</i> 'hairs') (= all the hair on your head)</li> <li>● You can't sit here. There isn't <b>room</b>. (= space)</li> <li>● They offered me the job because I had a lot of <b>experience</b>. (<i>not</i> 'experiences')</li> <li>● I can't wait. I haven't got <b>time</b>.</li> </ul>

Coffee/tea/beer/juice etc. (drinks) are normally uncountable:

- I don't drink **coffee** very often.

But they can be countable when you are thinking of a **cup** / a **glass** etc. So you can say:

- (*in a restaurant*) Two **coffees** and an **orange juice**, please.

There are some nouns that are usually uncountable in English but often countable in other languages. For example:

accommodation	behaviour	damage	luck	permission	traffic
advice	bread	furniture	luggage	progress	weather
baggage	chaos	information	news	scenery	work

These nouns are usually *uncountable*, so:

i) you cannot use **a/an** with them (you cannot say 'a bread', 'an advice' etc.) and

ii) they are not normally plural (we do not say 'breads', 'advices' etc.):

- I'm going to buy some **bread**. *or* ...a **loaf of bread**. (*not* 'a bread')
- Enjoy your holiday! I hope you have good **weather**. (*not* 'a good weather')
- Where are you going to put all your **furniture**? (*not* 'furnitures')

News is uncountable, not plural:

- The **news** was very depressing. (*not* 'the news were')

Travel (*noun*) means 'travelling in general'. You cannot say 'a travel' to mean a **journey** or a **trip**:

- We had a very good **journey**. (*not* 'a good travel')

Compare these countable and uncountable nouns:

<i>Countable</i>	<i>Uncountable</i>
<ul style="list-style-type: none"> <li>● I'm looking for a <b>job</b>.</li> <li>● What a beautiful <b>view</b>!</li> <li>● It's a nice <b>day</b> today.</li> <li>● We had a lot of <b>bags</b> and <b>cases</b>.</li> <li>● These <b>chairs</b> are mine.</li> <li>● It was a good <b>suggestion</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● I'm looking for <b>work</b>. (<i>not</i> 'a work')</li> <li>● What beautiful <b>scenery</b>!</li> <li>● It's nice <b>weather</b> today.</li> <li>● We had a lot of <b>luggage</b>. (<i>not</i> 'luggages')</li> <li>● <b>This furniture</b> is mine.</li> <li>● It was good <b>advice</b>.</li> </ul>

## EXERCISES

Which of the underlined parts of these sentences is correct?

- 1 Did you hear noise / a noise just now? 'No, I didn't hear anything.' ('a noise' is correct)
- 2 a If you want to know the news, you can read paper / a paper.  
b I want to write some letters but I haven't got a paper / any paper to write on.
- 3 a I thought there was somebody in the house because there was light / a light on inside.  
b Light / A light comes from the sun.
- 4 a I was in a hurry this morning. I didn't have time / a time for breakfast.  
b 'Did you enjoy your holiday?' 'Yes, we had wonderful time / a wonderful time.'
- 5 Sue was very helpful. She gave us some very useful advice / advices.
- 6 We had very good weather / a very good weather while we were on holiday.
- 7 We were very unfortunate. We had bad luck / a bad luck.
- 8 It's very difficult to find a work / job at the moment.
- 9 Our travel / journey from London to Istanbul by train was very tiring.
- 10 When the fire alarm rang, there was total chaos / a total chaos.
- 11 I had to buy a / some bread because I wanted to make some sandwiches.
- 12 Bad news don't / doesn't make people happy.
- 13 Your hair is / Your hairs are too long. You should have it / them cut.
- 14 Nobody was hurt in the accident but the damage / the damages to the car was / were quite bad.

Complete the sentences using these words. Sometimes you need the plural (-s).

chair    experience    experience    furniture    hair    information  
job    ~~luggage~~    permission    progress    work

- 1 I didn't have much luggage... – just two small bags.
- 2 They'll tell you all you want to know. They'll give you plenty of .....
- 3 There is room for everybody to sit down. There are plenty of .....
- 4 We have no ....., not even a bed or a table.
- 5 'What does Alan look like?' 'He's got a long beard and very short .....
- 6 Carla's English is better than it was. She's made .....
- 7 George is unemployed. He's looking for a .....
- 8 George is unemployed. He's looking for .....
- 9 If you want to leave work early, you have to ask for .....
- 10 I don't think Ann will get the job. She hasn't got enough .....
- 11 Rita has done many interesting things. She should write a book about her .....

What do you say in these situations? Complete the sentences using one of the words from Section C.

- 1 Your friends have just arrived at the station. You can't see any suitcases or bags. You ask them: Have you got any luggage?
- 2 You go into the tourist office. You want to know about places to see in the town. You say: I'd like .....
- 3 You are a student at school. You want your teacher to advise you about which examinations to take. You say: Can you give me .....
- 4 You want to watch the news on TV but you don't know what time it is on. You ask your friend: What time .....
- 5 You are standing at the top of a mountain. You can see a very long way. It's lovely. You say: It ....., isn't it?
- 6 You look out of the window. The weather is horrible: cold, wet and windy. You say to your friend: What .....

## GRAMMAR. MODAL VERBS

Modal verbs facilitate the main verb for suggesting possibility, expectation, permission, ability, probability, obligation etc.

When used with the main verb, modal verbs do NOT end with -s for the third-person singular.

Modal	Function	Form in the Present	Form in the Past
<b>Can</b>	To show ability	I can run 10 miles.	I could run 10 miles when I was young.
	To suggest a possibility or give an option	Students can pre-enroll in classes.	
	To ask for or to give permission	Can you call me? You can leave now.	
	To show impossibility	It cannot be Jim standing there. He went away for the weekend.	
<b>Could</b>	To show past ability		I could run 10 miles when I was young.
	To ask a polite question	Could I call you?	
	To show possibility	Why isn't Mary here? She could be busy.	Why wasn't Mary at the party last night? She could have been busy.
	To show impossibility	He could not be here at the party. He is out of town.	He could not have been at the party last night. He was out of town.
	To suggest a possibility/opportunity or give an option	You could try going this way.	You could have tried going that way.
<b>May</b>	To ask for or to give permission (formal)	May I call you?	
	To show possibility	The instructor may come to class late today.	The instructor may have come to class late yesterday.
<b>Might</b>	To show possibility	The instructor might come to class late today.	The instructor might have come to class late yesterday.
<b>Should</b>	To show advisability	You should try the new restaurant downtown.	You should have tried the new restaurant downtown.
	To show obligation	I should renew my driver's license.	I should have renewed my driver's license.
	To show expectation	You should receive my letter in two days.	You should have received my letter in two days.
<b>Ought to</b>	To show advisability	You ought to exercise regularly.	You ought to have exercised regularly.
	To show obligation	I ought to register to vote.	I ought to have registered to vote by October.
	To show expectation	You ought to receive my letter in two days.	You ought to have received my letter two days ago.

<b>Had better</b>	To show advisability	We had better leave. It is getting late.	
<b>Must</b>	To show probability or to make a logical assumption	Janice must be out this evening. She does not answer the telephone.	Janice must have been out last evening. She did not answer her telephone.
	To show necessity	I must call my parent tonight.	I was late for the meeting because I had to call my parents last night.
	To show prohibition	You must not cross the street on red light.	
<b>Have to</b>	To show necessity	Mike has to make up the class he missed.	Mike had to make up the class he had missed.
	To show lack of necessity	I am glad that I do not have to cook tonight.	I did not have to cook last night.
<b>Will</b>	To indicate future time	He will leave for the plane at 7 a.m.	
	To make a promises or to show willingness	The federal government will provide assistance to the hurricane victims.	
	To state a general truth	The new car they have developed will run on either gasoline or ethanol.	
	To ask a polite question	Will you help me with these boxes?	
<b>Would</b>	To ask a polite question	Would you help me with these boxes?	
	To indicate a repeated action in the past		When I lived in LA, I would go to the beach every day.
	To indicate future time in the sentence that is in the past		Mark promised that he would help me with my math homework.

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

**CAN - CAN'T - COULD - DON'T NEED - MAY - MIGHT - MIGHT NOT - MUST - MUST HAVE - MUSTN'T - NEEDN'T - NEEDN'T HAVE - SHOULD - WILL**

- We \_\_\_\_\_ be able to win, but I don't think we have a good chance.
- That \_\_\_\_\_ be John. He said he was going to travel to Australia.
- When I was younger, I \_\_\_\_\_ sing very well.
- I think you \_\_\_\_\_ relax more. You have been working too much lately.
- I \_\_\_\_\_ ask you to help me later.
- She \_\_\_\_\_ left the house quietly. I didn't hear her.
- You \_\_\_\_\_ to go shopping this weekend. We've got everything at home.
- You \_\_\_\_\_ go in without a ticket. All seats are reserved.

9. All passengers \_\_\_\_\_ put on their seatbelts during take-off and landing.
10. At what age \_\_\_\_\_ you get a driving licence in your country?
11. You \_\_\_\_\_ watered the plants. Dad has already done it.
12. In the US, young men \_\_\_\_\_ join the army. It's voluntary.
13. I promise I \_\_\_\_\_ stop smoking.
14. Mom, \_\_\_\_\_ you pass me the sugar please?
15. If you want to be a teacher, you \_\_\_\_\_ attend a teacher's training college.
16. They \_\_\_\_\_ taken the wrong train. Otherwise, they would be here by now.
17. He's not picking up the phone. He \_\_\_\_\_ be home yet.
18. You \_\_\_\_\_ have taken my advice and gone to the doctor. Your cold is not going to get better if you wait.
19. You \_\_\_\_\_ park in a no-parking area. It's forbidden.
20. I \_\_\_\_\_ go to the cinema to watch a movie, but I'm not sure.



### Pronunciation & intonation: practice (Part 1).

#### Stressed vs. unstressed syllables

In English polysyllabic words (with 2 syllables or more) put the stress on one syllable. The stressed syllable will be more prominent, while the unstressed syllables will be weaker.

#### 1. Pronounce the following words and circle the stressed syllable.

- |                  |              |                |                      |
|------------------|--------------|----------------|----------------------|
| 1. protest       | 6. advocate  | 11. empowered  | 16. vigorously       |
| 2. activist      | 7. mobilize  | 12. passionate | 17. outspokenly      |
| 3. revolution    | 8. petition  | 13. vocal      | 18. determinedly     |
| 4. injustice     | 9. campaign  | 14. active     | 19. intensely        |
| 5. demonstration | 10. organize | 15. resistant  | 20. enthusiastically |



### Pronunciation & intonation: practice (Part 2)

Stress in two-syllable words (Fake News). Observe: Where is the stress in the following words?

Nouns	Verbs
rumor	mislead
story	fabricate
headline	publish
hoax	report
content	circulate

**Conclude:** Most nouns (and adj) are stressed on the ..... syllable while most verbs are stressed on the ..... syllable.

**Note:** PAIRS of 2 syllable words (verb/noun or adj) can be spelt in the same way but stressed differently:

Noun/Adj	Verb
'protest	pro'test
'convict	con'vict
'record	re'cord
'permit	per'mit
'present	pre'sent

There are of course **exceptions**. In the following EXERCISE you must find the word with a different stress pattern from the others.

Example: money (10) machine (01) mountain (10) message (10)

- answer agree allow attract
- middle minute mission mistake
- compare correct copy collect
- complete common careful crazy
- pronounce provide promise prefer
- reason remove receive review



### Pronunciation & intonation: practice (Part 3)

#### Final <s> and -ed

**1. Fill the following grid with the words below according to the pronunciation of the final <S>.**  
*politicians, astronauts, candidates, offices, defeats, victories, advantages, compromises, missions, investments*

[S]	
[Z]	
[Iz]	

**2. Tick the box corresponding to the pronunciation of -ed**

	/t/	/d/	/id/
Well-informed			
Diverse-minded			
Artistically-inclined			



Fact-checked			
Heavily-criticized			
Widely-shared			
Inclusively-created			
Strongly-opposed			
Politically-motivated			
Equally-valued			
Boldly-expressed			



### Pronunciation & intonation: practice - Stress in longer words (Part 4)

We can build longer words by adding parts to the beginning or end of shorter words. Usually, this does not change the stress: it stays on the same syllable as in the original word.

EXERCISE - Where is the stress in the following words?

1. Activism- active-actively -activate- actor
2. Include – inclusion – inclusive - inclusively
3. Care – careful – carefully – careless - carelessness

Here is a list of beginnings and endings which do not change the stress of the shorter word:

- able (defendable)	-hood (brotherhood)	-less (fearless)	-ship (leadership)
-al (political)	-ing (protesting)	-ly (truthfully)	in-/im- (impossible)
-er (employerer)	-ise (civilise)	-ment (employment)	un- (unjust)
-ful (powerful)	-ish (childish)	-ness (fairness)	under- (underpay)

Some endings do change the stress in the shorter word.

EXERCISE - Where is the stress in the following words?

1. politics → political
2. national → nationality
3. artist → artistic
4. educate → education

What about the following words?

-IC	-ITY	-IAN	-ION
basic	reality	Canadian	nation
public	majority	Brazilian	relation
electric	electricity	humanitarian	discussion
economic	integrity	vegetarian	operation
journalistic	university	pedestrian	competition
charismatic	publicity	politician	communication
pessimistic	authority	comedian	identification
diplomatic	opportunity	technician	telecommunication

⇒ RULE: In words ending with -IC, -ITY, -IAN, -ION, the stress usually comes on the syllable ..... the suffix.

It is also the case with the following suffixes: *-ual, -ial, -ient, -ious, -ior, -ics*

Now how do you pronounce:        Supercalifragilistic    ?!



### Pronunciation & intonation: practice (Part 5)

**PRACTICE** Find the word stress in polysyllabic words and read out the following sentences.

1. The journalist recorded the news at the last minute.
2. Our team holds the record for total points scored.
3. The number of viewers increased by 42% last year.
4. There was a 3% increase in visitors.
5. The supporters are planning a non-violent protest in front of the stadium on Sunday.
6. They already protested last month.
7. You're such a rebel !
8. Conservatives rebel over gay marriage in France.

### Last but not least, can you handle this one?

According to alarming news bulletins, there were numerous horrifying creatures coming from Mars everywhere!

**Exercise 1:**

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers in the blanks.

<p><b>RUNNING ROUND THE WORLD</b></p> <p>John Shaw will (0) ..<i>shortly</i>.. be setting off on a 50,000 km run, which will make him the first person to perform the (1) ..... act of running all the way round the world if he succeeds. His timetable includes the (2) ..... Russian winter and the burning African summer. And he has no back-up team for (3) ..... He will be running alone, carrying all his (4) ..... on his back. 'My biggest fear is not the physical challenge, but (5) ..... ' Mr Shaw said. ' I'm as sociable as anyone and I'm very (6) ..... that I will form many (7) ..... on the way.' On a trial 2,000 km run under the blazing (8) ..... of the African sun, he came across wild baboons and (9) ..... snakes, but he proved that a target of 60 kilometres a day was (10) ..... 'I have made up my mind to do it and I will. Running is my life,' he said.</p>	<p>SHORT ORDINARY FREEZE ASSIST EQUIP LONELY HOPE FRIEND HOT POISON REASON</p>
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**Exercise 2:**

<p><b>HOW TO SUCCEED</b></p> <p>Let me make a (0) ... <i>suggestion</i> ...to help you deal with difficult situations. If, for example, you are taking part in a sports (1) ....., meeting someone important, or giving a (2) ..... in front of a large audience, you will probably be quite (3) ..... , and worry that you will not be as (4) ..... as you would like to be.</p> <p>What you need to do is to prepare yourself (5) ..... by running through the whole (6) ..... over and over again in your mind, (7) ..... going through every detail.</p> <p>For example, a famous pianist, (8) ..... for seven years for (9) ..... reasons, could still play magnificently on his release. When asked how he managed to play so well, his (10) ..... was that he had practised every day in his mind.</p>	<p>SUGGEST COMPETE PERFORM NERVE SUCCEED THOROUGH ACTIVE CARE PRISON POLITICS EXPLAIN</p>
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### Exercise 3: THE INFERNO SKI RACE

Read the text below and think of the word which best fits each space. Use only one word in each space.

The Inferno is the oldest and (0) ....most.... celebrated of all amateur ski races. (1) ..... is held every year, on a Saturday in the middle of January, above (2) ..... remote village of Mürren in Switzerland. Anyone can take part, as (3) ..... as they belong to a ski racing club and pay the race fee.

The Inferno (4) ..... , strangely enough, a British invention. The story begins with a former tennis racquet salesman called Henry Lunn, who came up (5) ..... the idea of the package holiday in the early 1900s and began taking groups of British people to the Alps for winter sports. Henry's son, Arnold, grew very fond (6) ..... Mürren and he founded a ski club there in 1924, which he called the Kandahar. Four years (7) ....., seventeen of the club's members took part (8) ..... the first Inferno race, from the top of the 2,970 metre Schilthorn mountain to Mürren below. In those early days, they (9) ..... to climb for six hours from the railway terminus in Mürren (10) ..... the start of the race. Today, racers can use a cable car which (11) ..... about twenty minutes. In the first race, the winning time for the fourteen-kilometre race was one hour, twelve minutes. (12) ..... days it tends to be almost exactly an hour less. Although the skiers are very (13) ..... faster now, some things haven't changed. The course, (14) ..... is steep and has sharp bends, remains (15) ..... of the most demanding and frightening in the world.

### Exercise 4: THE LONDON MARATHON

The London Marathon is one of the best-known long-distance races (0) ..in.. the world. Some of the (1) ..... famous long-distance runners have competed in it. But (2) ..... makes it different from many other great sporting events is (3) ..... fact that ordinary people can (4) ..... part alongside international stars.

The race was the idea of Chris Brasher, a former Olympic athlete. In 1979, friends told him about the New York Marathon, during (5) ..... the runners are encouraged to carry (6) ..... to the end of the course by the enthusiastic shouts of the spectators. He flew to the USA to run in the race (7) ..... was so impressed by (8) ..... that he decided to organise a similar event in Britain. Many problems (9) ..... to be overcome before the first London Marathon took place in 1981. Chris Brasher still takes a keen interest in the event, even though he is no (10) ..... the organiser.

(11) ..... total of around 300,000 runners have completed the race, with a record of 25,194 finishing in 1984. Numbers are limited (12) ..... the streets of London are too narrow to accommodate all those (13) ..... would like to run. Each year more than 70,000 apply (14) ..... the 26,000 places in the race. Hundreds of thousands of spectators line the route and at least a hundred countries televise it. Over the years, (15) ..... the first race was held, an estimated £75 million has been raised for charity by the runners.

<b><i>Planet Nibiru</i></b>	<b><i>Donald Trump</i></b>	<b><i>Apocalypse</i></b>	<b><i>Lottery winner</i></b>
<b><i>Eiffel Tower</i></b>	<b><i>Fire</i></b>	<b><i>Candy Crush</i></b>	<b><i>Coronavirus</i></b>
<b><i>10 million dollar</i></b>	<b><i>Volcano eruption</i></b>	<b><i>Chocolate</i></b>	<b><i>Dating site</i></b>

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