

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА

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IURA SCRIPTA. IURA NON SCRIPTA

(teacher's book)

Практикум з аспекту «Розмовна практика» для здобувачів вищої освіти
ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури
(переклад включно)», ОП «Німецька та друга іноземна мови та літератури
(переклад включно)»

Вінниця
2026

*Рекомендовано Вченою радою факультету іноземної та слов'янської філології
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(протокол № 8 від 19.02.2026)*

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I-57 Iura scripta. Iura non scripta (teacher's book): практикум з аспекту «Розмовна практика» для здобувачів вищої освіти ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури (переклад включно)», ОП «Німецька та друга іноземна мови та літератури (переклад включно)» / уклад. О. С. Бойван, О. В. Ковтун, О. О. Войтович. Вінниця: ДонНУ імені Василя Стуса, 2026. 343 с.

Практикум *Iura scripta. Iura non scripta (teacher's book)* з аспекту «Розмовна практика» для викладачів, які викладають першу та другу іноземну мови здобувачам 3 курсу ОП «Англійська та друга іноземна мови та літератури (переклад включно)», ОП «Німецька та друга іноземна мови та літератури (переклад включно)» містить практичні завдання з основних тем, що включені в програму вивчення першої та другої іноземної мови та варіанти відповідей. Практикум складається з 38 окремих уроків із інтерактивними, репродуктивними, частково-пошуковими завданнями. Практикум містить вправи, які можуть використовуватися під час аудиторних занять та в межах самостійної роботи студентів. Практикум *Iura scripta. Iura non scripta (teacher's book)* рекомендований для викладачів факультету іноземної та слов'янської філології, які викладають англійську мову як першу та другу іноземну мови.

ПЕРЕДМОВА

Практикум «*Iura scripta. Iura non scripta*» із розвитку усного мовлення з аспекту «Розмовна практика» призначений для здобувачів вищої освіти ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури (переклад включно)» й ОП «Німецька та друга іноземна мови та літератури (переклад включно)».

Видання складається з окремих занять. Тематика розділів націлена на засвоєння лексичного матеріалу та активізацію розмовних навичок. Матеріали кожного розділу містять завдання для опрацювання тематичного матеріалу, аудіоматеріали, низку закріплюючих і тренувальних вправ та завдань для самостійної роботи. Для практикуму передбачено матеріали з відповідями, що полегшує підготовку викладача до проведення заняття. Конкретні, послідовні, лаконічні й логічні завдання мають чітку спрямованість і комплексно відображають різні види мовленнєвої діяльності здобувачів вищої освіти. Завдання складені так, що дають змогу з'ясувати не тільки репродуктивний рівень засвоєння навчального матеріалу, але й загальну комунікативну компетентність здобувачів вищої освіти.

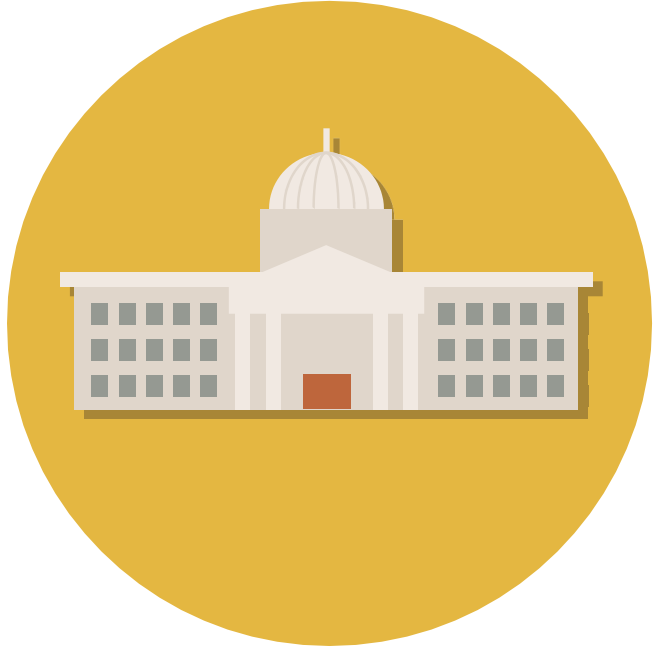
Засвоєння основних теоретичних засад практикуму «*Iura scripta. Iura non scripta*» відбувається переважно через виконання практичних завдань під час занять. Вони спрямовані на ознайомлення та опанування лексики з медичної проблематики, а також розв'язання поставлених питань на основі отриманих практико-орієнтованих знань. Це сприятиме розширенню спектра навичок здобувачів освіти та забезпечить можливість ефективної самореалізації відповідно до сучасних вимог до майбутніх фахівців.

Робота з практикумом сприяє розвитку іншомовних комунікативних навичок до рівня, який дає змогу використовувати англійську мову в різноманітних реальних ситуаціях медичної сфери, забезпечує засвоєння студентами відповідної термінології та формує компетенції, орієнтовані на практичне, соціокультурне та професійне застосування мови.

Government Systems

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Government

A. Discussion

Discuss the following questions in groups.

1. When was the last election in your country, state/province, or city?
2. What system of government does your country have? (e.g., **republic**, **monarchy**, **constitutional monarchy**, etc.)
3. How are government officials chosen in your country?
4. Have you ever **voted** in an **election** of any kind? (e.g., **federal**, **provincial**, **state**, **municipal**, school, etc.) If so, when was the last time? Was the **candidate** you voted for elected?
5. What are some of the titles given to the leaders of different countries around the world?
6. Who is the current leader of your provincial or state government, and what is his/her title?
7. Who is the **mayor** of your city?
8. Are you interested in politics?
9. Have you ever watched a **political debate** on television?
10. What is a **political party**? Do you know the names of the political parties in your country?
11. Why do you think people go into **politics**?
12. In your opinion, what kind of personal characteristics should a good politician have?
13. What does it mean to be on the **left** or **right** side of the political spectrum?
14. Are there many women in politics in your country?
15. How often are federal elections held in your country?

B. Vocabulary

Word	Definition
absolute monarchy	a system of government in which the monarch (king/queen) has almost complete power
anarchy	a condition of lawlessness where there is no government control
ballot	the official piece of paper used in voting
bill	a proposed law that is presented to a government for approval; a formal or written suggestion for an idea before it becomes a law
by-election	a special election held between regular elections
cabinet	a group of people chosen by the head of government to give advice on government policy and administration

Government cont.

B. Vocabulary cont.

Word	Definition
cabinet minister / secretary	a member of cabinet who leads a particular department of government (e.g., minister of health, secretary of defense)
campaign	a program of activities (e.g., speeches, television advertisements, etc.) intended to help a candidate become elected
candidate	a person who is trying to get people's votes in an election, a person running for an elected position
citizen	a member of a country, a person who has full rights in a country either by birth or immigration
Congress	the chief lawmaking body of the United States government made up of the Senate and the House of Representatives
constituent	a person who lives in a particular voting district or area, a voter
constituency	a voting area or district
constitution	the laws and principles according to which a country is governed
constitutional monarchy	a system of government in which a king or queen is the official head of state, but the power is limited by a constitution (e.g., Britain)
conservative	having political opinions that are more traditional and the belief that there should not be a lot of government involvement in people's lives
debate	to discuss, argue, and question different opinions on a subject
democracy	a type of government in which the citizens share power and decision-making either directly or through elected representatives
dictator	a leader or ruler who has absolute power and controls the country by force
dictatorship	a form of government in which a ruler or small group has absolute power
elect	to choose a representative by voting
election	the formal process of choosing individuals to represent the citizens in government
electorate	the whole group of people who have the right to vote

Government cont.

B. Vocabulary cont.

Word	Definition
electoral district	an area that is represented by an elected member of government, a voting district or area
enumerator	a person who helps prepare the list of voters
governor	a leader of a state government
independent candidate	a person running for political office who does not belong to a particular political party
left wing	being on the liberal side of the political spectrum
liberal	having a political opinion that is more progressive/ less traditional and the belief that the government should be more involved in providing social programs
majority	the greater number or part of
mayor	a leader of a city government
minority	the smaller number or part of
moderate	a person who is in the middle of the political spectrum
monarch	a king, queen, or emperor (the head of state of a monarchy)
municipal government	the government of a city or municipality
Parliament	the national lawmaking body of certain countries, such as Canada or Great Britain
party platform	a statement of principles or shared ideas of a political party
pass a law	to enact, to formally accept or make a law
policy	the methods, ideas, or plan of action of a government or political party
political party	a group of people with similar political ideas, an organization formed to gain political power
politician	a person taking part in politics or who is in political office
prime minister	the leader of a parliamentary system of government, such as Canada

Government cont.

B. Vocabulary cont.

Word	Definition
premier	the leader of a province
president	the head of state in a republic, such as the United States
republic	a system of government in which the people's elected representatives vote on legislation and the head of state (e.g., the president) is elected
riding	a voting district or area (in Canada and some Commonwealth countries)
right wing	being on the conservative side of the political spectrum
run for office	to be a candidate in an election

C. Survey

What do you think are the most important political issues in your country right now? Write your answers in the chart, then ask your group members questions and record their answers.

	Me			
Jobs				
Health Care				
Economy				
Taxes				
Education				
Other				

Vocabulary Review

A. Matching

Match the words on the left with the correct meanings on the right.

- | | |
|---------------------------|---|
| _____ 1. campaign | a) a ruler who has absolute power |
| _____ 2. cabinet | b) a person running for political office |
| _____ 3. bill | c) a group or organization formed to gain political power |
| _____ 4. ballot | d) a group of people chosen by the president or prime minister to help run the government |
| _____ 5. candidate | e) the leader of a city government |
| _____ 6. by-election | f) a written suggestion or proposal before it becomes a law |
| _____ 7. citizen | g) to discuss or argue different opinions on a subject |
| _____ 8. constitution | h) a program of activities intended to help a candidate get elected |
| _____ 9. mayor | i) a piece of paper used in voting |
| _____ 10. political party | j) the leader of government for a state |
| _____ 11. monarch | k) a special election held between regular elections |
| _____ 12. debate | l) to be a candidate in an election |
| _____ 13. dictator | m) a person who has full rights in a country either by birth or immigration |
| _____ 14. run for office | n) a king or queen |
| _____ 15. governor | o) the laws and principles according to which a country is governed |

B. Odd One Out

Circle the word that does not belong in each group of words below.

Be prepared to explain why.

- | | | | |
|--|---|--|---|
| 1. a) vote
b) argue
c) choose
d) elect | 4. a) cabinet
b) doctor
c) minister
d) secretary | 7. a) argue
b) debate
c) party
d) question | 10. a) be a candidate
b) manage a store
c) run for office
d) try to be elected |
| 2. a) janitor
b) governor
c) ruler
d) administrator | 5. a) candidate
b) king
c) queen
d) monarch | 8. a) laws
b) buildings
c) principles
d) constitution | 11. a) republic
b) monarchy
c) ballot
d) dictatorship |
| 3. a) party
b) group
c) organization
d) teacher | 6. a) moderate
b) false
c) conservative
d) liberal | 9. a) campaign
b) advertisements
c) champagne
d) speeches | 12. a) electoral district
b) riding
c) platform
d) constituency |

Vocabulary Review cont.

C. Complete the Sentences

Choose the correct word from the vocabulary list in Part A to complete the following sentences.

1. There are so many good _____ running for mayor this year. I can't decide who to vote for.
2. The _____ passed with almost 100% support. Both parties agree that it is a good law.
3. The governor spent a lot of money on her election _____ this year. She made a lot of speeches and had so many advertisements on television.
4. Maria came to this country six years ago. This year she is going to become a _____, and then she will be able to get a passport and vote in elections.
5. The Queen of England is a constitutional _____. She is the head of state, but this is really a ceremonial title. She has no political power.
6. The candidates for each political party are going to have a _____ on television tonight to discuss the issues in this election.
7. There are four candidates listed on the _____. Place an X beside the name of the person you are voting for.
8. The people were very happy when the old _____ died and the country became a democracy again.
9. According to the _____ of the country, all citizens who are 18 years or older have the right to vote.
10. After the election, the prime minister chose a new _____. Some of the ministers remained the same, but there were also several new ones.
11. In the Canadian system of government, the leader of the _____ that wins the most votes becomes the prime minister of the country.
12. Mr. Jones is a very honest, hardworking, intelligent man. He has many good ideas about government. He should _____ in the next election.
13. The head of a city government is called the _____.
14. A special _____ will be held next month to replace the member of Parliament who just died.

How Laws Are Made in the United States

A. Reading

1. Making a law is a long process. Laws first begin as ideas. An idea can come from a government representative or from a citizen who **contacts** his or her representative with an idea. The representative in the government must **research** the idea and write it into a bill. Then the representative will talk to other members of the government and try to get support for the bill and try to get someone to **sponsor** it. Then the bill is introduced in the House of Representatives. It is placed in a special box and later read by a clerk to all the members of the House of Representatives. The Speaker of the House then sends the bill to a special committee of representatives to study, review, and **revise** the bill. This committee is made up of **experts** in the area that the bill is discussing. For example, if the bill is about health care, there may be doctors on the committee, or if the bill is about the environment, the committee may include scientists. If the committee members need more information before making a decision, they may send it to a subcommittee to examine it further.
2. After the committee **approves** the bill, they send it to the House floor to be **debated** by all the members of the House. At this stage, the representatives discuss the bill and explain why they agree or disagree with it. They go through each section of the bill carefully, and they can recommend changes. Then the vote is taken. There are three methods of voting on a bill in the House of Representatives. One is a voice vote, another is a standing count, and the third is an electronic vote. If the **majority** of the representatives vote in favor of the bill, it is then sent to the Senate. Once the bill reaches the Senate, it goes through the same steps as in the House of Representatives. It is examined and discussed by a committee and then sent back to the Senate floor for a vote. Senators vote by voice. If the Senate approves the bill, it is then sent to the president.
3. When receiving the bill, the president has three **options**. He or she can sign the bill and it becomes law. The president can also **veto** the bill and send it back to the House of Representatives with the reasons for refusing to sign it. If the House and Senate still believe that the bill should become a law, they can vote again. If two-thirds of both the House and Senate support the bill, the president's veto is **overridden** and the bill becomes law. The last choice for the president is to do nothing. If the Congress is **in session**, the bill automatically becomes law in ten days. If Congress is not in session, the bill does not become law.

How Laws Are Made in the United States cont.

B. Comprehension

Practice asking and answering the following questions with your partner, and then write the answers in your notebook.

1. What are the two bodies of Congress in the United States?
2. Where do ideas for laws come from?
3. What does a representative do before introducing a bill to the House?
4. What does the Speaker of the House do with the bill after it is introduced?
5. What does the committee do?
6. What are three ways of voting in the House of Representatives?
7. Where does the bill go after the House of Representatives approves it?
8. What happens to the bill in the Senate?
9. How do the senators vote?
10. If the president does not like the bill, what can he do?
11. What happens to a bill if the president vetoes it?
12. What happens to a bill when the president signs it?

C. Matching

Match the words on the left with the correct meanings on the right.

- | | |
|--------------------|--|
| ___ 1. contact | a) to change |
| ___ 2. research | b) to reject, to prohibit, to not allow |
| ___ 3. sponsor | c) a choice |
| ___ 4. revise | d) to study |
| ___ 5. expert | e) working, active, not on break |
| ___ 6. approve | f) to be responsible for something, to support |
| ___ 7. debate | g) the greater number or part |
| ___ 8. majority | h) to communicate with |
| ___ 9. option | i) to discuss, to argue, to question |
| ___ 10. veto | j) overturned, not accepted |
| ___ 11. overridden | k) to agree with, to accept |
| ___ 12. in session | l) a person with special knowledge |

How Laws Are Made in the United States cont.

D. Complete the Sentences

Choose the correct word from the vocabulary list in Part C to complete the following sentences.

- Many scientists around the world are doing _____ to try and find a cure for cancer.
- The president doesn't like that bill and will probably _____ it.
- The government is not _____ for the next two weeks because of the Christmas holidays.
- I can't answer your medical questions. I am not an _____. You should ask a doctor.
- Here is my email address in case you want to _____ me.
- Her father does not like her boyfriend. He will never _____ of their marriage.
- I don't want to travel by airplane. Is there another _____?
- If you want to immigrate to this country, you may need someone to _____ you.
- She is a very popular politician. She won the election by a large _____.
- The candidates are going to _____ the issues on television tonight.

E. Timeline

Work in a small group. Place the following in chronological order (1–15).

- The Speaker of the House sends the bill to a committee.
- The representative tries to get support and a sponsor for the bill.
- The committee reviews the bill and makes changes to it.
- Someone has an idea for a law.
- The Senate studies the bill.
- All the members of the House of Representatives vote on the bill.
- The bill is placed in a box and then read to all the members of the House.
- If the Senate approves the bill, it is sent to the president.
- If the bill is approved in the House, it is sent to the Senate.
- The House committee approves the bill and sends it back to the floor of the House.
- A representative of Congress researches the idea and writes the idea into a bill.
- If the president agrees with the bill, he or she signs it.
- All the members of the House discuss the bill carefully.
- The bill becomes a law.
- The Senate votes on the bill.

Grammar Practice

A. Preposition Review

Fill in the blanks with the correct preposition.

1. There are four candidates running _____ mayor this year.
2. Mark an X _____ the ballot _____ the name of the candidate you want.
3. Enumerators go door- _____ -door to get all the citizens' names _____ the voters list.
4. That political party does not believe _____ raising taxes.
5. Are you interested _____ politics?
6. The political debate will be _____ television _____ 8:00 pm tonight.
7. I don't like that candidate, so I won't vote _____ him.
8. Parliament is not _____ session right now. It is summer break.
9. The majority _____ the senators voted _____ favor _____ the bill.
10. When a bill reaches the Senate, it goes _____ many of the same steps as in the House of Representatives.

B. Passive Voice

Change the following sentences from active to passive.
The first one is completed for you.

1. The senators approved the bill.

The bill was approved by the senators.

2. The enumerator put Joanne Baker's name on the voters list.

3. The clerk read the bill to all the members of the House.

4. The Speaker sent the bill to a committee.

5. The president has signed the bill.

PairWork (Student A)

A. Reading

You and your partner each have a different reading about a political system in a particular country. Read your article and then share your information with your partner by completing the questions in Part B.

CANADA

1. Canada and the United States are both representative democracies and close neighbors, but there are many differences in the way they govern themselves. Canada is a constitutional monarchy. The official head of state is the Queen. Because the Queen lives in England, she has an official representative in Canada called the governor general. The title “head of state” is largely symbolic in Canada. The Queen and her representative have no real political power. The governor general attends formal events and ceremonies and signs bills after they have been passed in Parliament. The prime minister is the official head of the government in Canada.
2. There are two houses of Parliament in Canada: the House of Commons and the Senate. Citizens vote directly for the members of the House of Commons. However, members of the Senate are not elected; they are appointed by the governor general on the advice of the prime minister. There are 105 members in the Canadian Senate and 338 members of Parliament (called MPs) in the House of Commons. The House of Commons is the major lawmaking body in Canada. Each MP represents one of the 338 electoral districts or ridings in the country (2016). In an election, candidates from the different political parties run for office. There are five major political parties in Canada: the Conservatives, the Liberals, the New Democratic Party or NDP, the Bloc Quebecois, and the Green Party. The party that wins the most seats (gets the most members elected) in the House of Commons gets to form the government. The leader of that party with the most elected representatives becomes the prime minister. The prime minister chooses his cabinet from members of the House of Commons who are members of his political party.
3. Any Canadian citizen 18 or over may be a candidate for the House of Commons. However, senators must be at least 30 years of age to be appointed. Senators can serve until they are 75 years of age. There is no limit on an MP or prime minister’s term of office. They may remain in the House of Commons as long as they are not defeated in an election. There are no fixed dates for federal elections in Canada, but the Canadian Constitution limits Parliament to five years. The prime minister may choose to call an election before the five-year limit is over. The election process in Canada is much shorter than in the United States, often lasting only six weeks from start to finish.
4. Canada is a bilingual country, which means that it has two official languages in government (English and French). The Canadian Parliament is located in Ottawa, Ontario.

PairWork (Student B)

A. Reading

You and your partner each have a different reading about a political system in a particular country. Read your article and then share your information with your partner by completing the questions in Part B.

THE UNITED STATES

1. Canada and the United States are both representative democracies and close neighbors, but there are many differences in the way they govern themselves. The United States is a republic and the president is both the official head of state and the head of government. The American government has two legislative bodies, the House of Representatives and the Senate. The House of Representatives is made up of 435 congressmen and women, and the Senate has 100 members. The representatives in both houses are elected by the people. The president is also elected and cannot be a member of either the Senate or the House.
2. Presidential elections take place every four years. A president may only hold office for two terms (eight years). There are two main political parties in the United States: the Republicans and the Democrats. Elections take place every two years for the House of Representatives. A senator's term of office is six years, but one-third of the Senate comes up for re-election every two years. In order to be a candidate for the House of Representatives, one must be at least 25 years of age, a US citizen for seven years, and a resident of the state he/she represents. A candidate for the Senate must be 30 years or older, a US citizen for nine years, and a resident of the state he/she represents. To run for president, candidates must have been born in the United States and be 35 years or older. Elections in the United States are always held on the Tuesday following the first Monday in November. Because the president, representatives, and senators are elected for different periods of time, it is possible (and often does happen) that the president belongs to one political party while the opposition party has a majority in either the House or Senate or both. This can be a problem as the president may find his policies blocked by the majority in one or both houses of government.
3. Presidential elections take much longer in the United States than in many other countries. Often the process, from the start of choosing candidates to the final election, can take well over a year.
4. The United States has only one official language of government, which is English. The federal government is located in the city of Washington, District of Columbia.

Pair Work cont.

B. Sharing Information

Share the information in your article by asking and answering the following questions with your partner. Write your answers in your notebook.

1. What kind of government does Canada have?
2. What kind of government does the United States have?
3. Who is the head of state in each of the countries?
4. In what way is the Queen's position different from that of the president's?
5. How many legislative bodies are there in Canada and the United States, and what are they called?
6. Which is the major lawmaking body in Canada?
7. How is the Canadian Senate different from the American Senate?
8. What is the role of the Canadian governor general?
9. Is there an age requirement to run for member of Parliament in Canada?
10. Can anyone run for Congress in the United States?
11. How long can an American president remain in office?
12. Are Canadian prime ministers limited in the number of years they can remain in office?
13. How often are federal elections held in Canada and the United States?
14. How many official languages does Canada have?
15. How many political parties are there in the federal government in Canada?
16. What are the two political parties in the United States?
17. Explain how the electoral system in the United States may present difficulties for an American president.
18. In which country is the election process longer?

Class Activity

MOCK ELECTION

Hold a mock election for class president! Form political parties and choose candidates. Write a party platform and campaign. Write and deliver speeches. Then make a ballot and have a class vote!

Teachers' Notes

These activities are designed for intermediate-level ESL learners; however, with some modification, they may also be suitable for upper-beginner through advanced levels.

Recommended Visuals

Flags of different nations or a world map to illustrate which countries have different systems of government, images of houses of Parliament or governments in different countries, illustrations of a ballot, ballot box, polling stations, notices of enumeration, constitution, televised political debate, etc.

Government

A. DISCUSSION

Break the class into small groups to discuss the questions in Part A. You may need to teach the vocabulary in Part B beforehand. When the students have completed their discussions, have them share some of their information with the class as a whole.

B. VOCABULARY

Many of the words will already have been discussed in the group discussion activity. Practice pronunciation, elicit meanings from the students, and have the students practice using the words in their own sentences.

C. SURVEY

When students have finished their surveys in groups, have them share some of their ideas with the class as a whole.

Vocabulary Review

A. MATCHING

- | | | | | |
|------|------|------|-------|-------|
| 1. h | 4. i | 7. m | 10. c | 13. a |
| 2. d | 5. b | 8. o | 11. n | 14. l |
| 3. f | 6. k | 9. e | 12. g | 15. j |

B. ODD ONE OUT

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. b | 3. d | 5. a | 7. c | 9. c | 11. c |
| 2. a | 4. b | 6. b | 8. b | 10. b | 12. c |

C. COMPLETE THE SENTENCES

- | | | |
|---------------|-----------------|---------------------|
| 1. candidates | 6. debate | 11. political party |
| 2. bill | 7. ballot | 12. run for office |
| 3. campaign | 8. dictator | 13. mayor |
| 4. citizen | 9. constitution | 14. by-election |
| 5. monarch | 10. cabinet | |

How Laws Are Made in the United States

B. COMPREHENSION

- The two bodies of Congress are the House of Representatives and the Senate.
- Ideas for laws come from citizens or government representatives.
- The representative researches the idea.
- The Speaker of the House sends the bill to a committee.
- The committee studies, reviews, and revises the bill.
- A voice vote, a standing count vote, and an electronic vote are the three ways of voting.
- The bill goes to the Senate after the House of Representatives approves it.
- The bill goes through the same steps as in the House of Representatives.
- Senators vote by voice.
- The president can veto the bill.
- The bill goes back to both houses for another vote.
- The bill becomes law.

(continued on the next page...)

Teachers' Notes cont.

How Laws are Made in the United States cont.

C. MATCHING

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. h | 3. f | 5. l | 7. i | 9. c | 11. j |
| 2. d | 4. a | 6. k | 8. g | 10. b | 12. e |

D. COMPLETE THE SENTENCES

- | | | |
|---------------|------------|-------------|
| 1. research | 5. contact | 9. majority |
| 2. veto | 6. approve | 10. debate |
| 3. in session | 7. option | |
| 4. expert | 8. sponsor | |

E. TIMELINE

- 5 The Speaker of the House sends the bill to a committee.
- 3 The representative tries to get support and a sponsor for the bill.
- 6 The committee reviews the bill and makes changes to it.
- 1 Someone has an idea for a law.
- 11 The Senate studies the bill.
- 9 All the members of the House of Representatives vote on the bill.
- 4 The bill is placed in a box and then read to all the members of the House.
- 13 If the Senate approves the bill, it is sent to the president.
- 10 If the bill is approved in the House, it is sent to the Senate.
- 7 The House committee approves the bill and sends it back to the floor of the House.
- 2 A representative of Congress researches the idea and writes the idea into a bill.
- 14 If the president agrees with the bill, he or she signs it.
- 8 All the members of the House discuss the bill carefully.
- 15 The bill becomes a law.
- 12 The Senate votes on the bill.

Grammar Practice

A. PREPOSITION REVIEW

- | | | | |
|---------------|-----------|---------------|-------------|
| 1. for | 4. in | 7. for | 10. through |
| 2. on, beside | 5. in | 8. in | |
| 3. to, on | 6. on, at | 9. of, in, of | |

B. PASSIVE VOICE

1. The bill was approved by the senators.
2. Mr. Baker's name was put on the voters list by the enumerator.
3. The bill was read to all the members of the House by the clerk.
4. The bill was sent to a committee by the Speaker.
5. The bill has been signed by the president.

PairWork

A. READING

Divide the class into pairs and give one student the reading passage about Canada and the other the reading about the United States.

B. SHARING INFORMATION

Have students share their information by completing these questions. Then review with the whole class.

1. Constitutional monarchy
2. Republic
3. Canada: the Queen; United States: the president
4. The Queen's title as head of state is largely symbolic or ceremonial. She has no real political power.
5. There are two in each: the House of Commons and the Senate in Canada, and the House of Representatives and the Senate in the US.
6. The House of Commons
7. The Canadian Senate is not elected; it is appointed by the governor general on the advice of the prime minister.

(continued on the next page...)

Teachers' Notes cont.

PairWork cont.

B. SHARING INFORMATION CONT.

8. The governor general is the Queen's representative in Canada. He/she attends formal functions and ceremonies and signs bills that have been passed by Parliament.
9. Any citizen 18 or over may run for election as a member of Parliament.
10. To run for Congress as a member of the House of Representatives in the US, you must be 25 or over, a citizen for at least seven years, and a resident of the district you wish to represent.
11. Eight years (two terms)
12. No
13. In Canada, Parliament must be dissolved and an election called after five years, but the prime minister may call an election before that if he/she chooses. In the United States, elections for president take place every four years. Congressional elections take place every two years.
14. Two: English and French
15. Five: the Conservatives, the Liberals, the NDP, the Bloc Quebecois, and the Green Party
16. The Republicans and the Democrats
17. The president may belong to a different political party than the majority in either or both houses of Congress and therefore may have difficulty getting his policies passed.
18. The process is longer in the United States.

Class Activity

Divide the class into small groups and explain that you are going to hold an election in the classroom. Each group must choose a party name, choose a candidate from the group to "run for office," write a party platform or policy statement (brainstorm ideas with the class before starting this task; e.g., ideas may involve something to do with the environment, health, education, taxes, etc., or an issue specifically related to their community or school), and write their candidate's speech (approximately 2–3 minutes).

After the groups have completed these tasks, post the party policy statements around the classroom and allow the groups to read each other's statements. Have the "candidates" deliver their speeches and allow time for a question period following each speech.

Appoint a student from the class to create a ballot form with the candidates' names and another to create a ballot box. Choose a committee to count the ballots after the election has taken place.

Voting: After the speeches have taken place, hand out the ballots and have the students vote for one candidate. (Try to encourage them to vote for the candidate they think has presented the best campaign, not necessarily the one from their own "party.") Count the ballots, announce the result, and celebrate the election victory!

SPELLING NOTES:

This lesson shows the American spelling of the words *Favor*, *Neighbors*, and *Practice*. Most other English-speaking countries spell these words this way: *Favour*, *Neighbours*, and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Monarchies

Pre-Reading

A. Warm-Up Questions

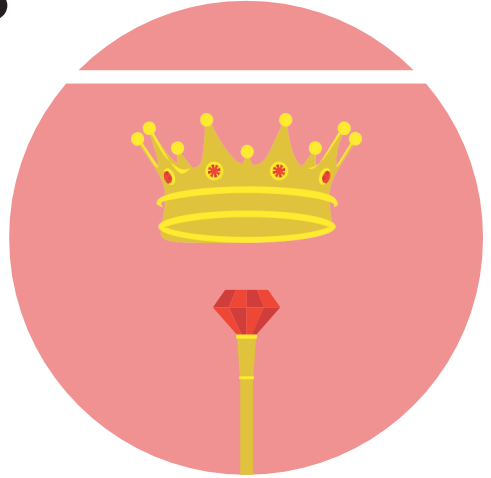
1. What is a monarchy?
Does your country have a monarch?
2. What words do you know
for members of a royal family?
3. How has the role of monarchs
changed in modern times?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|--|
| ___ 1. elected | a) having the responsibility and power to make decisions and rules |
| ___ 2. in charge | b) to keep something as it was in the past |
| ___ 3. hereditary | c) the state of being appropriate or necessary |
| ___ 4. reign | d) the complete removal of something |
| ___ 5. abolition | e) related to the rules and laws of a state |
| ___ 6. subject | f) a member of a state (especially in a monarchy) |
| ___ 7. constitutional | g) for show or formal occasions only |
| ___ 8. ceremonial | h) to hold power as royalty |
| ___ 9. relevancy | i) chosen by voters |
| ___ 10. antiquated | j) the person who comes next in line and takes over a position |
| ___ 11. preserve | k) not modern, no longer relevant |
| ___ 12. successor | l) passed on from one family member to the next |



Reading

MONARCHIES

Long live the tradition

1. Who is the leader of your country? Is there an **elected** president or prime minister **in charge**? Maybe your leader is a monarch, such as a king, queen, or emperor. In a monarchy, the transfer of power is almost always **hereditary**. In other words, a monarch is born to **reign**.
2. Back in the early 17th century, many European societies lived by the 'divine right of kings'. This was a belief that monarchs had a God-given right to rule. After the American and French Revolution, the monarchy became less popular and less powerful. The 20th century saw the **abolition** of many monarchies, especially after World War I and II. Most of those that weren't fully abolished changed from absolute to constitutional.
3. About 25 monarchies still exist today with varying ruling powers. In an absolute monarchy, the monarch has full ruling power over his or her state and **subjects**. Only a handful of absolute monarchies exist today, including Qatar, Saudi Arabia, and Swaziland. The more modern type of monarchy is the **constitutional** monarchy. In this system, the government makes most of the rules and laws, and the monarch's role is largely **ceremonial**. Many monarchies continue to lose **relevancy** with each generation.
4. While many people agree that the monarchy is an **antiquated** system, having a royal family is a tradition that some nations and colonies are not ready to give up. Who can resist a royal wedding or a newborn prince or princess? In 2018, Prince Harry, who is sixth in line for the throne, was identified as the most popular member of the UK's Royal Family, with Queen Elizabeth herself taking second place. Will the Queen's subjects be ready to give up the costs associated with **preserving** and protecting the royalty if her less popular **successor** (Prince Charles) is crowned?

'The monarchy needs publicity: they must be seen to be relevant.'

—Penny Junor, journalist

Comprehension

Discuss these questions in pairs, and write the answers below.

1. How does a monarch differ from another type of leader such as a president or prime minister?

2. What is paragraph two mainly about?

3. What type of monarchy does Saudi Arabia have, and how does it differ from most other monarchies?

4. Why are many people not ready to give up on this antiquated system?

5. How does the reading end?

Vocabulary Review

A. Chunking

Create six expressions by pairing words that are commonly found together in English. Write a sentence for each example.

Word List:

- | | | |
|--------------|--------------------|-------------|
| · cease | · charge | · in line |
| · royal | · next | · family |
| · to give up | · to exist | · not ready |
| · born | · to (+job action) | · in |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Complete the Sentences

Complete the sentences using vocabulary from page 1. You may need to change the word forms.

1. You and your mum were born to write. I guess it's _____.
2. Who is _____ of closing the ceremony?
3. King Louis XIV _____ for 72 years.
4. I support the _____ of the monarchy.
It's too costly to keep up this antiquated tradition.
5. It is important to _____ our language and our culture.
6. Unlike monarchs, _____ government officials are chosen by the people.
7. The Royal Family has no _____ to me.
I've never even been to the United Kingdom.
8. Though I am ready to retire, I do not approve of my _____.
I wish they would find another person to fill my position.

Pronunciation

‘CH’

A. Reference

Sometimes two consonants make a single sound. This is called a **digraph**.

The digraph *ch* makes the following sounds: /ch/ (/tʃ/), /k/, and /sh/ (/ʃ/).

*In words with a French origin, *ch* often makes the /sh/ sound. In words with a Greek origin, *ch* often makes a /k/ sound. In words with a Latin or Old English origin, *ch* usually sounds like /ch/.

*** Note:**

In one English word, the *ch* is silent. Can you spot this word in the chart below?

B. Dictionary Work

Work with a partner to complete the chart.

Use a dictionary to find the origin(s) and pronunciation of each word.

Can you write a sentence related to monarchies?

#	Word	Pronunciation	Origin	Example Sentence
1	monarchy	/k/	Greek	
2	parachute			At the 2012 Olympics in London, ‘James Bond’ and ‘the Queen’ parachuted into the opening ceremonies.
3	psychic			
4	chime			

>

Pronunciation cont.

B. Dictionary Work cont.

#	Word	Pronunciation	Origin	Example Sentence
5	yacht		Dutch	
6	echo			
7	chaos			
8	champagne		French	
9	chalk			
10	brochure			

Discussion

1. Taxpayers often pay for the housing, security, and travel of royal families as they do for government leaders. Do you think the public should have to pay for the expenses of a royal family whose role is largely ceremonial?
2. Should governments hold regular polls or referendums to find out if citizens want to abolish the monarchy?
3. On September 9, 2015, Queen Elizabeth II became the longest-reigning British monarch in history. Several Commonwealth realms, including Canada, Australia, and Jamaica, still have the Queen as their ceremonial head of state. Why do you think these nations continue to preserve this tradition?
4. How are some absolute monarchies able to exist in this modern age? How long do you think these antiquated systems will last?
5. What were you 'born to do'?

Critical Thinking

IN PAIRS OR SMALL GROUPS

In recent years, people have become more fascinated with world leaders and their private lives. Do you think having celebrities as government leaders (e.g. Donald Trump as the US President) will replace the public's need for a royal family to follow?

Selfie Video Challenge

Would you want to be born into a royal family? Why or why not? Take some time to think about this topic. Then record a short video by completing the following sentence prompt.

'I would/would not want to be born into a royal family because...'

Submit your one- to two-minute video to your teacher and share it with your classmates.

Listening

Fill in the blanks as you listen to the recording.

MONARCHIES

Long live the tradition

1. Who is the leader of your country? Is there an _____ president or prime minister in charge? Maybe your leader is a monarch, such as a king, queen, or emperor. In a monarchy, the transfer of power is almost always _____. In other words, a monarch is born to _____.
2. Back in the early 17th century, many European societies lived by the 'divine right of kings'. This was a belief that _____ had a God-given right to rule. After the American and French Revolution, the monarchy became less popular and less powerful. The 20th century saw the _____ of many monarchies, especially after World War I and II. Most of those that weren't fully abolished changed from absolute to constitutional.
3. About 25 monarchies still exist today with varying ruling powers. In an absolute monarchy, the monarch has full ruling power over his or her state and subjects. Only a handful of absolute monarchies exist today, including Qatar, Saudi Arabia, and Swaziland. The more modern type of monarchy is the _____ monarchy. In this system, the government makes most of the rules and laws, and the monarch's role is largely _____. Many monarchies continue to lose _____ with each generation.
4. While many people agree that the monarchy is an _____ system, having a royal family is a tradition that some nations and colonies are not ready to give up. Who can resist a royal wedding or a newborn prince or princess? In 2018, Prince Harry, who is sixth in line for the throne, was identified as the most popular member of the UK's Royal Family, with Queen Elizabeth herself taking second place. Will the Queen's subjects be ready to give up the costs associated with preserving and protecting the royalty if her less popular _____ (Prince Charles) is crowned?

Answer Key

LESSON DESCRIPTION:

Students read about and discuss different types of monarchies and the relevance of this system of governing. This lesson includes a pronunciation task and dictionary work involving the digraph *ch*.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: discussion, monarchies, monarchs, Queen Elizabeth II, royal family, royal families, collocations, *ch*, digraph, pronunciation

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. i | 3. l | 5. d | 7. e | 9. c | 11. b |
| 2. a | 4. h | 6. f | 8. g | 10. k | 12. j |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 8. Help your students with vocabulary and expressions that they are unfamiliar with. Discuss the quote and the subtitle.

Comprehension

1. A monarch differs from other government leaders in that a monarch is usually born into his/her role rather than elected. Also, in a constitutional monarchy, many monarchs have limited or no power when it comes to making laws and ruling.
2. Paragraph two is mainly about how monarchies have evolved and lost relevancy since the 17th century.
3. Saudi Arabia has an absolute monarchy, where the monarch has absolute control over laws and subjects. This is rare in modern societies. Most modern monarchies are constitutional monarchies where the monarch's role is largely ceremonial.

4. Many people do not want to give up on this system because of the traditions associated with having a royal family.
5. The reading ends with a question about whether the UK's monarchy will remain in existence after Queen Elizabeth II's reign is over, since her successor (Prince Charles) is less popular.

Vocabulary Review

A. CHUNKING

Example sentences will vary.

- | | |
|-------------------------|---------------------------|
| 1. cease to exist | 4. born to (+ job action) |
| 2. royal family | 5. next in line |
| 3. not ready to give up | 6. in charge |

B. COMPLETE THE SENTENCES

- | | |
|---------------|--------------|
| 1. hereditary | 5. preserve |
| 2. in charge | 6. elected |
| 3. reigned | 7. relevance |
| 4. abolition | 8. successor |

(continued on the next page...)

Answer Key cont.

Pronunciation

A. REFERENCE

Review the different sounds and origins of the digraph *ch*. You may want to look at some dictionary entries together. Consider looking at the entry for 'monarchy' or 'monarch'.

B. DICTIONARY WORK

Have your students complete the chart in pairs with an online (or print) dictionary. Answers will vary. Share and correct example sentences.

#	Word	Pronunciation	Origin
1	monarchy	/k/	Greek
2	parachute	/sh/ (/ʃ/)	French
3	psychic	/k/	Greek
4	chime	/ch/ (/tʃ/)	Old English
5	yacht	silent	Dutch
6	echo	/k/	Greek
7	chaos	/k/	Latin/Greek
8	champagne	/sh/ (/ʃ/)	French
9	chalk	/ch/ (/tʃ/)	Old English
10	brochure	/sh/ (/ʃ/)	French

Discussion

Answers for the example sentences will vary.
Can be done individually or in small groups or pairs.

Critical Thinking

Place students in groups to think about the suggested topic.
Have students share the important points from their group discussion with the class.

Selfie Video Challenge

After you finish the lesson, invite your students to create a selfie video about royal families by completing and expanding on this prompt: 'I would/would not want to be born into a royal family because...' Students should discuss the topic for one to two minutes and try to use vocabulary from the lesson.

Listening

1. elected, hereditary, reign
2. monarchs, abolition
3. constitutional, ceremonial, relevancy
4. antiquated, successor

The Commonwealth of Nations

Pre-Reading

A. Warm-Up Questions

1. Does your nation belong to the Commonwealth of Nations?
2. What does 'free' mean in relation to a nation?
3. What values does your country have?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|---|
| ___ 1. former | a) a requirement |
| ___ 2. obligation | b) a country ruled by a monarch such as a king, queen, or emperor |
| ___ 3. dismantle | c) to prevent from using or attending |
| ___ 4. pay allegiance | d) the ruling and decision-making of a region or group |
| ___ 5. adopt | e) main |
| ___ 6. monarchy | f) to officially accept |
| ___ 7. governance | g) the person who is next in line for a position or role |
| ___ 8. every other | h) prior |
| ___ 9. successor | i) not required, optional |
| ___ 10. voluntary | j) to take apart or to come apart |
| ___ 11. suspend | k) a list of people or groups waiting to be accepted |
| ___ 12. withdraw | l) to show loyalty (honour and respect) |
| ___ 13. waiting list | m) each alternate, every second one in a series |
| ___ 14. core | n) not important, unnecessary |
| ___ 15. irrelevant | o) to remove oneself from something such as a list, contest, or group |

Reading

1. The Commonwealth of Nations is a group of 54 nations from around the world. Most members are **former** colonies of the British Empire. These nations have no legal **obligation** to each other. They are united by their common history, language, and values. The Commonwealth is sometimes referred to as *a family of nations*.
2. The British Empire began to **dismantle** in the early 20th century. In 1931, the *Statute of Westminster* stated that *The British Commonwealth of Nations* was a group of free and equal nations that **paid allegiance** to the Crown. In 1949, the *London Declaration* was **adopted**. This document included some important changes. Firstly, the official name was changed to *The Commonwealth of Nations*. Secondly, members were no longer obliged to pay allegiance to the British **monarchy**.
3. Since 1952, Queen Elizabeth II has been the symbolic *Head of the Commonwealth*. The Head of the Commonwealth does not play a role in the **governance** of the members. However, some members of the Commonwealth are constitutional monarchies. This means Britain's monarch is their head of state, too. The other members have their own heads of state. A meeting of Commonwealth heads of state is held **every other** year in a different host nation. Members discuss law, peace, security, human rights, trade, and other international issues. The next Head of the Commonwealth will not necessarily be Queen Elizabeth's **successor**.
4. According to its founders, this network of nations was built on the shared desire for friendship, loyalty, freedom, and peace. Membership is **voluntary**. If a nation's government violates the Commonwealth principles, it can be **suspended**. In 2002, Zimbabwe was suspended for holding unfair elections. Nations can also withdraw from the association. The Gambia* **withdrew** in 2013. Similarly, nations can ask to join even if they aren't former members of the British Empire. In fact, the Commonwealth of Nations has a **waiting list**. Mozambique and Rwanda are two countries that have recently joined.
5. The Commonwealth Games, a sporting competition between the Commonwealth members, are held every four years in a different host nation. The first Games were held in Hamilton, Ontario, in 1930. The **core** sports at that time were swimming, diving, boxing, lawn bowling, rowing, and wrestling. Since then, other sports have been added, including rugby, squash, and field hockey.
6. The Commonwealth of Nations makes up almost a third of the world's population. While some people think that the Commonwealth plays an important role in maintaining international friendship and human rights, others feel the association has become **irrelevant**. Every Commonwealth Day, which takes place on the second Monday of March, Queen Elizabeth broadcasts a message to the members. She talks about why the organisation is more important than it ever was.

***Note:**

The official name of the West African country many may know as *Gambia* is *The Gambia*. This distinguishes it from the Gambia River.

Comprehension

A. True or False?

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information.

- _____ 1. The Commonwealth countries have a legal obligation to each other.
- _____ 2. Queen Elizabeth is the Head of the Commonwealth of Nations.
- _____ 3. A meeting of Commonwealth leaders is held every year in London.
- _____ 4. Aquatic events have been part of the Commonwealth Games since the beginning.
- _____ 5. Approximately half of the world's population is a Commonwealth nation.

B. Write Your Own Questions

Practise writing comprehension questions about the Commonwealth of Nations in the spaces below. Trade papers with a partner and answer each other's questions in your notebooks.

1. When?

2. Where?

3. What is?

4. Why?

5. How?

6. How often?

7. Which?

8. Who?

Vocabulary Review

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. After the conference, we have to take apart the exhibits.
a) dismantle
b) remove
c) double-check
2. The politics course is optional for year 11 students.
a) available
b) open
c) voluntary
3. The previous prime minister was female.
a) behind
b) former
c) latest
4. Skiing is one of the main events in the Winter Olympics.
a) master
b) average
c) core
5. The Canadian dropped out of the race because of the flu.
a) came in last
b) withdrew from
c) fell down

Discussion

1. Why was the British Empire so powerful before the 20th century?
2. What does *independence* mean for a country?
3. What role should the monarchy play in a nation's governance?
4. How do international sporting competitions help promote peace?
5. Do you think the Commonwealth of Nations will exist in 20 years?
6. Discuss the quote on the right. Do you agree with Queen Elizabeth? What can international organisations do to involve young people?

'As a concept that is unique in human history, the Commonwealth can only flourish if its ideas and ideals continue to be young and fresh and relevant to all generations.'

—Queen Elizabeth,
Commonwealth Day, 2015

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the Commonwealth of Nations. Students learn new vocabulary and discuss the history and relevancy of this organisation.

LEVEL: Int

TIME: 1-2 hours

TAGS: the commonwealth of nations, the commonwealth, UK, British, Britain, empire, colonies, war, independence, monarchy

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|-------|-------|
| 1. h | 4. l | 7. d | 10. i | 13. k |
| 2. a | 5. f | 8. m | 11. c | 14. e |
| 3. j | 6. b | 9. g | 12. o | 15. n |

Comprehension

A. TRUE OR FALSE?

1. F – These nations have no legal obligation to each other. They are free and equal.
2. T
3. F – It is held every other year in a different host nation.
4. T
5. F – Almost a third of the world's population belongs to the Commonwealth.

B. WRITE YOUR OWN QUESTIONS

Individual questions and answers. Help your students with proper question formation. Encourage them to use vocabulary from the word list.

Vocabulary Review

- | | | | | |
|------|------|------|------|------|
| 1. a | 2. c | 3. b | 4. c | 5. b |
|------|------|------|------|------|

Discussion

Discuss as a class or in small groups. Answers will vary. For question 6, discuss the quote. You may also want to watch or listen to the video of Queen Elizabeth's most recent Commonwealth Day message.

SPELLING NOTE:

This lesson shows the British English/Canadian English spelling of the words *Honour* and *Practise* (verb). Most other English-speaking countries use this spelling; however, the American English spelling of these words is *Honor* and *Practice* (verb). Also note that *Organization* (Can/US) is a variant spelling of *Organisation* (UK). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

The Supreme Court (US)

Pre-Reading

A. Warm-Up Questions

1. Where is the Supreme Court of the United States located?
2. Who presides over this court?
3. How does the Supreme Court compare to other US courts?
4. What words are written on the front of the building?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------|--|
| ___ 1. judicial | a) a case that is brought before a judge |
| ___ 2. Constitution | b) to seek a reversal of a lower court's decision |
| ___ 3. jurisdiction | c) an opening for a job position |
| ___ 4. trial | d) the power of a court or authority to make decisions |
| ___ 5. appeal | e) an event that marks a significant change |
| ___ 6. landmark | f) a written statement or summary |
| ___ 7. vacancy | g) to validate or declare as fact |
| ___ 8. justice | h) to contradict or overrule a law |
| ___ 9. invalidate | i) related to a court or judge |
| ___ 10. brief | j) a legal representative, a lawyer |
| ___ 11. attorney | k) a Supreme Court judge |
| ___ 12. affirm | l) the living document of the US that outlines the nation's basic laws |

Reading

1. The US **judicial** system has state and federal courts. State courts oversee cases involving individual citizens and state laws. Federal courts focus on laws related to the US **Constitution**. There are three levels of federal courts: the district courts, the circuit courts, and the Supreme Court. The district and circuit courts are the lower courts. The Supreme Court of the United States (SCOTUS) is the highest court. It was established in 1789 in Article III of the US Constitution and has **jurisdiction** over all laws.
2. Federal **trials** begin in the district courts. If there is an **appeal**, a case may be heard at one of the circuit courts. After several appeals, cases from the lower courts may be reviewed by the Supreme Court in Washington, DC. The Supreme Court hears 80–100 appeals from the lower courts each term (Oct–late June). This is a small fraction of the 8,000+ written appeals (*certiorari petitions*) submitted. Over the years, several **landmark** cases have had a significant impact on US laws.
3. Nine justices sit on the Supreme Court. Justices are appointed for life, but can retire or resign anytime. It is the responsibility of the US president to nominate a person to fill a Supreme Court **vacancy**. This is one of the most important jobs of the president. The Senate has to confirm the appointee with a majority vote. The average justice sits on the Supreme Court for about 16 years. The chief justice is the head of the court. The other justices are associate justices.
4. Each week, Supreme Court **justices** review a number of written appeals. Justices look for cases that are of national importance. They also look for cases where a lower court's decision **invalidated** federal law. After selecting the cases they want to hear, the justices gather and compare notes. At least four of the nine justices must choose the same case for it to be heard in court. This is called 'the rule of four'.
5. After the justices decide to hear a case, they receive written **briefs** from each side of the argument (the *petitioner* and the *respondent*). During a sitting, **attorneys** representing each side have 30 minutes to provide an oral argument. Justices then get the chance to ask each attorney some questions about the case.
6. Following a sitting period, justices take a recess period to write their own opinions about the case. They compare notes again and vote on whether to **affirm** or overturn the lower court's decision. A majority of justices (five out of nine) must agree on a Supreme Court decision. An official called the *reporter of decisions* publishes the court's final decision for the public.

'The Supreme Court, of course, has the responsibility of ensuring that our government never oversteps its proper bounds or violates the rights of individuals.'

—Elena Kagan, associate justice

Do other countries have a Supreme Court?

Yes! Most countries have a high court of appeals called the Supreme Court. Many nations modelled their high court after the Supreme Court of the United States.

Comprehension

A. True or False?

Read the statements below. Write T if the statement is true.
Write F if the statement is false and correct the information
in your notebook.

- _____ 1. SCOTUS is the only Supreme Court in the world.
- _____ 2. The president of the US is automatically a Supreme Court justice.
- _____ 3. Five of nine justices must choose the same case in order for it to be heard.
- _____ 4. The rule of four refers to how long a justice remains on the Supreme Court.
- _____ 5. During an oral argument at the Supreme Court, each attorney speaks for 30 minutes.
- _____ 6. The Senate chooses to confirm or deny a president's nominee for the Supreme Court.
- _____ 7. The reporter of decisions is another name for the chief justice.
- _____ 8. The Supreme Court does not have a designated building like lower courts do.

B. Sequencing

Place the following court procedures in chronological order (1–8).
One item is not mentioned in the reading.
Place a star beside it and try to guess where it belongs.

- _____ At least four justices who review the written appeal decide they want to hear the oral arguments.
- _____ After several appeals in the lower courts, a case is submitted to the Supreme Court.
- _____ A federal case goes to a district court.
- _____ The reporter of decisions announces whether the lower court's decision was affirmed or overturned.
- _____ Supreme Court justices hear each other's opinions and vote on a decision.
- _____ Attorneys for the petitioner and the respondent give oral arguments in the court.
- _____ Justices ask the attorneys questions.
- _____ Law clerks that work for the justices help decide if a case should be heard.

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. Roe v. Wade was a _____ Supreme Court case.
2. When the oldest _____ retires, there will be a _____ to fill.
3. After reading the _____, the justice looked forward to hearing the oral argument.
4. A case typically goes through several _____ before it makes it to the Supreme Court.
5. Five justices agreed that the lower court's decision _____ the Fourth Amendment.
6. The _____ on both sides of the case were well prepared.

B. Choose the Correct Word

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

- | | | |
|---|---|--|
| 1. The rule of four means four <u>justices</u> have to choose the case in order for it to be heard.
a) judges
b) attorneys
c) courts | 3. The US <u>judicial</u> system serves as a model for other nations' courts.
a) legal
b) high court
c) powerful | 5. An amendment was added to the Constitution based on the court's <u>landmark</u> decision.
a) unpopular
b) important
c) controversial |
| 2. The Supreme Court <u>affirmed</u> the lower court's decision.
a) validated
b) questioned
c) overturned | 4. The <u>appeal</u> went to the circuit court.
a) need for a rule of four
b) application for a reversal
c) request for a new lawyer | 6. The <u>Constitution</u> is over 200 years old.
a) presidential library
b) court decision
c) founding document |

PairWork(Student A)

LANDMARK SUPREME COURT CASES

You and your partner have different information about historic Supreme Court cases. Work together to complete the first four columns in your chart. Then answer the case questions together. Your teacher will then assign you one case to research. Identify the historical significance of your case. Finally, share your information with your class and complete the chart based on your classmates' information.

Case Questions:

- What do these cases have in common?
- Which of these decisions do you think were overturned later in history?
- Which decisions surprised you? Why?

Case #1		Case #2	
Case	Dred Scott v. Sandford	Case	
Year		Year	1944
Situation		Situation	A Japanese-American man was arrested for not relocating to an internment camp during World War II.
Decision	7-2 against Scott	Decision	
Significance		Significance	



PairWork (Student A) cont.

Case #3

Case	Brown v. Board of Education
Year	
Situation	
Decision	9-0 in favour of Brown
Significance	

Case #5

Case	Roe v. Wade
Year	
Situation	
Decision	7-2 in favour of Roe
Significance	

Case #4

Case	
Year	1967
Situation	A Black woman and a white man were sentenced to jail in Virginia for their interracial marriage.
Decision	
Significance	

Case #6

Case	
Year	2013
Situation	Two American women were married in Canada. Their marriage was not recognised by US federal law, which greatly affected their federal taxes when one died.
Decision	
Significance	

PairWork(Student B)

LANDMARK SUPREME COURT CASES

You and your partner have different information about historic Supreme Court cases. Work together to complete the first four columns in your chart. Then answer the case questions together. Your teacher will then assign you one case to research. Identify the historical significance of your case. Finally, share your information with your class and complete the chart based on your classmates' information.

Case Questions:

- What do these cases have in common?
- Which of these decisions do you think were overturned later in history?
- Which decisions surprised you? Why?

Case #1		Case #2	
Case		Case	Korematsu v. United States
Year	1857	Year	
Situation	A Black man and his wife wanted to live in freedom in the slave state of Missouri.	Situation	
Decision		Decision	6-3 against Korematsu
Significance		Significance	



PairWork(Student B)cont.

Case #3	
Case	
Year	1954
Situation	A third-grader was denied admission to a white school near her home.
Decision	
Significance	

Case #5	
Case	
Year	1973
Situation	A woman did not want to continue her pregnancy but could not get an abortion in the state of Texas.
Decision	
Significance	

Case #4	
Case	Loving v. Virginia
Year	
Situation	
Decision	9-0 in favour of Loving
Significance	

Case #6	
Case	United States v. Windsor
Year	
Situation	
Decision	5-4 in favour of Windsor
Significance	

Discussion

Work in small groups or as a class and discuss the following questions.

1. Why is a president's Supreme Court nomination so important?
2. Do you think Americans trust the Supreme Court to make important decisions as much as they used to? Why or why not?
3. Should Supreme Court justices have a limited term like the president instead of being appointed for life? Why or why not?
4. Since its establishment in 1789, only a few Supreme Court justices have been women. Do you think that will change? How important is gender when it comes to judges and lawyers?
5. The Constitution that the justices must interpret is over 200 years old, though it does allow for amendments. Do you think it should be completely rewritten in plain language?

Research

Work with a partner or small group. Choose one recent Supreme Court decision and summarise it for your class. Identify the case, year, situation, decision, and significance. Then ask your class to comment on whether they agree or disagree with the court's decision.

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn about the Supreme Court of the United States. They complete a pair information gap exercise and learn about some landmark Supreme Court cases.

LEVEL: High Int

TIME: 1.5-2 hours

TAGS: Supreme Court, the supreme court, law, legal, court, justice system, America, US, Constitution

Pre-Reading

A. WARM-UP QUESTIONS

1. The Supreme Court is located at
1 First Street NE, Washington, DC.
2. Nine justices preside over the court.
3. The Supreme Court is a federal court of appeals that hears cases related to the nation and the Constitution. It is different from state courts and lower federal courts in that it is the highest court of appeal and the final law of the land.
4. The words EQUAL JUSTICE UNDER LAW are on the front of the building.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. i | 3. d | 5. b | 7. c | 9. h | 11. j |
| 2. l | 4. a | 6. e | 8. k | 10. f | 12. g |

Comprehension

A. TRUE OR FALSE?

1. F - Most nations have a high court of appeals called the Supreme Court.
2. F - The president is not a justice. The justices are judges.
3. F - Four out of nine justices must choose the case.
4. F - The rule of four refers to how many judges must want to hear a case in order for it to be heard at the Supreme Court.
5. T
6. T
7. F - The reporter of decisions publishes the Supreme Court's official decision.
8. F - The Supreme Court has an official building in the nation's capitol (Washington, DC).

B. SEQUENCING

- 4 At least four justices who review the written appeal decide they want to hear the oral arguments.
- 2 After several appeals in the lower courts, a case is submitted to the Supreme Court.
- 1 A federal case goes to a district court.
- 8 The reporter of decisions announces whether the lower court's decision was affirmed or overturned.
- 7 Supreme Court justices hear each other's opinions and vote on a decision.
- 5 Attorneys for the petitioner and the respondent give oral arguments in the court.
- 6 Justices ask the attorneys questions.
- 3 Law clerks that work for the justices help decide if a case should be heard.*

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|---------------------|----------------|
| 1. landmark | 4. appeals |
| 2. justice, vacancy | 5. invalidated |
| 3. brief | 6. attorneys |

B. CHOOSE THE CORRECT WORD

- | | | | | | |
|------|------|------|------|------|------|
| 1. a | 2. a | 3. a | 4. b | 5. b | 6. c |
|------|------|------|------|------|------|

(continued on the next page...)

Answer Key cont.

Pair Work

Place students in pairs to complete the chart about landmark Supreme Court cases. After they fill in the missing information, assign each pair one case to do some research on. Encourage students to guess which party the court was in favour of before telling each other the decision. Have students look into the historic significance of their case. They will then share their information with the class or another group. Have students present a summary (written or oral) on their case that includes the historic significance and allows students to complete their chart. Here is an example:

Dred Scott versus Sandford was a landmark Supreme Court decision made in 1857. A Black couple wanted to live in freedom in Missouri, which was still a territory and a slave state. The court decided 7–2 against Scott. This case was of historical significance because it concluded that people of African descent were not US citizens and could not sue in the federal court system. It also concluded that Congress could not ban slavery in the new territories. This decision was overturned in 1868 when the 14th Amendment was added to the Constitution. It stated that Black Americans had the right to US citizenship.

For your reference, here is the completed information for each case:

CASE #1

Case	Dred Scott v. Sandford
Year	1857
Situation	A Black man and his wife wanted to live in freedom in the slave state of Missouri.
Decision	7–2 against Scott
Significance	This case is historically significant because the court ruled that enslaved people were not US citizens and therefore could not sue in federal courts. (This was eventually overturned.)

CASE #2

Case	Korematsu v. United States
Year	1944
Situation	A Japanese-American man was arrested for not relocating to an internment camp during World War II.
Decision	6–3 against Korematsu
Significance	With this case, the court decided that the overall security of the US population was considered more important than the rights of a single racial group in a time of military emergency.

CASE #3

Case	Brown v. Board of Education
Year	1954
Situation	A third-grader was denied admission to a white school near her home.
Decision	9–0 in favour of Brown
Significance	This was an important case in the civil rights movement that established the fact that separate services did not mean equal services.

(continued on the next page...)

Answer Key cont.

PairWork cont.

CASE #4

Case	Loving v. Virginia
Year	1967
Situation	A Black woman and a white man were sentenced to jail in Virginia for their interracial marriage.
Decision	9-0 in favour of Loving
Significance	This case was historically significant because states could no longer ban interracial marriage.

CASE #5

Case	Roe v. Wade
Year	1973
Situation	A woman did not want to continue her pregnancy but could not get an abortion in the state of Texas.
Decision	7-2 in favour of Roe
Significance	This case was historically significant because states could no longer ban abortion outright.

CASE #6

Case	United States v. Windsor
Year	2013
Situation	Two American women were married in Canada. Their marriage was not recognised by US federal law, which greatly affected their federal taxes when one died.
Decision	5-4 in favour of Windsor
Significance	With this case, the Defense of Marriage Act was ruled unconstitutional.

Discussion

Discuss the questions in small groups or as a class.

Research (Assessment)

Assign this optional research task for pair or group work. Have students report their findings orally and lead a discussion on a recent Supreme Court ruling. Encourage students to use vocabulary from this lesson in their presentations. You can create your own assessment tool by editing a template in the following Resource:

The US Constitution

Pre-Reading

A. Warm-Up Questions

1. What is a constitution?
2. Does your country have a constitution?
3. Do most citizens in your country know their rights?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------|------------------------------|
| _____ 1. framework | a) to collect |
| _____ 2. craft | b) to make sure or guarantee |
| _____ 3. ratify | c) to announce |
| _____ 4. consist of | d) to manage or lead |
| _____ 5. ensure | e) a basic structure |
| _____ 6. declare | f) to motivate or influence |
| _____ 7. conduct | g) to approve |
| _____ 8. levy | h) to be made of |
| _____ 9. evolve | i) to change or develop |
| _____ 10. inspire | j) to create or produce |



Reading

1. At the end of the 18th century, the United States was a brand-new country that had recently gained independence from Great Britain. As a newly founded country, the US needed a **framework** for its government.
2. A group of men who were called the 'Framers' got together to **craft** a document that would become the basis for this new government. After four long months of debate, the US Constitution was **ratified** on September 17, 1787, and thus became the supreme law of the land.
3. Before the Constitution was created, the country did not have a president and the central government was very weak. The Constitution established a strong federal government that **consists of** three branches: the legislative branch, which makes the laws; the executive branch, which enforces the laws; and the judicial branch, which interprets the laws. In addition, the Constitution set up a system of checks and balances to make certain that power is shared among the branches.
4. The Constitution also **ensures** that there is a division of power between the federal government and state governments. Maintaining a military, creating a postal service, and **declaring** war are some of the powers given to the federal government. States, on the other hand, have the authority to create schools, **conduct** local elections, and regulate marriages and businesses. The federal government and state governments also share a number of powers, such as building roads and **levying** taxes.
5. The Framers realised that as the country grew and developed, the Constitution would also need to **evolve**. Consequently, they decided to allow changes, called amendments, to be made to the Constitution. In 1791, Congress approved 10 amendments. These 10 amendments make up the Bill of Rights, and they guarantee basic individual liberties including freedom of speech and freedom of religion.
6. The US Constitution is the oldest constitution used in the world today. With its 27 amendments, it remains relevant for the governance of the people of the United States. Furthermore, this famous document has **inspired** the establishment of other nations' constitutions throughout the years.

'The US Constitution doesn't guarantee happiness, only the pursuit of it. You have to catch up with it yourself.'

—Benjamin Franklin

Comprehension

A. True or False?

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. George Washington, the first US president, wrote the Constitution.
- _____ 2. The United States has three branches of government.
- _____ 3. The Constitution gives all the power to the federal government.
- _____ 4. It is possible to change the Constitution.
- _____ 5. Freedom of speech was in the original version of the Constitution.
- _____ 6. Currently, there are 10 amendments to the Constitution.

B. Ask & Answer

Practise asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

- 1. When did the US Constitution become official?
- 2. How long did it take to write the Constitution?
- 3. What are the three branches of the US government?
- 4. What are three of the powers that the Constitution gives states?
- 5. What is the Bill of Rights?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1. You may need to change the form.

1. A BLT is a sandwich that _____ bacon, lettuce, and tomato.
2. The student council _____ a new dress code for students at their last meeting.
3. Ibrahim spent a long time _____ his essay because he wanted it to be perfect.
4. Having games and prizes will _____ that the children have fun at the party.
5. The painting was so beautiful that it _____ me to write a poem.

B. Choose the Closest Meaning

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. The outline provides a framework for the essay.
a) skeleton
b) judge
c) amendment
2. After he declared his love for her, he asked her to marry him.
a) denied
b) promised
c) announced
3. Vivian's essay consisted of some interesting arguments, so the teacher gave her an A.
a) included
b) rejected
c) forgot
4. Simon crafted a sculpture out of things he found in the recycling bin.
a) judged
b) exhibited
c) created
5. My father inspired me to always try my best.
a) commanded
b) explained to
c) motivated
6. The meeting will not end until a new employee handbook has been ratified.
a) made up
b) approved
c) decorated
7. Tina wrote a short story that later evolved into her first novel.
a) developed
b) ratified
c) replaced
8. The teacher conducts her class with a combination of discipline and grace.
a) rewards
b) punishes
c) leads
9. Her hard work has ensured that she has gotten a raise every year.
a) guaranteed
b) celebrated
c) declared

The First Amendment

A. Ranking

Below is a list of the five liberties guaranteed by the First Amendment in the Bill of Rights. Discuss what each one means in pairs or as a class. Then rank them from the most important (1) to the least important (5).

- _____ 1. Freedom of Speech
- _____ 2. Freedom of the Press
- _____ 3. Freedom of Religion
- _____ 4. Freedom to Assemble Peaceably
- _____ 5. Freedom to Petition the Government for a Redress of Grievances

B. Pair Work

Compare your ranking with your partner's. Discuss why you chose to rank the freedoms in the order that you did.

Grammar Review

RELATIVE CLAUSES

A. Explanation

A relative clause (also called an adjective clause) is a type of dependent clause that describes a noun or noun phrase. Relative clauses usually begin with a relative pronoun (*that, who, whom, which, when, where, or whose*).

Examples: The book **that Mary recommended** is 400 pages long.
The Titanic, **which is my favourite movie**, came out in 1997.

B. Practice

In the Reading on page 2, there are seven relative clauses. Write them in the chart below. Then write the noun that they modify. The first one has been done for you.

#	Relative Clause	Noun
1	<i>that had recently gained independence from Great Britain</i>	<i>country</i>
2		
3		
4		
5		
6		
7		

Discussion

1. Why is it important to have an official document that explains how the government of a country should be run?
2. Do you think that the Constitution's system of checks and balances works in today's political climate? Why or why not?
3. September 17 has been designated Constitution Day in the United States. All schools in the US that receive federal funding must teach about the Constitution on this day. Do you think this is a good idea? Explain your opinion.

Answer Key

LESSON DESCRIPTION:

In this lesson, students will read a brief history of the US Constitution and learn about the framework it lays out for the US government. Students will also rank the freedoms guaranteed in the First Amendment and review relative clauses.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: United States, US, USA, government, politics, power, checks, balances, civics, Bill of Rights, president

Pre-Reading

A. WARM-UP QUESTIONS

Discuss the questions as a class or in small groups.
Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. e | 3. g | 5. b | 7. d | 9. i |
| 2. j | 4. h | 6. c | 8. a | 10. f |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with. Discuss the meaning of the quote in groups or as a class.

Comprehension

A. TRUE OR FALSE?

1. F – It was written by a group of men called the 'Framers'.
2. T
3. F – The Constitution divides power between the federal government and state governments.
4. T
5. F – Freedom of speech is found in the Bill of Rights.
6. F – There are 27 amendments.

B. ASK & ANSWER

1. The US Constitution became official on September 17, 1787.
2. It took four months to write the Constitution.
3. The three branches of the US government are the legislative branch, the executive branch, and the judicial branch.
4. The states have authority to create schools, conduct local elections, and regulate marriages and businesses.
5. The Bill of Rights is the first 10 amendments to the Constitution. They guarantee basic individual liberties.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|----------------|-------------|
| 1. consists of | 4. ensure |
| 2. ratified | 5. inspired |
| 3. crafting | |

B. CHOOSE THE CLOSEST MEANING

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

(continued on the next page...)

Answer Key cont.

The First Amendment

A. RANKING

After discussing or explaining each item in pairs, groups, or as a class, have students rank the items individually. Answers will vary.

B. PAIR WORK

Have students discuss their answers to Part A in pairs.

Grammar Review

A. EXPLANATION

Read the explanation together as a class. Have students come up with their own examples of relative clauses.

B. PRACTICE

- relative clause:
that had recently gained independence from Great Britain
noun: country
- relative clause: who were called the 'Framers'
noun: men
- relative clause:
that would become the basis for this new government
noun: document
- relative clause: that consists of three branches
noun: government
- relative clause: which makes the laws
noun: (legislative) branch
- relative clause: which enforces the laws
noun: (executive) branch
- relative clause: which interprets the laws
noun: (judicial) branch

Discussion

Discuss as a class or in small groups. Answers will vary.

The US Census

Pre-Reading

A. Warm-Up Questions

1. What is a census?
2. Have you ever participated in a census?
3. How often do you think a census should occur?

B. Vocabulary Preview

Match up as many words and meanings as you can.
Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------|---|
| ___ 1. statistic | a) properties including land or buildings |
| ___ 2. data | b) a document that states the rules and laws of a country |
| ___ 3. tax | c) money to put toward something |
| ___ 4. constitution | d) a person who collects census information |
| ___ 5. depiction | e) information that is collected |
| ___ 6. decennial | f) a value or quantity based on data collection |
| ___ 7. funding | g) to collect money from citizens |
| ___ 8. real estate | h) not having documents that show legal status |
| ___ 9. undocumented | i) a representation or description of something |
| ___ 10. enumerator | j) happening every ten years |



Reading

1. A census is a nationwide survey that allows a government to count its population and compile **statistics**. The US Census is an important source of information about the people who live within the borders of the United States. The government agency that is responsible for collecting this **data** is called the Census Bureau.
2. The earliest known census occurred during the Babylonian Empire in 3800 BC. Censuses were also used during the Roman Empire to create lists of men who could serve in the military. In England and parts of Wales, a famous census was conducted in AD 1086. King William I used this census to **tax** the citizens of the lands he had conquered. The recorded results of this census are known as the *Domesday Book*.
3. The US **Constitution** states that a census must be conducted every 10 years, which is why it is referred to as a **decennial** census. The first US Census took place in 1790. Census takers rode horseback to homes across the country. Unfortunately, the results of this first census didn't give an accurate **depiction** of the population at that time. Black slaves were only counted as three-fifths of a person, while free Blacks and Native Americans weren't counted at all.
4. The US government uses information from the census to make decisions regarding the distribution of public **funding**. In addition, census information determines the number of representatives each state gets in the House of Representatives (one of the two houses of Congress). The 435 allotted seats are divided among the 50 states, based on each state's population.
5. Local governments use census data to plan new schools and hospitals. **Real estate** developers rely on the information to build new homes and neighbourhoods. Business leaders consider the data when determining where to create factories.
6. It is important to note that the census attempts to count everyone living in the United States, including non-citizens and **undocumented** immigrants. In fact, there is currently no question about citizenship on the census. The Census Bureau also sends **enumerators** to homeless shelters so that the homeless can be counted.

'People resist a census, but give them a profile page and they'll spend all day telling you who they are.'

—Max Barry, author

Comprehension

A. True or False?

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. The person who collects census information is called the Census Bureau.
- _____ 2. The purpose of the census in England and Wales in AD 1086 was to collect taxes.
- _____ 3. The first US Census only counted white men.
- _____ 4. There are 435 seats in the House of Representatives.
- _____ 5. Local governments use data from the census to invest in real estate.
- _____ 6. Undocumented immigrants are not allowed to fill out a census form.

B. Ask & Answer

Practise asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

- 1. When was the first US Census?
- 2. Why was the first US Census inaccurate?
- 3. How did the Roman Empire use censuses?
- 4. How does the US government decide how many seats each state gets in the House of Representatives?
- 5. How are homeless people counted in the census?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1. You may need to change the form.

- _____ show that 44% of California residents over the age of five speak a language other than English at home.
- The writer's _____ of his hometown made it seem like a miserable place.
- When the city's _____ ran out, they had to stop construction on the new school.
- He contacted a _____ agent because he wanted to buy a house.
- The _____ came to our house and asked us questions about our income and education level.

B. Choose the Closest Meaning

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

- | | | |
|--|--|--|
| 1. We have analysed the <u>data</u> .
a) information
b) funding
c) depiction | 3. The average salary of an <u>enumerator</u> is \$17.45 per hour.
a) a real estate developer
b) a census taker
c) a journalist | 5. The US <u>Constitution</u> did not give women the right to vote until 1920.
a) set of laws
b) currency
c) educational system |
| 2. The teacher asked the students to write a <u>depiction</u> of their parents.
a) census
b) summary
c) description | 4. Many people think that the government shouldn't <u>tax</u> poor people.
a) feed
b) collect money from
c) count | 6. We are holding a street fair to generate <u>funding</u> for the library.
a) training
b) data
c) money |



Vocabulary Review cont.

B. Choose the Closest Meaning cont.

- | | | |
|---|---|---|
| 7. The three siblings hold <u>decennial</u> meetings to decide how to invest their money. | 8. An interesting <u>statistic</u> is that 95% of Americans own a mobile phone. | 9. I don't know much about <u>real estate</u> , but I certainly wouldn't buy a house in that neighbourhood. |
| a) happening ten times total | a) fact | a) property |
| b) happening ten times each year | b) celebration | b) biology |
| c) happening every ten years | c) development | c) funding |

Census Questions

A. Answering Questions

Read the sample census questions. Write your answers in your notebook.

1. What is your age, sex, race, profession, and marital status?
2. What is your relationship to all the people who live in your home?
3. If you work, how far away from your home is your job? How do you get to work?
4. What kind of structure do you live in (e.g. single-family home, mobile home, a building for more than seven families, etc.)? When was it built?
5. What was your annual income last year?

B. Pair Work

Discuss the questions with a partner. You do not have to share your answers. Why do you think the government would want this information. Are the questions easy to answer? Why or why not? Are you comfortable answering these questions?

Statistics

A. Percentages

The term *statistics* refers to the collection and analysis of data.
We usually use percentages to express statistics.

Do you know how to say and write percentages in English? Look at the percentages in the chart. Note that unlike other rules about writing numbers, it's best to use numerals when writing percentages (except at the beginning of a sentence).

Percent	How to Say This Percent
1%	one percent
5%	five percent
10%	ten percent, one-tenth (of)
20%	twenty percent
28%	twenty-eight percent
50%	fifty percent, half (of)
75%	seventy-five percent, three quarters (of)
84%	eighty-four percent
99%	ninety-nine percent, almost all (of)
100%	one-hundred percent, all (of)

Note #1

The word 'percent' is used with numbers.
The word 'percentage' is used when the numbers aren't mentioned.

- The respondent rate was up 5% this year.
- What percentage of households responded?

Note #2

In general, the verb agrees with the noun, not the percentage.

- Only 1% of the respondents are undocumented.
- Six percent of the population is under five years of age.
- The reports suggests that 50% of marriages end in divorce.

B. Examples

1. Wealthy people represent 1% of the population.
2. Approximately 30% of Americans 25+ have a bachelor's degree or higher.
3. About 10% of people under 65 have no health insurance.
4. Less than 15% of respondents were born outside of America.
5. Twenty percent identified their heritage as Hispanic or Latino.

Statistics cont.

C. Practice

Look at some data that the US government collects about American households. What do you think the percentage is for each item in the US today? Take a guess for each item. Then compare your estimates with a partner's estimates. Lastly, do some research to try to determine whose estimate was closer to a real statistic. Include your research source.

US Data	My Guess (%)	My Partner's Guess (%)	Recent Statistic (%) & Source
speaks Spanish as a first language			
is an unemployed adult (25+)			
is a veteran			
has a disability			
has a high school diploma (25+)			
lives alone			
has a computer at home			
lives in poverty			

Discussion

1. Does your country conduct censuses? If so, how often do they occur?
2. President Donald Trump argued that the 2020 Census should include a question about citizenship, but ultimately the Supreme Court decided against it. What are some pros and cons of having a citizenship question?
3. Why do some people refuse to participate in a census?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read a brief history of the US Census and discuss its functions. Students will learn how to express statistics using percentages, and they will do research on data that the US government collects.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: United States, US, USA, government, census, survey, data, population, civics, statistics

Pre-Reading

A. WARM-UP QUESTIONS

Discuss the questions as a class or in small groups.
Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. f | 3. g | 5. i | 7. c | 9. h |
| 2. e | 4. b | 6. j | 8. a | 10. d |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.
Discuss the meaning of the quote in groups or as a class.

Comprehension

A. TRUE OR FALSE?

1. F – The Census Bureau is an agency, not a person.
2. T
3. F – The first US Census also counted women and children. It counted slaves as well, but only as three-fifths of a person.
4. T
5. F – Local governments use census data to plan school and hospitals.
6. F – The US Census tries to count all people living in the United States, regardless of immigration status.

B. ASK & ANSWER

1. The first US Census took place in 1790.
2. The first US Census was inaccurate because it didn't count free Blacks or Native Americans. Also, Black slaves were only counted as three-fifths of a person.
3. Censuses were used in the Roman Empire to create lists of men who could serve in the military.
4. The number of seats a state gets in the House of Representatives is based on its population.
5. The Census Bureau sends enumerators to homeless shelters so that the homeless are also counted in the census.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|---------------|----------------|
| 1. Statistics | 4. real estate |
| 2. depiction | 5. enumerator |
| 3. funding | |

B. CHOOSE THE CLOSEST MEANING

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

(continued on the next page...)

Answer Key cont.

Census Questions

A. ANSWERING QUESTIONS

After explaining each item in pairs, groups, or as a class, have students answer and reflect on the questions.

B. PAIR WORK

Have students discuss the questions in Part A. It is not necessary for them to share their answers.

Statistics

A. PERCENTAGES

Read the information together as a class. Go over the special notes.

B. EXAMPLES

Invite students to take turns reading out the examples. You may want to practise writing or saying some examples about your own class. Remind students to use words (not numerals) if the percentage appears at the beginning of a sentence. For more practice, survey your students with a few simple questions (e.g. How many of you ate breakfast this morning?). Ask someone who has a calculator (or smartphone) to calculate the percentage. Then ask another student to put the answer into words on the board.

C. PRACTICE

Give students some time to read over the chart and write down their own estimates (%) pertaining to statistics in the US. Then place students in pairs and have them compare their estimates. Finally, invite your students to do some research online to find some real data about these questions. This can be done in pairs or small groups. Encourage your students to note their source. Discuss the findings as a class (or have students write complete sentences for each item in the chart). Answers will vary depending on the year and source.

Discussion

Discuss as a class or in small groups. Answers will vary.

Currencies

Pre-Reading

A. Warm-Up Questions

1. Do you know what countries these types of currency are from: yen, pounds sterling, euro, peso, and rand?
2. Have you ever been to a country that uses another form of currency than yours? What was using another form of currency like?
3. What do you do when you need to convert currency? What reasons do people have for doing this?
4. Can you name any countries that have the “dollar” as the main form of currency?
5. Approximately how much money do you spend when you are on vacation?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|------------------------|---|
| _____ 1. currency | a) a round piece of metal money |
| _____ 2. coin | b) to change from one measurement into another (e.g., yen to euros) |
| _____ 3. bill | c) a rectangular piece of paper money |
| _____ 4. exception | d) continuous change |
| _____ 5. exchange rate | e) the place where money is made |
| _____ 6. flux | f) the system of money used in a specific region or country |
| _____ 7. mint | g) to begin using or having, to take on |
| _____ 8. convert | h) the value of one type of currency in comparison with another |
| _____ 9. adopt | i) any valid type of money that can be used to make a payment |
| _____ 10. legal tender | j) a case or thing that does not follow the usual rule or law |

Reading

CURRENCY

An Overview

1. **Currency**, in short, is money—both paper money, like **bills**, and **coins**. Different countries and systems have their own forms of currency, which are used to buy products and services. When people visit a place with another system of money, they need to exchange their money for the system of currency in use. Money is **legal tender** for goods, debts, charges, taxes, and dues or fees.
2. Most countries control the production of their own form of currency. For example, the United States **Mint** produces all the coins needed for Americans and visitors to use. There are four US Mints located across the country: Philadelphia, West Point, Denver, and San Francisco. The Bureau of Engraving and Printing is responsible for paper money. One **exception** is the euro. The euro is the form of money used by all countries in the European Union who have ceded control to the European Central Bank. Some countries that belong to the European Union and use the euro as their form of currency are France, Austria, Germany, Greece, Luxembourg, and Italy.
3. Several countries use the same name for their currency. The US **adopted** the dollar in the 1700s. Other countries, like Canada, Australia, New Zealand, Singapore, and Hong Kong all have dollars as their main form of currency. It should be noted that they are all different dollars and still need to be **converted**. In other words, a US dollar can't be spent in Australia. US dollars would be converted into Australian dollars before being accepted at an Australian establishment. All dollars are not worth the same amount either. At times, the US dollar might be worth more than the Canadian dollar or vice versa. The **exchange rate** is in **fl x** and changes daily.
4. Other countries have other forms of currency besides the euro and the dollar. In Japan, the current form of money is the yen. The Swiss retained their own monetary system and have the franc. Mexico has a peso system, while Brazil has the real. The same is true for countries on the African continent. South Africa uses a rand as its main monetary form. It can be difficult to remember what money is used where and when on vacation or while doing business travel, so people have to remember that all money forms are not equal. People sometimes spend more than they intend to when visiting other countries.

Vocabulary Review 1

A. Currencies

Match the money unit in the left column with a country that uses it in the right column.

- | | |
|-----------------|------------------|
| _____ 1. dollar | a) Switzerland |
| _____ 2. euro | b) South Africa |
| _____ 3. franc | c) United States |
| _____ 4. peso | d) Brazil |
| _____ 5. real | e) Germany |
| _____ 6. rand | f) Mexico |

B. Questions

1. Name two other countries that use a form of the dollar.

2. Name two other countries that use the euro.

C. Choose the Correct Word

Choose the word closest in meaning to the vocabulary word used in the reading.

- | | | | |
|--|--|--------------------------------------|------------|
| 1. currency | 2. coins | 3. bills | |
| a) economy | a) paper money | a) paper money | |
| b) money | b) metal money | b) metal money | |
| c) bills | c) international money | c) international money | |
| d) coins | d) domestic money | d) domestic money | |
| 4. exchange | 5. flux | 6. convert | 7. adopt |
| a) giving | a) always changing | a) buy | a) take on |
| b) taking | b) always the same | b) sell | b) own |
| c) trading | c) always increasing | c) change | c) buy |
| d) selling | d) always decreasing | d) remain | d) give |
| 8. mint | 9. exchange rate | 10. legal tender | |
| a) place where exchange rates are determined | a) how much one currency is worth | a) money that is accepted for use | |
| b) place where bills are made | b) how much two currencies are worth | b) money that is not real | |
| c) place where coins are made | c) the amount governments sell currencies for | c) money that is not allowed for use | |
| d) place where currency is purchased | d) the amount one currency is traded for another | d) money that is not exchanged | |

Pair Work (Partner A)

A. Reading

Read the short article to the right, but do not show it to your partner. Your partner will ask you questions about your article.

THE EURO

The euro is the currency used in the eurozone. As of January 2016, there were 25 countries, including 19 of 27 member states of the European Union (EU), using the euro. Because it is used by so many countries and their citizens, it is one of the most significant currencies in the world.

The euro came into existence in 1999 when countries such as the Netherlands, Portugal, Finland, and 12 others gave control to the European Central Bank that now manages and authorizes all policy associated with the euro. Over 300 million citizens use the euro. All European Union states, except Denmark, are required to join this monetary system when they meet the criteria to join. There are a few other microstates that are not members of the EU that have adopted the euro. One example is Vatican City located within Italy.

One euro is divided into 100 cents which is similar to the United States dollar. One euro is not equal to one US dollar, though. The euro system contains both bills and coins and can be used in any country that belongs to the EU and has adopted the euro as its monetary form. Although it has had its ups and downs, the euro is a major player in the world economy.

B. Sharing Information

Work with your partner. Ask the questions to the right about your partner's reading. Write the answers in your notebook.

1. Who uses the US dollar?
2. What organization oversees the mints and bureaus?
3. Where is the US dollar used?
4. When was the US dollar adopted?
5. Why is the US dollar a significant part of the world economy?

PairWork (Partner B)

A. Reading

Read the short article to the right, but do not show it to your partner. Your partner will ask you questions about your article.

THE UNITED STATES DOLLAR

The dollar is the unit of money that is used in the United States. A few other countries have a dollar system as well, but not all dollars are worth the same amount. The US dollar is divided into 100 cents and consists of both paper and metal money. Although other forms of currency were used in the country throughout its history, the dollar has been used since 1785 when it was adopted by the Congress of the Confederation.

Currently, there are billions of US dollars in circulation around the world. Therefore, the dollar is an important part of the world economy. US coins are produced by the United States Mint, and the bills are produced by the Bureau of Engraving and Printing. Both the mints and the bureaus are advised by the Treasurer of the United States who is part of the US Department of the Treasury. The dollar is used outside the United States as the standard unit for gold and petroleum. Even some businesses with little domination in the US use the dollar as their main form of currency.

The US dollar depreciated after the euro was introduced in 1999. However, the value of a dollar changes all the time and every money exchange should be checked beforehand to see how the rates will affect the trade.

B. Sharing Information

Work with your partner. Ask the questions to the right about your partner's reading. Write the answers in your notebook.

1. Who uses the euro?
2. What organization manages the euro?
3. Where are the countries that use the euro located?
4. When did the euro come into existence?
5. Why is the euro an important part of the world economy?

Writing

Based on your notes from the pair work reading, write a paragraph about currency. Define the word “currency” by explaining what it is, how it works, what it consists of, and its importance.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Vocabulary Review 2

Match the words in the left column with the best definition in the right column. If you don't know the answer, scan the pair work readings again and try to guess the meaning from the context.

- | | |
|----------------------|-------------------------------------|
| _____ 1. union | a) regulation, management |
| _____ 2. significant | b) rules or actions |
| _____ 3. control | c) associated with money |
| _____ 4. authorize | d) one part |
| _____ 5. policy | e) to give up |
| _____ 6. eligible | f) an administration |
| _____ 7. monetary | g) used and accepted by many |
| _____ 8. relinquish | h) in use |
| _____ 9. circulation | i) notable |
| _____ 10. bureau | j) to make decisions |
| _____ 11. standard | k) qualified |
| _____ 12. unit | l) two or more things acting as one |

Group Work

Work with three classmates. Work together to answer the following questions. Write your answers in your notebook.

1. Choose four countries that you'd like to visit during your school break. List them.
2. What system of currency does each country have?
3. Look in the newspaper or online and determine what the exchange rate is between your country's currency and the currency of any other country you wish to visit on your vacation. Convert them.
4. If you had 50,000 in your local currency, how much would it be worth in each of your chosen vacation spots?
5. How would you convert your 50,000? Would you divide it equally among your choices or would it vary? Explain your choices.

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn about different types of currencies from around the world. This lesson includes a pair information gap task about the euro and the US dollar and a group assignment on making travel preparations.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: currency, currencies, dollar, euro, travel, bank, money, conversion, convert, information gap, group assignment, business, business English

Pre-Reading

A. WARM-UP QUESTIONS

Individual answers.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. f | 3. c | 5. h | 7. e | 9. g |
| 2. a | 4. j | 6. d | 8. b | 10. i |

Vocabulary Review 1

A. CURRENCIES

- | | | | | | |
|------|------|------|------|------|------|
| 1. c | 2. e | 3. a | 4. f | 5. d | 6. b |
|------|------|------|------|------|------|

B. QUESTIONS

Answers will vary. Possible answers include:

- Canada, Australia
- France, Italy

C. CHOOSE THE CORRECT WORD

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

Pair Work

B. SHARING INFORMATION

Partner A

- The United States and some other countries use the US dollar.
- The Treasurer of the United States oversees the mints and bureaus.
- The US dollar is used in the United States, and it is also used outside the US as the standard unit for gold and petroleum.
- The US dollar was adopted in 1785.
- The US dollar is a significant part of the world economy because there are billions of US dollars in circulation around the world.

Partner B

- As of January 2016, there were 25 countries, including 19 of the 28 member states of the European Union, using the euro.
- The European Central Bank manages the euro.
- The countries that use the euro are located in Europe.
- The euro came into existence in 1999.
- The euro is an important part of the world economy because it is used by so many countries and their citizens.

(continued on the next page...)

Answer Key cont.

Writing

Individual answers.

Vocabulary Review 2

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. l | 3. a | 5. b | 7. c | 9. h | 11. g |
| 2. i | 4. j | 6. k | 8. e | 10. f | 12. d |

Group Work

Individual answers.

SPELLING NOTES:

**Note that in British English, *Organisation* is a variant of *Organization*, and *Authorise* is a variant of *Authorize*.
Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.**

Law & Order

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21	Teachers' Notes



Law & Order

A. Discussion

Discuss the following questions in groups.

1. Do you think that there is a lot of **crime** in your city?
2. Do you always lock your doors and windows when you go out? Do you keep your doors locked when you are at home?
3. Have you ever been a **victim** of a crime?
4. Have you ever been a **witness** to a crime?
5. Have you ever served on a **jury**?
Would you like to be on a jury? Why or why not?
6. Do you know how people are selected for jury duty in your country?
7. Have you ever received a speeding ticket?
If so, how much was the **fine**?
8. Have you ever had any other **traffic violations**?
If so, what were they?
9. Have you ever had to ask a lawyer for advice?
10. What can a person do in your country if they cannot afford to hire a lawyer?
11. Does **capital punishment** exist in your state/country?
12. Do you think **criminals** should be required to serve their whole **sentences** or do you think that they should be allowed out of prison early for good behavior?
13. What is the purpose of jails and prisons?
Are they to **deter** crime or **rehabilitate** criminals?
14. Do you think that the violence shown on TV and in movies today increases the amount of violent crime in our society?
15. Do you think that people **charged with** a violent crime should be allowed out on **bail** while waiting for their court case?
16. Do you know the difference between criminal law and **civil law**? Can you give an example?
17. Have you ever **sued** anyone or been sued?
18. Are **judges** in your state/country appointed or elected?
19. How long can the police in your country hold a person in **custody** before charging him/her?
20. If you were charged with a crime, would you rather be **tried** by a judge or a jury?
21. What would you do if you heard someone breaking into your house?
22. What can we do to make our cities safer?

Law & Order cont.

B. Vocabulary

Word		Definition
crime	noun	a serious offense against the law, serious law breaking
victim	noun	a person who has been hurt or suffered from a crime, accident, war, etc.
witness	noun	a person who has seen an event and is able to describe it
jury	noun	a group of people chosen to make a decision in a court of law
fine	noun	money paid as a punishment for breaking the law
traffic violation	noun	a broken law related to driving
capital punishment	noun	the death penalty, punishment of death
criminal	noun	a person who commits a crime or breaks a serious law
sentence	noun	punishment given to a criminal by a judge
	verb	to say what the punishment is
deter	verb	to prevent something from happening
rehabilitate	verb	to bring back to good condition or a better situation
charge (<i>with a crime</i>)	verb	to officially state that a person has broken the law
bail	noun	money that is demanded by the court, paid by a person who has been charged with a crime, as security that the person will return for his/her trial
civil law	noun	law dealing with the private rights of citizens, not with crime
sue	verb	to make a legal claim against, to take to court and ask for compensation for damages or suffering
judge	noun	the person in charge of a court of law
custody	noun	guarding, imprisonment
take into custody	verb	to seize by police, arrest
try	verb	to examine information in a court of law and make a decision
trial	noun	the whole process of examining information in court and making a decision

Law & Order cont.

C. Complete the Sentences

Choose the correct word or expression from the list on page 3 to complete the following sentences.

1. Frank has a perfect driving record. He has never had a _____.
2. You saw the accident, so you may have to go to court as a _____.
3. The _____ told the jurors to take their time making a decision.
4. The robber told his _____ to empty his pockets and give him all his money.
5. The thief received a ten-year _____ for his crime.
6. Mary had to pay a \$100 _____ for driving through the red light.
7. His _____ was not very serious, so the judge sentenced him to only three weeks in jail.
8. If he can't pay the \$50,000 _____, he will have to remain in jail until his trial.
9. Last year, Robbie drove his father's car after getting drunk at a party.
As a punishment, his father would not allow him to drive the car for two months.
His father hopes that punishment will _____ Robbie
from drinking and driving in the future.
10. Many countries have decided to end _____.
Instead, they sentence their very dangerous criminals to life in prison.
11. It only took the _____ five hours to decide that the man was guilty.
12. The police are going to _____ him with robbery.
They found the stolen money in his apartment.

Law & Order cont.

D. Sorting

Work with a partner or in small groups to place each of the words at the bottom of the page in the proper category. Some words may fall into more than one category, but be prepared to explain your reason for your choice. You may need to use your dictionary. Add as many other words to each category that you can think of and explain the meanings to your partners.

Police	Punishment	Type of Offense	In the Court

Word List:

- sentence
 - jaywalking
 - sheriff
 - judge
 - jail
 - handcuff
 - assault
 - lawyer
 - arrest
 - lieutenant
- vandalism
 - kidnapping
 - manslaughter
 - lethal injection
 - DUI (driving under the influence)
 - fingerprint
 - execution
 - defense attorney
 - murder
- prosecutor
 - uniform
 - witness stand
 - shoplifting
 - parole
 - detective
 - transcript
 - arson
 - deputy
 - rape
- forgery
 - death penalty
 - breaking and entering
 - evidence
 - theft
 - fine
 - badge
 - gavel
 - jury
 - chief

Vocabulary Practice 1

A. What's the Crime?

Choose the correct word from the list to
the right to complete the following sentences.

1. Nora Roberts stuffed three sweaters into her large handbag and left the store without paying for the items. She was charged with_____.
2. Frankie broke three windows of his neighbor's house and threw eggs at the garage door. He was charged with_____.
3. Albert signed someone else's name on several checks and then cashed them at the bank. He was charged with_____.
4. The old man hit his wife so hard she ended up in the hospital. He was charged with_____.
5. When Bart punched the man in the face, the man fell down and hit his head on the sidewalk and died. Bart was charged with_____.
6. The men deliberately started the fire by pouring gasoline all over the boxes and then lighting a match. The men were charged with_____.
7. The two men used guns and knives to force the pilot to land the plane. They were charged with_____.

Word List

- forgery
- hijacking
- vandalism
- arson
- shoplifting
- manslaughter
- domestic abuse

Vocabulary Practice 1 cont.

B. Who's Talking?

Read the following quotations and decide who is speaking.
Choose from the Word List.

#	Quotation	Speaker
1	"I plead not guilty."	
2	"Bail is set at \$10,000."	
3	"All rise."	
4	"We find the defendant not guilty."	
5	"You were driving 30 miles an hour over the speed limit."	
6	"Call 911!! I just saw someone running out of the bank with a gun."	
7	"I'm going to prove to you that the defendant is guilty of this crime."	
8	"This is a stickup! Empty the cash register and put all the money in this bag."	

Word List

- jury foreman
- highway patrol officer
- clerk of the court
- prosecutor
- witness
- defendant
- judge
- thief

Vocabulary Practice 1 cont.

C. Matching

Complete the sentences by matching the correct beginnings and endings.

- | | |
|--|--|
| _____ 1. The policeman... | a) testified to what he had seen. |
| _____ 2. The criminal was taken to jail... | b) transcribed the proceedings. |
| _____ 3. The witness was able to pick the man... | c) government's case. |
| _____ 4. Everyone stood when... | d) to all the evidence. |
| _____ 5. The defendant... | e) sentenced the robber to five years. |
| _____ 6. The prosecutor presented the... | f) handcuffed the robber. |
| _____ 7. The defense attorney... | g) represented the accused. |
| _____ 8. The witness... | h) out of the lineup. |
| _____ 9. The jury listened carefully... | i) and fingerprinted. |
| _____ 10. The court reporter... | j) pleaded not guilty. |
| _____ 11. The jury foreman... | k) the judge entered the room. |
| _____ 12. The judge... | l) delivered the verdict. |

D. Preposition Practice

Choose the correct preposition from the list to the right to complete the following sentences. You may use the same preposition more than once.

- The two men were charged _____ robbery and assault.
- Frank was driving 20 miles per hour _____ the speed limit.
Then he went _____ a red light.
- Mr. Jones was accused _____ forgery.
- The jury found him guilty _____ the crime.
- The judge sentenced him _____ five years in prison.
- The jury is responsible _____ deciding innocence or guilt.
- The judge is responsible _____ giving the sentence.
- The witness swears _____ a Bible to tell the truth.
- The court reporter listens _____ the whole trial and records everything that is said.
- The defendant was released _____ \$5,000 bail.
- The robber was released _____ prison after serving a three-year sentence.
- You are a witness _____ the crime, so you will have to go to court to testify.

Word List

- of
- to
- for
- with
- on
- over
- through
- from

Laws, Crimes & Punishments

A. Reading

1. Citizens of most countries believe strongly in the rule of law. **Laws** are written rules that are intended to **guide** people in their day-to-day lives. Every country has its own set of laws and these laws may be quite different in different places. For example, in the United States, Canada, and many European countries, the law states that people drive on the right side of the road. In England, Japan, New Zealand, and other countries, people must drive on the left side of the road. When people break the law, **punishments** may also differ from place to place. For instance, some countries **impose the death penalty** for very serious crimes, whereas other countries do not believe in **capital punishment**.
2. In free and democratic countries, laws are made by elected government representatives. Laws can be made by different levels of government. Laws that everybody in the country must **obey** are made by the **national or federal government**. These kinds of laws may relate to serious criminal offenses, federal taxes, passport regulations, immigration, etc. Laws that apply only to the individual state or province are made by the government of that region. These laws may involve highway traffic regulations, provincial or state taxes, rules about education, minimum wages paid by employers, etc. City or **municipal laws**, often called **bylaws**, are made by city officials and are relevant only to the local area. Rules that relate to speed limits within a city, property taxes, parking restrictions, building codes, etc., are included in municipal bylaws.
3. While laws are made by the elected representatives, the **police** and **courts** exist to **enforce** the laws. Not all law breaking is considered a crime. Courts deal with both **criminal** and **civil cases**. In criminal cases, the community accuses an individual of committing an offense. The community is represented in court by the government, which presents the case against the accused person in court. An example of a **criminal offense** is theft. In **civil cases**, private individuals or companies who cannot solve a problem themselves ask the courts to decide. Breaking a contract is an example of a civil offense. It is sometimes possible for both a criminal and a civil case to result from the same incident. Suppose a person is injured in a car accident and the person who caused the accident had been drunk. The driver could be charged with drunk driving and that case would go to **criminal court**. But the **victim** could also **sue** the driver for his/her pain and suffering and that case would go to **civil court**.
4. Criminal offenses are those offenses that **violate** public law. In most countries, these **crimes** are divided into two categories: less serious offenses and more serious offenses. In the United States, these offenses are referred to as **misdemeanors** and **felonies**. Leaving a restaurant without paying the bill, disturbing the peace by making loud noises, and stealing a chocolate bar are examples of misdemeanors. Kidnapping, assault, and murder are examples of felonies. Individuals **convicted of a crime** may be sentenced to different kinds of punishments such as **fines**, **community service**, **imprisonment**, etc. Felonies are more serious crimes and, therefore, have much **harsher sentences**.

Laws, Crimes & Punishment cont.

B. Comprehension

Read the article in Part A. Then answer the following questions in your notebook.

1. Give an example of how laws differ from country to country.
2. What is the purpose of laws?
3. What is another term for the death penalty?
4. What is a bylaw?
5. Give an example of a bylaw.
6. Who makes the laws that apply to the whole country?
7. If you want to sue somebody, what kind of court would try the case?
8. Who enforces the laws that are made by elected government representatives?
9. Is breaking a contract considered to be a crime?
10. What level of government would probably make a law that regulates the minimum wage an employer must pay an employee?
11. What level of government would make a law regarding the speed limit on highways?
12. Explain the difference between misdemeanors and felonies.
13. Give an example of your own, explaining how an incident might be tried in both a criminal and a civil court.

Areas of Law

A. Discussion

There are many different areas of law, and some lawyers choose to specialize in one or more of these. Read the list of different types of law specialties. Work with a partner or small group. Discuss the different specialties and think of examples of problems that each specialty might cover. When you have finished, share your ideas with the rest of your classmates.

#	Law Specialties	Examples
1	Business or Corporate Law	
2	Bankruptcy Law	
3	Civil Rights Law	
4	Consumer Law	
5	Criminal Law	
6	Employment Law	
7	Family Law	
8	Immigration Law	
9	Insurance Law	
10	Intellectual Property Law	
11	Personal Injury Law	
12	Real Estate and Property Law	
13	Tax Law	
14	Wills and Estate Planning	
15	Workers' Compensation Law	

Areas of Law cont.

B. Recommend a Lawyer

Read the situations below and decide which type of lawyer you would recommend for each problem.

1. May Sanji has been looking for an apartment. Recently, she found one that she would like to rent. However, when the landlord found out that she was a recent immigrant, he told her that the apartment had already been rented. She knows for a fact that the apartment is still available and feels that the landlord does not want to rent to her because of the color of her skin.

2. Larry Michaels is a writer. He has published several books in the education field. Last week, he found a website that has copied material from his books without his permission and is selling it on the Internet.

3. Anita Flores is worried about her elderly mother who lives in Mexico. She wants to sponsor her to come live in this country.

4. Roberta Anderson was divorced three years ago and received custody of her children. Her husband was ordered by the court to pay her \$1,000 per month, but he stopped making the payments six months ago.

5. Write your own situation here and then ask your classmates to discuss the type of lawyer they think the situation requires.

PairWork (Student A)

YOU'RE THE JUDGE! WHAT'S THE SENTENCE?

A. Reading

You and your partner each have a different legal case. Read your case, then complete Part B with your partner.

Case #1

Joan Mathews is 40 years old. She got married when she was 21 and has three children, aged 14, 12, and 8. For the past 15 years, Mr. Mathews had been assaulting his wife, and she has been taken to the hospital numerous times for her injuries. Mrs. Mathews had called the police many times to report the abuse, but each time, Mr. Mathews promised never to hurt her again, and she allowed him to continue living with the family. On April 20, Mrs. Mathews called 911. When the police arrived, they found Mr. Mathews lying on the floor dead. There was a gun on the table and Mrs. Mathews was sobbing. She told the police that she had shot her husband because he was beating her again. The jury found Mrs. Mathews guilty of second-degree murder.

B. Sharing Information

Share your case information with your partner by answering his/her questions. Work together to make a decision as to what would be an appropriate sentence for the defendant in each case. Write your answers in your notebook.

1. What is the name of the defendant in Case #2?
2. What is his occupation?
3. What problem has Mr. Corrigan had in the last ten years?
4. What happened on New Year's Eve?
5. How did Mr. Corrigan feel about this and what did he promise?
6. What has he told the boy's family he would like to do?
7. What was the jury's verdict?
8. What sentence will you give him?
9. Give your reasons for your decision.

PairWork (Student B)

YOU'RE THE JUDGE! WHAT'S THE SENTENCE?

A. Reading

You and your partner each have a different legal case. Read your case, then complete Part B with your partner.

Case #2

Donald Corrigan is 42 years old and happily married with two children. Mr. Corrigan has a good job as an accountant and makes a good income. However, Mr. Corrigan is an alcoholic and has lost his driver's license twice in the past ten years for drunk driving. Mr. Corrigan has tried several times to quit drinking, but on New Year's Eve, he went to a party and got quite drunk. When he was driving home, he hit a 15-year-old boy who was crossing the street. The boy died three days later. Mr. Corrigan was terribly upset about the accident and has promised never to drink again. He has written a letter of apology to the family of the boy who died and has offered to put money into a scholarship in the boy's memory. The jury found Mr. Corrigan guilty of manslaughter.

B. Sharing Information

Share your case information with your partner by answering his/her questions. Work together to make a decision as to what would be an appropriate sentence for the defendant in each case. Write your answers in your notebook.

1. What is the name of the defendant in Case #1?
2. How many children does she have?
3. What had been happening to her for the past 15 years?
4. Why did she allow her husband to continue to live with her?
5. What happened on April 20?
6. What did she tell the police?
7. What was the jury's verdict?
8. What sentence will you give her?
9. Give your reasons for your decision.

Vocabulary Practice 2

Choose the correct word from the list to the right to complete the following sentences.

1. The whole process of examining evidence and making a decision is called the_____.
2. After a person is arrested and charged with a crime, he/she is called the_____.
3. The judge asked the defendant, "How do you_____? Guilty or not guilty?"
4. The lawyer for the government is called the_____.
The lawyer for the accused is called the_____.
5. Before a witness can_____, he/she has to swear to tell the truth.
6. In the American judicial system and many others, a person accused of a crime is considered to be_____until proven_____.
7. They don't think the accused will be released on _____ before his trial because he is considered very dangerous.
8. Before a trial takes place, the police and lawyers for the government collect_____or proof about the case.
9. The decision reached by the jury is called the_____.
10. If the jury finds the defendant guilty of murder, the judge will _____ him to life in prison.
11. If a person is found guilty of a crime by a court of law, he/she has the right to_____the verdict to a higher court.
12. After serving a certain length of time in prison, a person can apply for_____.
This allows the prisoner to be released early, but he/she is still under supervision.
13. If the jury decides to_____the defendant, he will be released immediately.
If they decide to_____him, he will be taken to prison.

Word List

- bail
- evidence
- parole
- verdict
- trial
- testify
- plead
- prosecutor
- convict
- appeal
- acquit
- accused
- guilty
- sentence
- defense attorney
- innocent

Law & Order Idioms

A. Guess the Meanings

Many idioms come from words related to law and order.
In your groups, try to guess the meanings of the following idioms.
Use your imagination!

#	Idiom	Meaning
1	behind bars	
2	take the stand	
3	under oath	
4	press charges / lay charges / charge	
5	drop the charges	
6	throw the book at	
7	bail someone out	
8	on death row	
9	crack the case	
10	get off easy	

Law & Order Idioms cont.

B. Matching

Now try to match the idioms on the left with the correct definitions on the right.

- | | |
|---------------------------------|--|
| _____ 1. behind bars | a) to officially accuse someone of a crime |
| _____ 2. take the stand | b) in prison and waiting to be put to death |
| _____ 3. under oath | c) to pay to get someone out of jail or help someone out of a difficult situation or problem |
| _____ 4. press charges / charge | d) in jail or prison |
| _____ 5. drop the charges | e) to give a hard punishment to someone or get very angry at someone |
| _____ 6. throw the book at | f) to solve the crime |
| _____ 7. bail someone out | g) to not get the punishment one deserves |
| _____ 8. on death row | h) to enter the witness box to give testimony or evidence in a courtroom |
| _____ 9. crack the case | i) to withdraw the formal accusation that someone has committed a crime |
| _____ 10. get off easy | j) having promised to tell the truth in court |

C. Who Did What?

Choose the correct word from the list to the right to complete each sentence.

1. The _____ took the stand and testified to what he had seen.
2. The _____ threw the book at the criminal.
3. The _____ waited on death row.
4. The _____ cracked the case.
5. The _____ hopes the defendant doesn't get off easy.
6. The _____ will spend two years behind bars.

Word List

- judge
- victim
- witness
- thief
- detective
- murderer

ClassActivity

FIND SOMEONE WHO...

Walk around the classroom and ask your classmates questions.
Write your classmate's name on the right if he/she answers "yes."

#	Find someone...	Name
1	who has never had a traffic violation.	
2	who has bailed someone out of difficulty recently.	
3	who has had a parking ticket recently.	
4	who has had his/her purse or wallet stolen.	
5	who is not afraid to walk alone at night in his/her neighborhood.	
6	who believes in capital punishment.	
7	who thinks that our laws are too soft on criminals.	
8	who has had the book thrown at him/her recently.	
9	who has had his/her house broken into.	
10	who can explain the expression "an eye for an eye."	

Review

Your teacher will now check your understanding of language related to law and order.

Task

READ & RESPOND

Read the information and answer the questions.

Bylaw 2004-087

The following is an overview of the parking regulations for the city of Westmount. These regulations apply to all residents and visitors.

- Overnight street parking is not permitted between the hours of 2:00 am and 6:00 am.*
- Vehicles are not permitted on city streets for more than three consecutive hours.
- Vehicles may not block driveways, sidewalks, or entrances/exits at any time.
- Parking in the wrong direction is not permitted.
- Vehicles may not park on private property without an owner's permission.
- Parking is not permitted in front yards or backyards.
- Parking is not permitted on city streets during snow bans from November to March. Visit WestmountCityInfo.com for snow ban info.

Parking is enforced by Westmount Parking city officials. Violations will result in tickets and fines.

*Residents can register for overnight visitor street parking 10 times per year by calling (555) 998-9876. Include your name, your address, the date, and the vehicle model and license plate number of your visitor's vehicle.

Questions

1. What type of law is this?
2. What level of government regulates this type of law?
3. What type of punishment will result from violating any part of this law?
4. Are visitors ever allowed to park on the street overnight?
5. Why are there extra parking restrictions between November and March?
6. Where are residents NOT allowed to park on their own property?
7. Who enforces parking in Westmount City?
8. How does this bylaw compare to the parking regulations in your own town or city?

Reading Task Assessment

Student: _

Date	Level	Assessed by	Task	Skill
			Reading for information	Reading
Criteria		Rating	Notes	
identifies type of text		5 4 3 2 1		
scans for specific information		5 4 3 2 1		
identifies implied meanings		5 4 3 2 1		
shares personal information		5 4 3 2 1		

Teachers' Notes

LESSON DESCRIPTION:

This lesson introduces key vocabulary related to law, crime, and punishment. It includes reading comprehension, vocabulary and idiom practice, a case study, a group discussion, and an optional reading assessment task.

LEVEL: Int – High Int

TIME: 5+ hours

TAGS: law, law and order, court, rules, regulations, living in English, idioms, headlines, wh- questions, parking, bylaws

Recommended Visuals

To accompany this lesson, you may want to bring in different clippings from newspapers, magazines, or books that contain the images of judges, jury, lawyers, criminals being handcuffed, police officers at work, etc.

Law & Order

A. DISCUSSION

Break the class into small groups to discuss the questions in Part A. You may need to teach the vocabulary in Part B beforehand. When students have completed their discussions, have them share some of their information with the class as a whole.

B. VOCABULARY

Before distributing this section, try to elicit as much vocabulary as possible from students about law and order, and put the words on the board. Introduce the new vocabulary. Have students repeat each item and monitor pronunciation. Give examples in sentences and ask students to give their own examples.

C. COMPLETE THE SENTENCES

Have students complete this section individually to review the vocabulary from Part B.

- | | |
|----------------------|------------------------|
| 1. traffic violation | 7. crime |
| 2. witness | 8. bail |
| 3. judge | 9. deter |
| 4. victim | 10. capital punishment |
| 5. sentence | 11. jury |
| 6. fine | 12. charge |

D. SORTING

This activity is intended to help familiarize students with the judicial system. Have students work in pairs or in small groups and encourage lots of conversation. Students may follow up this activity by making their own list of law and order words and asking other classmates which category they would place them in.

Vocabulary Practice 1

These exercises may be done individually as a review after you have taught a lesson on law or you may prefer to have students try them in pair work. Those students who are familiar with the vocabulary will be able to assist others in doing the categorizing exercise. Working in pairs also helps stimulate conversation.

A. WHAT'S THE CRIME?

- | | |
|-------------------|-----------------|
| 1. shoplifting | 5. manslaughter |
| 2. vandalism | 6. arson |
| 3. forgery | 7. hijacking |
| 4. domestic abuse | |

(continued on the next page...)

Teachers' Notes cont.

Vocabulary Practice 1 cont.

B. WHO'S TALKING?

- | | |
|-----------------------|---------------------------|
| 1. defendant | 5. highway patrol officer |
| 2. judge | 6. witness |
| 3. clerk of the court | 7. prosecutor |
| 4. jury foreman | 8. thief |

C. MATCHING

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. f | 3. h | 5. j | 7. g | 9. d | 11. l |
| 2. i | 4. k | 6. c | 8. a | 10. b | 12. e |

D. PREPOSITION PRACTICE

- | | | |
|------------------|--------|----------|
| 1. with | 5. to | 9. to |
| 2. over, through | 6. for | 10. on |
| 3. of | 7. for | 11. from |
| 4. of | 8. on | 12. to |

Laws, Crimes & Punishment

This short reading and activity introduces students to the different types of laws, law enforcement agencies, and offenses.

B. COMPREHENSION

- In the United States, Canada, and many European countries, the law states that people drive on the right side of the road. In England, Japan, New Zealand, and other countries, people must drive on the left side of the road.
- to guide people in their day-to-day lives
- capital punishment
- City or municipal laws, often called bylaws, are made by city officials and are relevant only to the local area.
- parking restrictions, property taxes, speed limits
- national or federal government
- civil court
- police and courts
- No, it's a civil offense.
- state or provincial government

- state or provincial government
- Leaving a restaurant without paying the bill, disturbing the peace by making loud noises, and stealing a chocolate bar are examples of misdemeanors. Kidnapping, assault, and murder are examples of felonies.
- Answers will vary.

Areas of Law

This activity is intended to help familiarize students with various areas of law specialties.

A. DISCUSSION

Have students work in pairs or in small groups and encourage lots of conversation.

B. RECOMMEND A LAWYER

- real estate and property lawyer
- intellectual property lawyer
- immigration lawyer
- family lawyer
- Answers will vary.

(continued on the next page...)

Teachers' Notes cont.

Pair Work

A. READING

Break the class into pairs and give one student sheet A and the other sheet B. Student A has Case #1, Student B has nine questions pertaining to the corresponding case, and vice versa.

B. SHARING INFORMATION

In order to do the matching exercise, each student will have to read to his/her partner their case, and together they can make a decision as to what would be an appropriate sentence for the defendant in each case.

Student A:

1. Donald Corrigan is the defendant in Case #2.
2. Mr. Corrigan is an accountant.
3. He is an alcoholic and lost his driver's license twice in the past ten years.
4. He hit a 15-year-old boy while driving drunk on New Year's Eve. (The boy died three days later.)
5. Mr. Corrigan felt terribly upset and promised never to drink again.
6. He has told the family that he would like to put money into a scholarship in the boy's memory.
7. The jury found Mr. Corrigan guilty of manslaughter.
- 8-9. Answers will vary.

Student B:

1. Joan Mathews is the defendant in Case #1.
2. She has three children.
3. For the past 15 years, she had been assaulted by her husband.
4. She allowed Mr. Mathews to continue living with her because he had promised never to hurt her again.
5. On April 20, Mrs. Mathews called 911. The police found Mr. Mathews lying on the floor dead.
6. Mrs. Mathews was sobbing and told police that she had shot him because he was beating her again.
7. The jury found Mrs. Mathews guilty of second-degree murder.
- 8-9. Answers will vary.

Vocabulary Practice 2

- | | |
|---------------------|---------------------|
| 1. trial | 7. bail |
| 2. accused | 8. evidence |
| 3. plead | 9. verdict |
| 4. prosecutor, | 10. sentence |
| defense attorney | 11. appeal |
| 5. testify | 12. parole |
| 6. innocent, guilty | 13. acquit, convict |

Law & Order Idioms

A. GUESS THE MEANINGS

Put students in groups and ask them to guess the meaning of the idioms. Let them use their imaginations and have fun with this exercise. Then share their ideas with the whole class.

B. MATCHING

- | | | | | |
|------|------|------|------|-------|
| 1. d | 3. j | 5. i | 7. c | 9. f |
| 2. h | 4. a | 6. e | 8. b | 10. g |

C. WHO DID WHAT?

- | | | |
|------------|--------------|-----------|
| 1. witness | 3. murderer | 5. victim |
| 2. judge | 4. detective | 6. thief |

(continued on the next page...)

Teachers' Notes cont.

Class Activity

Distribute the worksheet. First, have students write the questions they will ask before they begin the oral practice. Then review the questions together. This will ensure that they are asking the questions correctly as they circulate around the room.

As students circulate around the class asking the questions they have written and find a classmate who can answer the question, they will write the student's name in the chart and follow up with one more question of their own. (For example: "Have you ever had your purse or wallet stolen?" "Yes." "Did the police catch the thief? / Did you press charges?", etc.) Try to encourage students to engage in real conversation during this activity. Follow up by sharing the information with the whole class.

This activity provides a good opportunity for students to practice the new vocabulary from the lesson.

Review (Assessment Task)

Now assess your students' ability to apply some of what they learned about law and order. You can decide whether you want your students to respond orally (one-to-one) or in writing.

1. This is a bylaw.
2. The municipal government regulates this type of law.
3. Violators will be ticketed and fined.
4. Yes, visitors are allowed to park overnight on the street if a resident registers their car (max. 10 times a year per resident).
5. Snow removal crews work during the winter season when it snows. During snow bans, no parking is permitted on city streets.
6. Residents are not allowed to park in their front yards or backyards.
7. Westmount Parking city officials enforce parking in this city.
8. Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the words *Licence*, *Behavior*, *Defense*, *Offense*, *Checks*, *Neighbor*, and *Neighborhood*. Most other English-speaking countries spell these words this way: *Licence*, *Behaviour*, *Defence*, *Offence*, *Cheques*, *Neighbour*, and *Neighbourhood*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Police Body Cameras

*'Whenever you do a thing,
act as if the whole world
were watching.'* —Thomas Jefferson

Pre-Reading

A. Warm-Up Questions

1. What is police brutality?
2. Why are some police departments testing out body cameras?
3. How might body cameras benefit civilians?
4. What concerns might civilians have about police body cameras?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------------------|--|
| _____ 1. brutality | a) more than normal or necessary |
| _____ 2. transparency | b) documentation of an event that can be seen and/or heard |
| _____ 3. accountable | c) harsh physical violence |
| _____ 4. excess | d) done to oneself, not done or caused by others |
| _____ 5. civilian | e) carefulness that usually involves keeping something private |
| _____ 6. citation | f) available entry |
| _____ 7. footage | g) the state of being open and available for all to see, not secretive |
| _____ 8. self-inflicted | h) to release something that should be contained |
| _____ 9. hostile | i) responsible for one's personal actions (especially failures) |
| _____ 10. discretion | j) an everyday person who is not part of a police force or army |
| _____ 11. access (<i>noun</i>) | k) a ticket or court order related to breaking a law |
| _____ 12. leak | l) unfriendly, filled with conflict |

Reading

POLICE BODY CAMERAS

Increasing transparency or violating privacy?

1. Mobile phones are used by everyday people to capture crimes as they happen. Occasionally, the bad guys are in uniform. In recent years, a series of highly publicised cases of police **brutality** and racial discrimination have given some police departments a bad reputation. To rebuild the public's trust and increase **transparency** in law enforcement, some departments have added body cameras to their uniforms.
2. Early findings suggest that police are more **accountable** for their conduct if they wear body cameras. When cameras are rolling, officers are more likely to follow police procedures and less likely to use **excess** force. These police are also less likely to use weapons or have physical contact with **civilians**. Another key finding is that cameras reduce the rate of arrests and **citations**. As a result, police departments receive fewer public complaints about police conduct.
3. Many police officers have welcomed this addition to their uniforms. Video **footage** can be used in court to back up a police officer's testimony. Cameras have been particularly useful in cases of domestic violence, since victims often change their stories by the time a court date rolls around. Video footage can also clear officers of fault. In the US, a video can confirm that a civilian's gunshot wounds were **self-inflicted** or that a police officer acted in self-defence. Criminals are also more likely to plead guilty when video evidence is submitted in court.
4. While police departments have been quick to publicise video footage of officers exhibiting courage and restraint in **hostile** situations, sceptical civilians fear that negative footage will never come to light. Would a police chief turn over video evidence that might lead to an officer being charged with murder? Also, what will stop officers from turning cameras off at their own **discretion**?
5. Some citizens are also concerned about privacy. Innocent bystanders, including minors, may be videotaped unexpectedly. A civilian may be inadequately dressed or recorded at a location that they had hoped to keep under wraps. Who has **access** to this footage, and how long is this private information stored? What happens if the footage is accidentally **leaked** to the public?

Idioms

come to light:
to be exposed for all to see

keep under wraps:
to remain private or secret

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

- 1. What do mobile phones have to do with police body cameras?
- 2. What reason do police departments have for adding body cameras to police uniforms?
- 3. According to studies, are police officers held more accountable for their actions if they wear body cameras? Why?
- 4. How can body cameras be beneficial to police?
- 5. Why are some civilians sceptical about the benefits of body cameras?

Vocabulary Review

Look at the list of words below and try to make collocations.
Collocations are words that are typically written or said together.

- 1. police brutality
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Word List:

police

- bad
- face
- hold
- plead
- innocent
- self-inflicted
- build

- reputation
- accountable

brutality

- wounds
- guilty
- trust
- bystander
- scrutiny

Excess Vs. Access

A. Confusing Words

The words *excess* and *access* are commonly confused words. These words look and sound similar but have very different meanings.

Excess / Excessive

The word *excess* can be used as an attributive noun that means *more than necessary*. An attributive noun is one that can function as an adjective before a noun.

- The police used **excess** force.

The word *excess* can also be used on its own without modifying a noun. It refers to *the unnecessary part*.

- Cut off the **excess**.

The adjective *excessive* also means more than necessary. It often translates to *extravagant* or *over the top*. Unlike *excess*, it can be used after the *Be* verb.

- Their use of force was **excessive**.

Access

The word *access* can be a noun or a verb.

As a verb, it means *to gain entry to something*.

- I can't **access** his file.

As a noun, *access* means *the gained entrance*.

- The police used tear gas to gain **access** to the premises.

B. Choose the Correct Word

Choose the word or phrase that best completes the sentence.

1. The make-up on that woman was a bit _____.
a) excess
b) access
c) excessive
2. We can't _____ the premises without a warrant.
a) excess
b) excessive
c) access
3. There was an _____ of salt in the sauce.
a) excess
b) access
c) excessive
4. You will have to pay for your _____ baggage. Your luggage is five kilograms overweight.
a) access
b) excess
c) excessive
5. You'll need your room key to _____ the swimming pool.
a) excessive
b) excess
c) access
6. Trim the _____ before you start sewing. There is a lot of extra material there.
a) excessive
b) excess
c) access

Agreeing & Disagreeing

Read the statements to your partner. Does your partner agree or disagree? Paraphrase your partner's response in your notebook. Use verbs such as *feel, believe, think, say, and suggest* to report your partner's opinions.

1. Most police officers are trustworthy and fair.
2. Throughout the day, an officer should be able to turn a body camera on or off at his or her own discretion.
3. My city streets would be safer if every police officer arrested more people and gave more cautions.
4. Too many people complain about police officers. Police officers deserve more credit for their brave work.
5. Body cameras will benefit police officers more than civilians.

Example:

1. Elena strongly agrees. She feels that police officers in her neighbourhood care about young people and want to protect her community.

Agreement

STRONG, WEAK, OR HESITANT?

- I disagree completely.
- I strongly disagree.
- I have mixed feelings.
- I agree to some extent.
- I agree for the most part.
- I agree.
- I strongly agree.

Discussion

1. Is discrimination by police a problem in your community? If yes, in what way? If no, why not?
2. The financial cost of equipping police forces with body cams is significant. Some people even argue that it is excessive. Do you think the costs are worth the benefits?
3. Do you consider police cams a violation of privacy? What other types of cameras in your community are you concerned about?
4. What would happen if police body cameras recorded randomly and police officers and civilians didn't know if they were being recorded or not?

Listening

Fill in the blanks as you listen to the recording.

POLICE BODY CAMERAS

Increasing transparency or violating privacy?

1. Mobile phones are used by everyday people to capture crimes as they happen. Occasionally, the bad guys are in uniform. In recent years, a series of highly publicised cases of police _____ and racial discrimination have given some police departments a bad reputation. To rebuild the public's trust and increase _____ in law enforcement, some departments have added body cameras to their uniforms.
2. Early findings suggest that police are more _____ for their conduct if they wear body cameras. When cameras are rolling, officers are more likely to follow police procedures and less likely to use _____ force. These police are also less likely to use weapons or have physical contact with _____. Another key finding is that cameras reduce the rate of arrests and _____. As a result, police departments receive fewer public complaints about police conduct.
3. Many police officers have welcomed this addition to their uniforms. Video _____ can be used in court to back up a police officer's testimony. Cameras have been particularly useful in cases of domestic violence, since victims often change their stories by the time a court date rolls around. Video footage can also clear officers of fault. In the US, a video can confirm that a civilian's gunshot wounds were _____ or that a police officer acted in self-defence. Criminals are also more likely to plead guilty when video evidence is submitted in court.
4. While police departments have been quick to publicise video footage of officers exhibiting courage and restraint in _____ situations, sceptical civilians fear that negative footage will never come to light. Would a police chief turn over video evidence that might lead to an officer being charged with murder? Also, what will stop officers from turning cameras off at their own _____?
5. Some citizens are also concerned about privacy. Innocent bystanders, including minors, may be videotaped unexpectedly. A civilian may be inadequately dressed or recorded at a location that they had hoped to keep under wraps. Who has _____ to this footage, and how long is this private information stored? What happens if the footage is accidentally _____ to the public?

Answer Key

LESSON DESCRIPTION:

In this lesson, advanced learners read about why some police departments are adding body cams to their uniforms. Students practise agreeing and disagreeing and reporting the opinions of others.

LEVEL: Adv

TIME: 1.5–2 hours

TAGS: discussion, police, body cameras, militarized police, discrimination, race, court, law, privacy, collocations, reported speech, agreeing and disagreeing

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote. You may also want to discuss why 'were' instead of 'was' is used in this quote.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. c | 3. i | 5. j | 7. b | 9. l | 11. f |
| 2. g | 4. a | 6. k | 8. d | 10. e | 12. h |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Everyday people use mobile phones to capture crime in action. Sometimes they catch police officers engaging in criminal conduct. Police departments need to regain the public's trust and improve transparency.
2. Police officers who wear body cams are more likely to be held accountable for their conduct.
3. Yes. Early reports suggest police officers are less physical and are less likely to use a weapon when wearing a body camera. They are more likely to follow police procedures and less likely to arrest people or hand out tickets.
4. Body cameras are beneficial to police because they provide evidence that backs up police testimony in court. Criminals are more likely to admit to guilt when there is video evidence.
5. Some civilians feel that police departments will only release positive video footage. They fear that negative footage will rarely come to light.

Vocabulary Review

- | | |
|--------------------|-------------------------|
| • police brutality | • plead guilty |
| • bad reputation | • innocent bystander |
| • face scrutiny | • self-inflicted wounds |
| • hold accountable | • build trust |

(continued on the next page...)

Answer Key cont.

Excess Vs. Access

A. CONFUSING WORDS

Review the difference between *excess* and *access* and have your students practise the pronunciation to make sure that they are making a clear distinction between these two words.

Note that before a noun, *excess* and *excessive* are grammatically interchangeable, though *excess* usually refers to *surplus* while *excessive* refers to *extravagance*.

- They used excess force. / They used excessive force.
- Excess baggage costs £25.00. / Excessive jewellery looks terrible.

B. CHOOSE THE CORRECT WORD

1. c 2. c 3. a 4. b 5. c 6. b

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

1. brutality, transparency
2. accountable, excess, civilians, citations
3. footage, self-inflicted
4. hostile, discretion
5. access, leaked

Militarized Police

Pre-Reading

A. Warm-Up Questions

1. How is the role of a soldier different from the role of a police officer?
2. How can a police department build a trusting relationship with local citizens?
3. What happens when civilians fear the police?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------|---|
| _____ 1. surplus | a) to look like |
| _____ 2. ammunition | b) camouflage clothing worn by soldiers |
| _____ 3. resemble | c) related to strategic plans and actions used against the enemy |
| _____ 4. army fatigues | d) to not be a priority in comparison to something else |
| _____ 5. confrontation | e) a tank or other vehicle equipped with weaponry |
| _____ 6. armored vehicle | f) a constitutional right (US) to freedom of speech and assembly |
| _____ 7. tactical | g) more than necessary |
| _____ 8. take a backseat | h) a specified time that people need to be back inside their homes |
| _____ 9. blur the lines | i) objects used in weapons, such as bullets and missiles |
| _____ 10. First Amendment | j) a clash between two people or groups |
| _____ 11. civilian | k) an everyday person, not a member of the military or police force |
| _____ 12. curfew | l) to mix or confuse concepts or boundaries that should be distinct |

Reading

MILITARIZED POLICE

Have the lines become blurred?

1. What should a government do with **surplus** military equipment? This is a question the US government has tackled in recent decades. Since the early 1990s, the US secretary of defense has been transferring military-grade supplies to federal and state law-enforcement agencies. Millions of dollars worth of US military vehicles, supplies, and **ammunition** are transferred to police forces across America each year.
2. What happens when police officers begin to **resemble** armed soldiers? Many citizens feel that the militarization of police invites **confrontation**, transforming everyday neighborhoods into war zones. As history has shown, peaceful protests turn into violent riots when police officers arrive in **army fatigues**. Heightened racial tensions between police and **civilians** in America appear to be linked to the militarization of law enforcement. Many Black and Latino youths in particular feel as though they are treated as the enemy.
3. Civilians aren't the only ones who disagree with the militarization of police. Many military personnel feel that local police officers aren't properly trained to use military-grade equipment. They note that police shouldn't ride on top of **armored vehicles** or aim their assault weapons at unarmed protesters. Retired police officers have a different concern, however. They fear that officers are receiving too much **tactical** training. Since 9/11, the notion of serving and protecting has **taken a backseat** in many police training programs.
4. The saying "desperate times call for desperate measures" is often used to defend the militarization of police. However you look at it, the war on drugs and the threat of homeland security have changed the role of the police officer in America. President Obama, however, has expressed concern about police officers **blurring the lines**. In 2014, after a white police officer shot and killed an unarmed Black youth in Ferguson, Missouri, protesters filled the streets. Obama criticized law enforcers for their aggressive response. He said peaceful protesters must be allowed to lawfully exercise their **First Amendment** rights.
5. In 2015, protesters took to the streets in Baltimore after a Black man died suspiciously while in police custody. This time, the police stayed back and allowed the protesters to fill the streets. When citizens began setting cars and buildings on fire, people criticized the mayor for not issuing a **curfew**. Everyone wanted to know why the mayor waited for things to get out of control before she called in extra law enforcement.

"There's a reason you separate military and the police. One fights the enemies of the state, the other serves and protects the people. When the military becomes both, then the enemies of the state tend to become the people."

—Commander William Adama, *Battlestar Galactica*

Comprehension

Discuss these questions in pairs, and write the answers below.

1. Why is military-grade equipment given to local law-enforcement agencies in the US?

2. According to the reading, how do many Black and Latino youths feel about the police?

3. What concern do military personnel have about police forces in America?

4. What common saying is often used to defend the notion of police showing up in riot gear?

5. Why was the mayor of Baltimore criticized in 2015?

Vocabulary Review

Which word or phrase from page 1 do you think of when you read each sentence?
More than one option may be possible.

#	Sentence	Word or Phrase
1	He is supposed to be tutoring my daughter, but he took her out for dinner and a movie.	
2	The uniforms of our police department have changed. These days, they wear bulletproof vests and camouflage.	
3	The constitution gives me the right to speak my mind in public.	
4	These days, the coaches are more concerned with winning than having fun.	
5	The police used tear gas, rubber bullets, and even grenades to disperse the crowd.	
6	The young officers learned shooting positions for fighting from a vehicle.	
7	When the police department rolled up in tanks, the crowd got angrier.	
8	The police officer on guard at our mall looks like a combat soldier.	
9	Regular people became so angry that they started attacking police cars with rocks.	
10	What will be done with all of the unused ammunition after the war?	

Grammar Review

HOWEVER

A. Reference

There are a few different ways to use the word “however” in a sentence. Depending on its usage, this word can be placed in a variety of different positions in a sentence. In the following examples, notice the punctuation as well as the placement in the sentence.

Use	Notes	Examples
Use #1 to connect two main clauses / to show contrast	The word “however” is commonly used as an adverb to show contrast with a previous statement. The most common position of “however” is between two sentences, either set between a period and a comma or a semicolon and a comma.	• The police are hired as public servants to serve and protect the community. However, many residents claim to fear the police. • The police are hired as public servants to serve and protect the community; however, many residents claim to fear the police.
	“However” can also be used after the subject of the second sentence, set between commas, or at the end of the second sentence after a comma. These positions indicate that “however” is not as essential to the meaning of the sentence.	• The police are hired as public servants to serve and protect the community. Many residents, however, claim to fear the police. • The police are hired as public servants to serve and protect the community. Many residents claim to fear the police, however.
Use #2 an adverb meaning “in whatever manner or means” or “no matter how”	—	• However you look at it, the man who was shot was unarmed. • The suspect was unarmed however you look at it.

Grammar Review cont.

B. Practice

Work together to write a few sentences of your own using different forms of “however.” Experiment with sentence structure and punctuation. Can you use some of the vocabulary words from page 1 in your sentences?

Discussion

1. Name some “high-risk” situations or crimes that deserve an aggressive response from a SWAT* team. Name some “low-risk” situations that do not require a tactical response.
2. Should confiscated** drug money be used to buy ammunition for police departments?
3. How does the right to bear arms contribute to the problem of militarized police?
4. Can you think of any countries where police don’t carry guns?
5. Should young people have a curfew?

***Note #1**

SWAT stands for Special Weapons and Tactics.

****Note #2**

Confiscated means collected from criminals by the authorities.

Critical Thinking

IN PAIRS OR SMALL GROUPS

With the rise of social media, protests have become an effective way of bringing about reform. While police departments are meant to be public servants, they quickly become the enemy in riot situations.

During the 2015 protests in Baltimore, mayor Stephanie Rawlings-Blake described the situation as a “delicate balancing act.” She did not want the protests to be a repeat of what happened in Ferguson. However, she was criticized for being too slow to issue a curfew and call in extra police.

How do peaceful protests turn into riots, and what can be done to prevent this from happening?

Listening

Fill in the blanks as you listen to the recording.

MILITARIZED POLICE

Have the lines become blurred?

1. What should a government do with surplus military equipment? This is a question the US government has tackled in recent _____. Since the early 1990s, the US secretary of defense has been transferring military-grade supplies to federal and state law-enforcement agencies. Millions of dollars _____ of US military vehicles, supplies, and ammunition are transferred to police forces across America each year.
2. What happens when police officers begin to resemble armed soldiers? Many citizens feel that the militarization of police invites confrontation, transforming everyday neighborhoods into _____. As history has shown, peaceful protests turn into violent riots when police officers arrive in army fatigues. Heightened racial tensions between police and civilians in America appear to be linked to the militarization of law enforcement. Many Black and Latino youths feel as though they are treated as the enemy.
3. Civilians aren't the only ones who disagree with the militarization of police. Many military _____ feel that local police officers aren't properly trained to use military-grade equipment. They note that police shouldn't ride on top of armored vehicles or aim their assault weapons at unarmed protesters. Retired police officers have a different concern, however. They fear that officers are receiving too much tactical training. Since 9/11, the _____ of serving and protecting has taken a backseat in many police training programs.
4. The saying "desperate times call for desperate measures" is often used to defend the militarization of police. However you look at it, the war on drugs and the threat of homeland security have changed the role of the police officer in America. President Obama, however, has expressed concern about police officers blurring the lines. In 2014, after a white police officer shot and killed an _____ Black youth in Ferguson, Missouri, protesters filled the streets. Obama criticized law enforcers for their aggressive response. He said peaceful protesters must be allowed to lawfully _____ their First Amendment rights.
5. In 2015, protesters took to the streets in Baltimore after a Black man died suspiciously while in police custody. This time, the police stayed back and allowed the protesters to fill the streets. When citizens began setting cars and buildings _____, people criticized the mayor for not issuing a curfew. Everyone wanted to know why the mayor waited for things to get out of control before she called in extra law enforcement.

Answer Key

LESSON DESCRIPTION:

Students read about the militarization of police in America. The lesson includes vocabulary review exercises, comprehension questions, discussion questions, and a review of how to use "however" in a sentence.

LEVEL: High Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, policing, law, military, police, US, police state, race, racism, curfew, balancing act, discussion

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. g | 3. a | 5. j | 7. c | 9. l | 11. k |
| 2. i | 4. b | 6. e | 8. d | 10. f | 12. h |

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 7. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Military-grade equipment is given to local law-enforcement agencies in the US because it is no longer needed for fighting wars abroad.
2. Many black and Latino youths feel like enemies in their own country.
3. Military personnel fear that police forces aren't trained properly in using military-grade equipment.
4. The saying "desperate times call for desperate measures" is often used to defend an aggressive police response.
5. The mayor was criticized for being too slow to respond to the crisis in Baltimore.

Vocabulary Review

- | | |
|----------------------------|---|
| 1. blur the lines | 7. armored vehicle, tactical, confrontation |
| 2. army fatigues, tactical | 8. resemble |
| 3. First Amendment | 9. civilian, confrontation |
| 4. take a backseat | 10. surplus |
| 5. ammunition, tactical | |
| 6. tactical | |

(continued on the next page...)

Answer Key cont.

Grammar Review

A. REFERENCE

B. PRACTICE

Individual answers.

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

1. decades, worth
2. war zones, in particular
3. personnel, notion
4. unarmed, exercise
5. on fire

SPELLING NOTE:

This lesson shows the American spelling of the word *Neighborhoods*. Other English-speaking countries spell it this way: *Neighbourhoods*. Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Private Prisons



Pre-Reading

A. Warm-Up Questions

1. What's the difference between public and private?
2. Should the government be in charge of running prisons?
3. How many types of 'law offenders' can you name?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------|--|
| ___ 1. offender | a) the loss of one's freedom of movement due to an offence |
| ___ 2. detention | b) someone who is against an idea |
| ___ 3. immoral | c) a person who breaks a rule or law |
| ___ 4. opponent | d) considered wrong by society |
| ___ 5. sentence | e) a prisoner |
| ___ 6. decriminalisation | f) a ruling from a judge about the punishment for a crime |
| ___ 7. high turnover | g) imprisonment |
| ___ 8. inmate | h) to rebel, to cause an uprising (often due to unfair treatment) |
| ___ 9. revolt | i) a quick rate of employees leaving a job and new ones coming in |
| ___ 10. incarceration | j) the legalising of something that was previously against the law |

Reading

PRIVATE PRISONS

Should corporations profit from crime?

1. The US imprisons more people than any other country in the world, including China. What happens when jails become overcrowded? In the US, there is a simple answer: privatised prisons. The government pays private (for-profit) facilities to hold hundreds of thousands of law **offenders**.
2. Private **detention** centres in the US started out small. They were mainly used to hold undocumented immigrants. Eventually these prisons became home for drug abusers and thieves. Today, private prisons are a multi-billion dollar industry with corporations that trade on the New York Stock Exchange.
3. Is it **immoral** to profit from crime in this way? Corporations that run private prisons say no. They claim that their prisons save taxpayers a lot of money. Private prisons can be built more quickly than state-run jails, and the staff aren't paid as much money. Since they house mainly nonviolent prisoners, they leave room in state-run prisons for more serious offenders.
4. Many **opponents** to America's private prisons have a better solution. They think **sentences** for nonviolent crimes need to be shorter so that people aren't separated from their families for so long. This would allow the government to spend more money on crime prevention and social programmes. Some people are also calling for the **decriminalisation** of drugs such as marijuana.
5. A few states have banned private prisons. Prisoner uprisings are more common in private prisons than in state-run prisons. In addition, private prisons often have a **high turnover** of security guards who don't get to know the **inmates**. Prisoners who don't get adequate food or health care often **revolt**. This results in lawsuits and medical fees. Some studies show that private prisons actually cost more money *in the long run*.
6. Serious crime rates in the US are dropping, but **incarceration** rates continue to climb. Will private prisons always have a *steady stream* of prisoners? Empty cells aren't good for business!

*'I do think we
can do a lot of
privatisations,
and private prisons.
It seems to work
a lot better.'*

—President Donald Trump

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. What statistic is provided in the opening of the reading?
2. How did private prisons begin in the US?
3. What do private prison corporations say to defend their industry?
4. What could be done to prevent the need for so many private prisons?
5. Why might private prisons actually cost more than state-run prisons?

Vocabulary Review

A. Chunking

Create six words or expressions by pairing the words that are commonly found together in English. Then write a sentence for each example.

Word List:

- | | | | |
|---------------------|------------|------------|------------|
| • centre | • high | • of drugs | • stream |
| • decriminalisation | • in the | • offender | • turnover |
| • detention | • long run | • steady | • young |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Vocabulary Review cont.

B. Odd One Out

Choose the word or phrase that does NOT belong in the group.

- | | | |
|---|--|---|
| 1. a) offender
b) criminal
c) lawbreaker
d) prison | 3. a) incarcerate
b) immoral
c) wrong
d) unacceptable | 5. a) prison
b) sentencing
c) jail
d) detention centre |
| 2. a) fight back
b) revolt
c) turnover
d) rebel | 4. a) term
b) inmate
c) sentence
d) jail time | |

Discussion

1. Which crimes should require people to pay fines rather than serve jail time?
2. The US spends at least six times more money on prisons and inmates than on higher education. How do you feel about this statistic?
3. Do you think the decriminalisation of drugs would increase or decrease crime in the US?

Critical Thinking

In 2009, after a few years of using private prisons in Israel, the Israeli Supreme Court ruled that for-profit prisons violated prisoners' rights to dignity and freedom. The judge said that a business that wants to minimise costs could not be counted on to protect and provide for prisoners in a fair way. Do you agree with the court's decision? Why or why not?

Listening

Fill in the blanks as you listen to the recording.

PRIVATE PRISONS

Should corporations profit from crime?

1. The US _____ more people than any other country in the world, including China. What happens when jails become overcrowded? In the US, there is a simple answer: privatised prisons. The government pays private (for-profit) facilities to hold hundreds of thousands of law _____.
2. Private _____ centres in the US started out small. They were mainly used to hold _____ immigrants. Eventually these prisons became home for drug abusers and thieves. Today, private prisons are a multi-billion dollar industry with corporations that trade on the New York Stock Exchange.
3. Is it _____ to profit from crime in this way? Corporations that run private prisons say no. They claim that their prisons save taxpayers a lot of money. Private prisons can be built more quickly than state-run jails, and the staff aren't paid as much money. Since they house mainly _____ prisoners, they leave room in state-run prisons for more serious offenders.
4. Many _____ to America's private prisons have a better solution. They think sentences for nonviolent crimes need to be shorter so that people aren't separated from their families for so long. This would allow the government to spend more money on crime prevention and social programmes. Some people are also calling for the _____ of drugs such as marijuana.
5. A few states have banned private prisons. Prisoner uprisings are more common in private prisons than in state-run prisons. In addition, private prisons often have a _____ of security guards who don't get to know the _____. Prisoners who don't get adequate food or health care often revolt. This results in lawsuits and medical fees. Some studies show that private prisons actually cost more money *in the long run*.
6. Serious crime rates in the US are dropping, but _____ rates continue to climb. Will private prisons always have a *steady stream* of prisoners? Empty cells aren't good for business!

Answer Key

LESSON DESCRIPTION:

Students read about the controversial use of private prisons in the US. The lesson includes vocabulary review exercises, comprehension questions, and discussion questions.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, private prisons, prison, Donald Trump, jail, crime

Note:

In the following teachers' notes, an * indicates a place in the lesson where you might want to encourage your students to take their learning one step further. (Some teachers call this teaching approach 'Demand High'.) Try to involve as many learners as possible. Rather than just telling students that the answer is right or wrong, invite them to talk about why it is right or wrong. If you have students in a group setting, make sure that some of your students aren't just sitting back quietly letting others do the work.

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Answers will vary.

3. young offender, repeat offender, sex offender, drug offender, foreign, female, mentally disabled, nonviolent, high-risk offender

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. c | 3. d | 5. f | 7. i | 9. h |
| 2. g | 4. b | 6. j | 8. e | 10. a |

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

*After your students have read the reading, go back to the vocabulary preview exercise. Can your students spot any words that may mean something different in a different context?

Ex. 1: 'high turnover' in sales rather than in labour

Ex. 2: 'opponent' in sports or competitions

Ex. 3: 'sentence' in language

For #9, can your students give you some examples of uprisings that have occurred in prisons or in other situations?

(continued on the next page...)

Answer Key cont.

Comprehension

1. In the opening of the reading, the author states that the US incarcerates more people than any other country, including China. (*Why does this statistic matter? Ask your students to guess how many more people there are in China. Why would the author use this statistic? [Note: China has about 4 X the US population.]*)
2. Private prisons began in the US as centres to hold undocumented immigrants.
3. Private prison corporations say that they save taxpayers a lot of money.
4. Some suggest shorter prison terms for nonviolent crimes. Others suggest the decriminalisation of marijuana. (*Can your students think of other suggestions?*)
5. Private prisons may actually cost more than state-run prisons due to uprisings, medical fees, and high turnover of staff.

Vocabulary Review

A. CHUNKING

Answers for sentences will vary. (*Have more advanced students write a short story, dream, or fictional news article using all six expressions. This can be done individually, in pairs, or in groups.)*

- | | |
|-------------------------------|---------------------|
| 1. steady stream | 4. high turnover |
| 2. young offender | 5. in the long run |
| 3. decriminalization of drugs | 6. detention centre |

B. ODD ONE OUT

1. d 2. c 3. a 4. b 5. b

(*Invite students to explain why one word doesn't fit.
Can they think of another word that does fit?*)

Discussion

Answers will vary.

Critical Thinking

Answers will vary.

Listening

1. imprisons, offenders
2. detention, undocumented
3. immoral, nonviolent
4. opponents, decriminalisation
5. high turnover, inmates
6. incarceration

Glorifying Criminals



Pre-Reading

A. Warm-Up Questions

1. Why are humans so interested in criminals and crime?
2. How do some criminals profit from their crimes?
3. Why do many young people think it's cool to be bad?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|--|
| ___ 1. glorification | a) to avoid an organisation, product, or person as a form of protest |
| ___ 2. outsmart | b) a keyword used for categorising topics online |
| ___ 3. hashtag | c) a well-known person or thing |
| ___ 4. boycott | d) famous for having a bad characteristic |
| ___ 5. copycat | e) a person who has killed many people |
| ___ 6. household name | f) a period when the sale of alcohol was forbidden |
| ___ 7. notorious | g) to make smarter choices than another person |
| ___ 8. brag | h) the action of describing something as much better than it is |
| ___ 9. prohibition | i) to talk about how good someone or something is |
| ___ 10. serial killer | j) a person who copies another person's behaviour |

Reading

GLORIFYING CRIMINALS

How did 'bad' become 'cool'?

1. Does the face of a criminal belong on the glossy cover of a magazine? According to opinion polls, many people disagree with the **glorification** of criminals. The truth is that crime sells. When young, attractive, or famous people commit crimes, the media cashes in. The media also makes money when criminals **outsmart** law enforcement. Who doesn't love a good chase?
2. How far is the media willing to go to shine a spotlight on a criminal? In 2013, *Rolling Stone* magazine put an accused terrorist on the cover of its magazine. Many businesses refused to sell the issue. In fact, a **hashtag** telling people to **boycott** the magazine began trending on Twitter. What effect did this negative publicity have on sales? Back in 1970, cult leader Charles Manson made the cover of *Rolling Stone*. The interviewer won an important award for the piece. It also helped Charles Manson get more fan mail.
3. After the Colorado theatre shooting in 2012, a brother of one of the victims made a special request to the president. He asked President Obama not to name the shooter when he addressed the nation about the tragedy. He wanted the victims to be remembered rather than the shooter. This didn't stop the media from repeatedly comparing the killer to a comic book character. Criminals who are nicknamed by the media often become **household names**. Who can forget names like Scarface, the Black Widow, or Son of Sam? These are the criminals that inspire **copycats**. Fortunately, they are also the criminals who are most likely to get caught.
4. Young people often **brag** about living in dangerous areas. They think it's cool to have friends or relatives in gangs. How did criminal behaviour become so cool? Is the media or the entertainment industry to blame? Al Capone was a **notorious** American gangster in the **prohibition** era. Films, television shows, and books have been written about him. Criminals like Capone often profit from their crimes. Would you buy a book written by a **serial killer**?

'Life is nothing but a competition to be the criminal rather than the victim.'

—Bertrand Russell, philosopher

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. According to polls, how do most people feel about the glorification of criminals?
2. Why did some businesses boycott an issue of *Rolling Stone* magazine in 2013?
3. What good thing can come out of the nicknaming of notorious criminals?
4. What do kids sometimes brag about?
5. Who was Al Capone?

Vocabulary Review

A. Using New Vocabulary

Use the vocabulary from page 1 to rewrite the following sentences.
Underline the keyword.

1. #Boston is trending on Twitter.

2. Bonnie and Clyde were known around the world.

3. Eli always tells us that his cousin is in a gang.

4. People in New York are refusing to eat at that fast-food restaurant.

5. The film is about a murderer who kills a bunch of neighbours.

6. Police searched for the bank robbers for ten years, but the thieves never got caught.

Vocabulary Review cont.

B. Word Forms

Look at the bold word in each sentence. Is it used as a noun, verb, or adjective? Place your answer in the chart.

#	Sentence	Noun, Verb, or Adjective?
1	My brother always brags about how his friends beat people up.	
2	During prohibition , many gangsters sold alcohol illegally.	
3	Mass murderers often inspire copycats .	
4	The newspaper had a special feature on four notorious Chicago-based gangsters.	
5	The victim's family members thought the media treated the terrorist like a celebrity.	

Discussion

1. Should radio stations and nightclubs ban music with lyrics that glorify criminal behaviour?
2. Studies suggest that notorious criminals with nicknames are more likely to be caught. Is this a good enough reason to assign a nickname to a criminal, or do you think this practice should be ended?
3. Are we more tolerant of criminal behaviour because we are so used to seeing it on TV and in films?
4. Should mass shooters be identified by name and profiled in the news, or should the focus be on the victims?

Critical Thinking

The media often uses words like 'mastermind' and 'the perfect crime' to describe criminals who outsmart law enforcement. Do you think that the language chosen by the media promotes crime?

Listening

Fill in the blanks as you listen to the recording.

GLORIFYING CRIMINALS

How did 'bad' become 'cool'?

1. Does the face of a criminal belong on the glossy cover of a magazine? According to opinion polls, many people disagree with the _____ of criminals. The truth is that crime sells. When young, attractive, or famous people commit crimes, the media cashes in. The media also makes money when criminals _____ law enforcement. Who doesn't love a good chase?
2. How far is the media willing to go to shine a spotlight on a criminal? In 2013, *Rolling Stone* magazine put an accused _____ on the cover of its magazine. Many businesses refused to sell the issue. In fact, a _____ telling people to boycott the magazine began trending on Twitter. What effect did this negative publicity have on sales? Back in 1970, cult leader Charles Manson made the cover of *Rolling Stone*. The interviewer won an important award for the piece. It also helped Charles Manson get more fan mail.
3. After the Colorado theatre shooting in 2012, a brother of one of the victims made a special request to the president. He asked President Obama not to name the shooter when he addressed the nation about the tragedy. He wanted the victims to be remembered rather than the shooter. This didn't stop the media from repeatedly comparing the killer to a comic book character. Criminals who are nicknamed by the media often become _____. Who can forget names like Scarface, the Black Widow, or Son of Sam? These are the criminals that inspire _____. Fortunately, they are also the criminals who are most likely to get caught.
4. Young people often _____ about living in dangerous areas. They think it's cool to have friends or relatives in gangs. How did criminal behaviour become so cool? Is the media or the entertainment industry to blame? Al Capone was a notorious American gangster in the prohibition era. Films, television shows, and books have been written about him. Criminals like Capone often profit from their crimes. Would you buy a book written by a _____?

Answer Key

LESSON DESCRIPTION:

Students read about the glorification of criminals. The lesson includes vocabulary review exercises, comprehension questions, and discussion questions.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, crime, news, media

Pre-Reading

A. WARM-UP QUESTIONS

Answers will vary. Discuss as a class or in small groups.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. h | 3. b | 5. j | 7. d | 9. f |
| 2. g | 4. a | 6. c | 8. i | 10. e |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Discuss the quote with your students. What do they think it means? Do they agree with this definition of 'life'? You could also have students come up with their own quotes using 'Life is nothing but...'. Use this as a writing exercise or homework task.

Comprehension

1. According to surveys, most people disagree with the glorification of criminals.
2. Some businesses boycotted an issue of *Rolling Stone* magazine in 2013 because it featured an accused terrorist.
3. Nicknamed criminals are more likely to get caught because there is so much attention on them.
4. Kids sometimes brag about living in dangerous areas or knowing people in gangs.
5. Al Capone was an American gangster in the prohibition era.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

A. USING NEW VOCABULARY

New sentences will vary.

1. The **hashtag** #Boston is trending on Twitter.
2. Bonnie and Clyde became **household names** around the world.
3. Eli always **brags** that his cousin is in a gang.
4. People in New York are **boycotting** that fast-food restaurant.
5. The film is about a **serial killer** who murders a bunch of neighbours.
6. The bank robbers **outsmarted** the police for ten years.

B. WORD FORMS

- | | | |
|---------|--------------|---------|
| 1. verb | 3. noun | 5. noun |
| 2. noun | 4. adjective | |

Discussion

Answers will vary. Place students in pairs or small groups.

Critical Thinking

Answers will vary. Place students in pairs or small groups.

Listening

1. glorification, outsmart
2. terrorist, hashtag
3. household names, copycats
4. brag, serial killer

Prison Labour

‘Why should prisoners sit with idle hands when the rest of us must work to put a roof over our heads and food in our bellies?’

—Whitney Bennis, journalist

Pre-Reading

A. Warm-Up Questions

1. Should prisoners get paid for the work they do?
2. What kind of work should prisoners have to do?
3. How can corporations benefit by hiring prisoners?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|------------------------|--|
| ___ 1. mandatory | a) to help pay for part of something |
| ___ 2. occupation | b) to recover from behavioural problems |
| ___ 3. voluntary | c) required |
| ___ 4. benefit | d) work that one is paid for |
| ___ 5. subsidise | e) the amount of time a criminal has to remain in prison |
| ___ 6. jail sentence | f) funding to help pay for something (such as medical insurance) |
| ___ 7. idle | g) inactive |
| ___ 8. rehabilitate | h) to take away |
| ___ 9. deduct | i) by one's own choice, not forced |
| ___ 10. room and board | j) a place to live in addition to utilities and food |



Reading

PRISON LABOUR

A booming business behind bars

1. Some form of labour is usually **mandatory** for prisoners. There are two types of labour that inmates may perform. The first is labour as a form of punishment. The second is labour as a form of **occupation**. Occasionally, prison labour is **voluntary**. Should prisoners be allowed to say 'no thank you' when it comes to work?
2. Many US companies are bringing jobs back to American soil. Instead of using cheap overseas labour, they are employing prisoners at private or state prisons. Corporations can pay prisoners less than a dollar an hour, and they don't have to pay **benefits**. Prisoners aren't just making licence plates these days. Major corporations, including retailers and coffee companies, employ prisoners. In fact, with the rising population of inmates in America, the job market in US prisons is booming!
3. In the US, companies that employ prison labourers can get tax rebates. Taxpayers **subsidise** low prison wages while corporations make huge profits. Some prisoners receive a reduced **jail sentence** rather than an income. Private prisons make huge profits on these labour contracts. Providing jobs to inmates also means there are fewer jobs for unemployed non-inmates. If you knew which products were made by prisoners, would you shop differently?
4. Prison labour programs claim to help **rehabilitate** inmates. Prisoners who receive work training may be ready to return to the real world before those who remain **idle**. But what about prisoners' labour rights? Laws designed to protect prisoners are largely ignored in the US. Instead of receiving equal pay, prisoners receive 'training wages'. Most of their earnings are **deducted** for things like **room and board**, uniforms, or transportation. Is working for pennies in prison similar to slavery?

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

- 1. According to the reading, what must most prisoners do while they are in jail?
- 2. Why is it beneficial for US corporations to pay prisoners rather than overseas labourers?
- 3. What is sometimes offered to prison labourers rather than a wage?
- 4. Name at least one example of something that could be deducted from a prisoner’s pay.

Vocabulary Review

A. Chunking

Create five words or expressions by pairing the words that are commonly found together in English. Write a sentence for each example.

- room
 - cheap
- medical
 - jail
- and board
 - rebate
- benefits
 - sentence
- tax
 - labour

#	Word / Expression	Sentence
1		
2		
3		
4		
5		

Vocabulary Review cont.

B. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. About 35% of my pay is _____ for taxes.
2. I won't take a job unless it includes medical _____.
3. If Grandad remains _____ for too long, he won't be able to get up.
4. Participation in the training program is _____. You don't have to join.
5. It is _____ that you wear work boots. You can't work without them.

Discussion

1. Should prison work programmes be voluntary?
2. Should prison labourers get paid the same amount as non-prisoners who do the same job?
3. How similar is prison labour to slavery? What are the differences?

Critical Thinking

IN PAIRS OR SMALL GROUPS

If criminals know they can get food, shelter, and even a job in prison, what is the incentive for staying out of jail?

Listening

Fill in the blanks as you listen to the recording.

PRISON LABOUR

A booming business behind bars

1. Some form of labour is usually mandatory for prisoners. There are two types of labour that _____ may perform. The first is labour as a form of punishment. The second is labour as a form of occupation. Occasionally, prison labour is voluntary. Should prisoners be allowed to say 'no thank you' when it _____ work?
2. Many US companies are bringing jobs back to American soil. Instead of using cheap overseas labour, they are _____ prisoners at private or state prisons. Corporations can pay prisoners less than a dollar an hour, and they don't have to pay benefits. Prisoners aren't just making licence plates these days. Major corporations, including _____ and coffee companies, employ prisoners. In fact, with the rising population of inmates in America, the job market in US prisons is booming!
3. In the US, companies that employ prison labourers can get tax rebates. Taxpayers subsidise low prison wages while corporations make huge _____. Some prisoners receive a reduced jail sentence rather than an income. Private prisons make huge profits on these labour contracts. Providing jobs to inmates also means there are _____ jobs for unemployed non-inmates. If you knew which products were made by prisoners, would you shop differently?
4. Prison labour programs claim to help rehabilitate inmates. Prisoners who receive work training may be ready to return to the real world before those who remain idle. But what about _____ labour rights? Laws designed to protect prisoners are largely ignored in the US. Instead of receiving _____, prisoners receive 'training wages'. Most of their earnings are deducted for things like _____, uniforms, or transportation. Is working for pennies in prison similar to slavery?

Answer Key

LESSON DESCRIPTION:

Students read about prison labour. The lesson includes vocabulary review exercises, comprehension questions, and discussion questions.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, prison, prison labour, crime, controversial

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. c | 3. i | 5. a | 7. g | 9. h |
| 2. d | 4. f | 6. e | 8. b | 10. j |

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

After your students have read the reading, go back to the vocabulary match exercise. Can your students spot any words that may mean something different in a different context? Discuss words that can have more than one word form. (E.g. 'idle' can be an adjective and a verb; 'benefit' can be a noun and a verb.)

Comprehension

1. According to the reading, most prisoners have to do some form of work while they are in jail.
2. It is beneficial for US corporations to pay prisoners rather than overseas labourers because they can pay even cheaper wages.
3. A reduced jail sentence is sometimes offered to prison labourers rather than a wage.
4. Room and board, transportation fees, and uniform costs are all examples of things that could be deducted from a prisoner's pay.

Vocabulary Review

A. CHUNKING

Individual answers for sentences.

- | | |
|---------------------|------------------|
| 1. room and board | 4. jail sentence |
| 2. cheap labour | 5. tax rebate |
| 3. medical benefits | |

B. COMPLETE THE SENTENCES

- | | | |
|-------------|--------------|--------------|
| 1. deducted | 3. idle | 5. mandatory |
| 2. benefits | 4. voluntary | |

(continued on the next page...)

Answer Key cont.

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

1. inmates, comes to
2. employing, retailers
3. profits, fewer
4. prisoners', equal pay, room and board

Solitary Confinement

“We’re sending people back to our neighborhoods worse than when they came.”

—Gregg Marcantel
Secretary of Corrections, New Mexico



Pre-Reading

A. Warm-Up Questions

1. When do you feel most alone?
2. What is solitary confinement?
3. Why is isolation a form of punishment?

B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|------------------------|---|
| ___ 1. isolated | a) to provide an excuse or reasoning for one's actions or decisions |
| ___ 2. inmate | b) related to the enforcement of rules |
| ___ 3. restricted | c) kept within strict limits |
| ___ 4. death penalty | d) a prisoner in the same jail |
| ___ 5. humane | e) severe pain (mental or physical) inflicted on someone |
| ___ 6. torture | f) a (usually unpleasant) result or outcome from an action or occurrence |
| ___ 7. necessary evil | g) something that has to be done because there is no other alternative |
| ___ 8. justify | h) left alone |
| ___ 9. disciplinary | i) the process of helping someone get ready for regular life again |
| ___ 10. consequence | j) separation or division |
| ___ 11. rehabilitation | k) compassionate, more gentle on humans (or animals) |
| ___ 12. segregation | l) a punishment of death for someone who has committed murder or another very serious crime |

Solitary Confinement

Discussion Starters

Reading

SOLITARY CONFINEMENT

Is it torture or a necessary evil?

1. Solitary confinement is often described as a prison inside a prison. While in solitary, a prisoner spends up to 23 hours per day in an **isolated** cell. Social interaction with **inmates**, staff, and family is **restricted**. Recreational activity is limited too.
2. Not long ago, solitary confinement was viewed as a **humane** alternative to other punishments such as public beatings or the **death penalty**. Today, however, restricted housing is a costly form of punishment that many view as **torture**.*
3. Prisoners who spend too much time in isolation often develop personality disorders. When they are released back into the general prison population, many are worse than they were before. The easiest way to deal with mentally ill people is to isolate them.
4. Is solitary confinement a **necessary evil**? Prisons in the US **justify** restricted housing policies in a few different ways. First, they say that some prisoners pose a risk to the general prison population and staff. Second, they claim that some prisoners need protection from other prisoners or themselves. Solitary confinement is also used as a **disciplinary** measure. How can prison guards maintain order without **consequences**?
5. Solitary confinement is rarely used as a short-term solution. In the US, about 80,000 prisoners are currently in solitary, and many will spend months or years this way. Not only does this prevent **rehabilitation**, it costs about three times as much to keep a prisoner in **segregation**. As soon as a cell in a Special Housing Unit, or SHU, becomes available, it is necessary to fill it.

Other Names

FOR PRISON:

- jail
- penitentiary
- correctional facility
- detention center
- the slammer

FOR SOLITARY CONFINEMENT:

- permanent lockdown
- the block
- restricted housing
- the hole
- SHU (Special Housing Unit, Security Housing Unit, Special Handling Unit, Segregated Housing Unit, etc.)
- suicide watch

*Note:

According to the UN, *torture* refers to "any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person".

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. What is solitary confinement?
2. What often happens to prisoners who are put in solitary confinement for a long period of time?
3. How do prison guards justify this form of punishment?
4. What did you learn about the financial costs of solitary confinement?
5. What is inferred at the end of the reading?

Vocabulary Review

A. Complete the Sentences

Complete each sentence with the correct word from the vocabulary list on page 1. Some of the word forms may need changing.

1. Our _____ program prepares prisoners for life on the outside.
2. We consider isolation _____ because humans are social animals.
3. Prisoners who are _____ for 23 hours a day often resort to self-harming.
4. She poses a danger to herself, to prison staff, and to the other _____.
5. Attacking a prison guard has to have _____.
At our jail, it results in 30 days of solitary confinement.
6. A more _____ way of punishing prisoners is to have them complete physical labor.

B. Word Placement

Where does the word *in italics* belong in the sentence?
Circle the correct letter.

1. *inmate*
The a who b moved into c solitary confinement last night d hanged himself.
2. *restricted*
The prisoners in a our SHU are b to one phone c call per d month.
3. *disciplinary*
Prisoners who a participate in the labor b strike will c face d action.
4. *necessary evil*
Placing a dangerous b offenders in chains is a c in this d super-max penitentiary.
5. *justify*
How a can you b leaving a prisoner c alone for d 23 hours a day? It's inhumane!

Discussion

1. In your opinion, is solitary confinement a form of torture or a humane form of punishment?
2. How should prisoners be punished for breaking prison rules?
3. Should prisoners in solitary be allowed to communicate with family members?
4. Is giving a child a *time-out* in his/her room similar to solitary confinement? Does it work?
5. Why might some prisoners prefer solitary confinement to living in the general population of a prison?

Pair Work

IS IT JUSTIFIED? WHY OR WHY NOT?

A. Justified, Not Justified, or Torture?

Here are a few examples of why prisoners are placed in solitary confinement around the world. In your opinion, which examples are justified (J)? Which are not justified (NJ)? Place a (T) beside any that you consider *torture*. Compare your answers with your partner's answers.

- _____ 1. to fill a bed in an expensive SHU
- _____ 2. to force a person to confess to a crime
- _____ 3. to calm a prisoner down after a fight with another inmate
- _____ 4. to put a prisoner on suicide watch
- _____ 5. to break up a prison gang
- _____ 6. to protect a child-killer from being killed by other inmates
- _____ 7. to prevent a high-risk prisoner from harming another prisoner
- _____ 8. to house a mentally disturbed person who is annoying to the general prison population
- _____ 9. to punish a prisoner for participating in a labor strike

B. SHUs

In US prisons, there are three types of SHUs. Which category does each example in Part A fall under? Which examples do not fall into any category? (N/A*)

- **Administrative Segregation:** to protect other prisoners and staff from a harmful prisoner
- **Disciplinary Segregation:** to show prisoners that there are consequences for bad behavior
- **Protective Custody:** to protect prisoners from harming themselves or from being harmed by other prisoners

*N/A:

In English, you will often see N/A on a form or questionnaire. N/A may mean "not applicable," "no answer," or "not announced." It may also mean "none of the above."

Listening – Gap Fill

SOLITARY CONFINEMENT

Is it torture or a necessary evil?

- 1. Solitary confinement is often described as a prison inside a prison. While in solitary, a prisoner spends up to 23 hours per day in an_____cell. Social interaction with inmates, staff, and family is_____. Recreational activity is limited too.
- 2. Not long ago, solitary confinement was viewed as a_____alternative to other punishments such as public beatings or the death penalty. Today, however, restricted housing is a costly form of punishment that many view as_____.
- 3. Prisoners who spend too much time in isolation often develop personality disorders. When they are released back into the general prison population, many are worse than they were before. The easiest way to deal with_____ill people is to isolate them.
- 4. Is solitary confinement a necessary_____? Prisons in the US justify restricted housing policies in a few different ways. First, they say that some prisoners pose a risk to the general prison population and staff. Second, they claim that some prisoners need protection from other prisoners or themselves. Solitary confinement is also used as a_____measure. How can prison guards maintain order without_____?
- 5. Solitary confinement is rarely used as a short-term solution. In the US, about 80,000 prisoners are currently in solitary, and many will spend months or years this way. Not only does this prevent_____, it costs about three times as much to keep a prisoner in_____. As soon as a cell in a Special Housing Unit, or SHU, becomes available, it is necessary to fill it.

- 5. rehabilitation, segregation
- 4. evil, disciplinary, consequences
- 3. mentally
- 2. humane, torture
- 1. isolated, restricted

ANSWERS:

Answer Key

LESSON DESCRIPTION:

Students read about solitary confinement and how US prisons justify this form of punishment. They also discuss whether isolation is torture or a necessary evil in a prison environment.

LEVEL: High Int – Adv

TIME: 1–1.5 hours

TAGS: solitary confinement, prisoner, prison, jail, imprisonment, crime, punishment, depression, psychology, discussion

Pre-Reading

A. WARM-UP QUESTIONS

Individual answers. Discuss the quote.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. h | 3. c | 5. k | 7. g | 9. b | 11. i |
| 2. d | 4. l | 6. e | 8. a | 10. f | 12. j |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- Solitary confinement refers to a Special Housing Unit (SHU) in a prison. Prisoners in solitary spend most of their time alone in small cells, and have limited access to human interaction and recreation.
- Prisoners who are put in solitary confinement for a long period of time often develop personality disorders. They become more mentally ill than they were when they arrived.
- Prison guards justify this form of punishment because they feel that a dangerous population needs to have consequences for bad behavior. They also feel that prisoners and staff need protection from high-risk offenders.
- Solitary confinement programs cost about three times as much as housing prisoners in the general prison population.

- The end of the reading suggests that the system is flawed. For financial reasons, an expensive bed can't sit empty. Someone has to get moved into solitary whether it is justified or not.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|---------------------|-----------------|
| 1. rehabilitation | 4. inmates |
| 2. a necessary evil | 5. consequences |
| 3. isolated | 6. humane |

B. WORD PLACEMENT

- | | | | | |
|------|------|------|------|------|
| 1. a | 2. b | 3. d | 4. c | 5. b |
|------|------|------|------|------|

Discussion

Answers will vary.

Pair Work

After working on this section in pairs or small groups, you may want to have another class discussion about it. Encourage your students to use vocabulary they have learned in the lesson.

SPELLING NOTES:

This lesson shows the American spelling of the words *Neighborhoods*, *Center*, *Behavior*, and *Labor*. Most other English-speaking countries spell these words this way: *Neighbourhoods*, *Centre*, *Behaviour*, and *Labour*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

The Death Penalty

Pre-Reading

A. Warm-Up Questions

1. Does your country have the death penalty?
2. How many countries do you think use the death penalty?
3. What are some arguments for and against the death penalty?
4. How are criminals typically treated in prisons?



B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------------|---|
| ___ 1. capital punishment | a) to discontinue |
| ___ 2. abolish | b) the purposeful administration of a drug that kills |
| ___ 3. treason | c) a crime of betrayal against a country or its leaders |
| ___ 4. lethal injection | d) prison area for people who have been sentenced to death |
| ___ 5. autopsy | e) a form of cruel punishment that causes severe pain |
| ___ 6. death row | f) the death penalty |
| ___ 7. torture | g) a medical procedure to determine exactly how a person died |
| ___ 8. solitary confinement | h) a chance to be free from jail based on good behavior |
| ___ 9. convict | i) punishment preventing prisoners from interacting with others |
| ___ 10. catastrophic | j) to help prevent someone from doing something |
| ___ 11. deter | k) causing great damage |
| ___ 12. parole | l) to find to be guilty of a crime |

Reading

1. The death penalty, also called **capital punishment**, refers to the killing or execution of a person as punishment for a crime. Half of the countries in the world have **abolished** this form of punishment. About 30% of the countries in the world still use it as punishment for crimes such as murder and **treason**. Each year, a few more countries abolish the death penalty.
2. Capital punishment is legal in 28 of the 50 states in the U.S. Does the word “capital” seem odd? This term comes from the Latin word for *head*. Long ago, capital punishment referred to cutting off a person’s head. In America, execution is now carried out by **lethal injection**. While this method of killing is not as disturbing to watch, **autopsies** show that injections are not always quick and painless. The procedure sometimes goes wrong, and the injections cause severe pain. Medical professionals are often required to assist in the executions. The UN has asked that all countries refrain from using this cruel and unusual form of punishment.
3. Many people opposed to the death penalty say that **death row** is a form of **torture**. Death row is a section of a prison for those sentenced to death. Some inmates spend years waiting for their execution date. This happened to Manuel Valle, a man from Florida who killed a police officer. He spent 33 years on death row before being executed. How does death row differ from regular prison life? In some cases, prisoners spend their days in **solitary confinement**. They are not allowed to worship, exercise, or take part in group activities.
4. Amnesty International calls the death penalty the “ultimate denial of human rights.” In 2011, this human rights group defended an American prisoner named Troy Davis. Davis was **convicted** of killing a police officer, but many doubted the evidence. The executive director called this case a “**catastrophic** failure of the justice system.” Troy Davis maintained his innocence until the moment he died. One thousand people attended his funeral.
5. Statistics show that minorities are more likely to face capital punishment. Americans who murder a white male are at least three times more likely to be executed than those who kill a Black male. In addition, those who can’t afford a good lawyer are more likely to face the death penalty. Studies also show that capital punishment does not **deter** criminals. Would you believe that a death penalty sentence costs taxpayers more than a sentence of life imprisonment? Some people think the death penalty is a less severe sentence than life in prison with no chance of **parole**.

“There is no justice in killing in the name of justice.”

—Desmond Tutu

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. What is another word for the death penalty, and why does it have this name?
2. What percentage of countries have abolished the death penalty?
3. What do autopsies of previous death row inmates sometimes show?
4. How does Amnesty International feel about the death penalty?
5. Why are poor criminals more likely to face the death penalty?

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1.
You may need to change the word form.

1. The murderer was sentenced to death and will now wait on_____.
2. The_____showed that the lethal injection caused the heart to stop beating.
3. Burning someone in exchange for a guilty plea is a
form of_____used in some prisons.
4. Statistics show that capital punishment does not_____murderers.
5. The man was on_____for good behavior when he killed his neighbor.

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Is capital punishment a fair punishment for murder?
2. How do prosecutors prove that a person is guilty "beyond a reasonable doubt"?
3. Do you know of any cases where a person "did time" for a crime he or she did not commit?
4. What should happen if a victim or victim's family has forgiven a criminal on death row?
5. Is killing a police officer worse than killing a citizen? Should the punishment be harsher?
6. What does race have to do with the death penalty?

Debate

Below are two topics to debate in small groups or pairs.
Your teacher will tell you if you will be debating for or against the idea.
You will have ten minutes to prepare your arguments.

Topic #1

A death penalty sentence is more severe than a sentence of life in prison with no chance of parole.

Topic #2

All countries will have abolished capital punishment by the end of this decade.

Write

Choose one of the questions from the Discuss section above.
Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was...
(rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the death penalty and death row. After practicing new vocabulary, students have the opportunity to discuss their viewpoints about capital punishment.

LEVEL: Int–Adv

TIME: 1.5–2 hours

TAGS: the death penalty, capital punishment, punishment, jail, prison, crime, Troy Davis

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. f | 3. c | 5. g | 7. e | 9. i | 11. j |
| 2. a | 4. b | 6. d | 8. i | 10. k | 12. h |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- Another word for the death penalty is capital punishment. “Capital” means “the head” in Latin. Long ago, capital punishment usually referred to cutting off someone’s head.
- About 50% of countries have abolished the death penalty.
- Autopsies of previous death row inmates sometimes show that lethal injection does not always go as planned. The injections can take longer than planned or cause severe pain.
- Amnesty International feels that the death penalty is the ultimate denial of human rights.
- Poor criminals are more likely to face the death penalty because they cannot afford good lawyers.

Vocabulary Review

- | | | |
|--------------|------------|-----------|
| 1. death row | 3. torture | 5. parole |
| 2. autopsy | 4. deter | |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely. (See our Functional English lesson plan on Interrupting: <https://esllibrary.com/courses/92/lessons/1747>) Consult our Teachers’ Notes for more ideas on using ESL Library’s Mini-Debates in the classroom: <https://esllibrary.com/courses/73/lessons/1311>

Write

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the word *Neighbor*. Other English-speaking countries spell it this way: *Neighbour*. Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Minimum Wage

Pre-Reading

A. Warm-Up Questions

1. What is the lowest amount of money (per hour) that people can legally earn in your native country?
2. Which types of jobs offer minimum wage?
3. Do you agree with the concept of minimum wage? Why or why not?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------------|--|
| ___ 1. get by | a) not likely to happen |
| ___ 2. merely | b) to hire temporary workers outside of a company |
| ___ 3. outsource | c) to have just enough money to pay the bills and live off of |
| ___ 4. desperate | d) in great need of resources |
| ___ 5. think twice | e) to consider the consequences of one's actions |
| ___ 6. get a foot in the door | f) just barely |
| ___ 7. overqualified | g) to have more than the necessary skills or education for a job |
| ___ 8. disposable income | h) to get an entry-level position or opportunity that could lead to something better |
| ___ 9. within one's grasp | i) money that is not already designated to pay for living expenses and bills |
| ___ 10. unrealistic | j) possible, achievable |



Reading

MINIMUM WAGE

Is it enough to make life worth living?

1. Minimum wage is the lowest amount of money an employer is legally allowed to pay an employee. The hourly rate or yearly salary differs in every country. In some countries, minimum wage is enough for people to **get by**. In other nations, minimum wage allows people to **merely** survive.
2. Some people argue that increasing the rate of minimum wage can actually lead to job loss. If forced to pay more, employers may choose to maintain a smaller workforce. They may also **outsource** work from countries where people are more **desperate** and will accept lower wages.
3. Businesses aren't the only ones to blame. Our purchasing habits help keep minimum wage low. Most people don't **think twice** about where cheap clothing and goods are manufactured. Would you be willing to pay more for products if you knew workers were being paid a fair wage to make them?
4. Many students and teens take minimum wage jobs in order to **get a foot in the door**. After they graduate, many students are **overqualified** for these jobs, but they have to start at the bottom. Young people can't contribute much to the economy if they have no **disposable income**. Is spending more really the answer, though? What would happen if everyone in the world had a bit more spending money?
5. Minimum wage in some countries is so low that it traps people in poverty. Some people think putting an end to world poverty is **within our grasp**. Would an "international minimum wage" help us reach this goal? Many economists argue that this is an **unrealistic** idea. Anything that is "universal" is very difficult to enforce. Would you bother getting an education if a minimum wage job let you live comfortably?

"People will, indeed, work all day for two dollars if that is their only option."

—Nolan Hamilton, Gawker.com

Comprehension

Discuss these questions in pairs, and write the answers below.

1. Provide a definition for “minimum wage.” Use your own words.

2. How could increasing the rate of minimum wage also increase unemployment?

3. What does the reading say about consumer habits?

4. Why is it difficult for young people to help grow the economy?

5. Why might an international minimum wage not be ideal?

Vocabulary Review

A. Chunking

Create five words or expressions by pairing the words that are commonly found together in English. Write a sentence for each example.

Word List

- | | | | |
|-----------|-------------|--------------|--------------------|
| · put an | · grasp | · disposable | · foot in the door |
| · reach a | · income | · within our | |
| · end to | · get one's | · goal | |

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

B. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. I wasn't trying to start a fight. I was _____ telling you how I felt.
2. The newlyweds are barely _____ by. They only have enough money for groceries and rent.
3. A peaceful community is _____. It would help if we all got to know each other.
4. The big banks _____ work from India. This leaves local people unemployed.
5. You should _____ before you hire that painter. She has a criminal record.

Discussion

1. Does minimum wage give employers the right to pay people less than they deserve?
2. Do you agree with the practice of having different minimum wage rates in a single country (based on age, type of job, etc.)?
3. Does raising the price of low-skilled labor reduce the demand for it?
4. Do you usually save or spend your disposable income? If you spend it, do you like to buy things you consume immediately or experiences you can remember for years to come?



Critical Thinking

Should postsecondary students who are investing in their education receive a higher minimum wage than adults who do not enroll in school?

Listening

Fill in the blanks as you listen to the recording.

MINIMUM WAGE

Is it enough to make life worth living?

1. Minimum wage is the lowest amount of money an employer is legally allowed to pay an employee. The hourly rate or yearly salary differs in every country. In some countries, minimum wage is enough for people to _____. In other nations, minimum wage allows people to _____ survive.
2. Some people argue that increasing the rate of minimum wage can actually lead to job loss. If forced to pay more, employers may choose to maintain a smaller workforce. They may also _____ work from countries where people are more _____ and will accept lower wages.
3. Businesses aren't the only ones to blame. Our purchasing habits help keep minimum wage low. Most people don't _____ about where cheap clothing and goods are manufactured. Would you be willing to pay more for products if you knew workers were being paid a fair wage to make them?
4. Many students and teens take minimum wage jobs in order to _____. After they graduate, many students are _____ for these jobs, but they have to start at the bottom. Young people can't contribute much to the economy if they have no _____ income. Is spending more really the answer, though? What would happen if everyone in the world had a bit more spending money?
5. Minimum wage in some countries is so low that it traps people in poverty. Some people think putting an end to world poverty is within our _____. Would an "international minimum wage" help us reach this goal? Many economists argue that this is an _____ idea. Anything that is "universal" is very difficult to enforce. Would you bother getting an education if a minimum wage job let you live comfortably?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about minimum wage. The lesson includes vocabulary review exercises, comprehension questions, and discussion questions.

TEACHING TIPS:

See *Discussion Starters Teaching Guide*
(<https://esllibrary.com/courses/72/lessons/>)
for a variety of ways to use the reading.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, business, economy,
minimum wage, poverty

Pre-Reading

A. WARM-UP QUESTIONS

Answers will vary. Discuss in pairs, in small groups, or as a class.

B. VOCABULARY PREVIEW

- | | | | | |
|-------|------|------|------|-------|
| 1. c* | 3. b | 5. e | 7. g | 9. j |
| 2. f | 4. d | 6. h | 8. i | 10. a |

*Explain to your students that “get by” has a few other meanings besides *to manage financially*.

It can also mean *to get past an obstacle*.

- Excuse me, can you please move your cart? I need to get by.

It can also mean *to not get noticed*:

- We got by the security. They didn't even notice us.

Comprehension

1. Minimum wage is defined as the lowest amount of money a business or organization can pay its workers.
2. Increasing the rate of minimum wage can cause businesses to reduce or outsource their workforce.
3. The reading says that consumers help keep minimum wage low by buying products made by people who receive very low wages.
4. It is difficult for young people to help grow the economy because they don't have much disposable income.
5. Some economists think that an international minimum wage is not the answer to world poverty because it would be difficult to enforce.

(continued on the next page...)

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote.

You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Answer Key cont.

Vocabulary Review

A. CHUNKING

Answers will vary for sentences.

- | | |
|---------------------|-------------------------------|
| 1. put an end to | 4. disposable income |
| 2. reach a goal | 5. get one's foot in the door |
| 3. within our grasp | |

B. COMPLETE THE SENTENCES

- | | | |
|------------|-----------|----------------|
| 1. merely | 3. within | 4. outsource |
| 2. getting | our grasp | 5. think twice |

Discussion

Answers will vary. Place students in pairs or small groups.

Critical Thinking

Answers will vary. Place students in pairs or small groups.

Listening

1. get by, merely
2. outsource, desperate
3. think twice
4. get a foot in the door, overqualified, disposable
5. grasp, unrealistic

SPELLING NOTE:

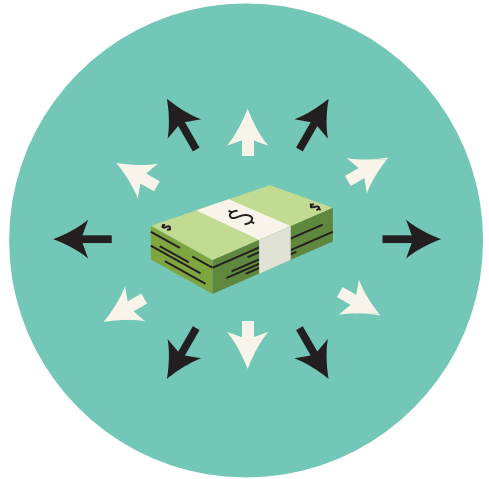
This lesson shows the American spelling of the words *Labor* and *Postsecondary*. Most other English-speaking countries spell these words this way: *Labour* and *Post-secondary*. Make it a challenge for your students to find these words in the text and see if they know the alternate spellings.

Universal Basic Income

Pre-Reading

A. Warm-Up Questions

1. Is having enough money to live a basic human right?
2. What does it mean to live below the poverty line?
3. Should people who work pay taxes to help pay for those who don't work?
4. Besides money, what incentives do people have for getting a good job?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------------|---|
| _____ 1. lump sum | a) the act of not contributing, laziness |
| _____ 2. make ends meet | b) the use of machines rather than humans for production and work |
| _____ 3. idleness | c) a set amount of money in a single installment |
| _____ 4. universal basic income | d) financial support for one's well-being |
| _____ 5. automation | e) to have the conditions required to receive something beneficial |
| _____ 6. pilot (<i>verb</i>) | f) to consider what is the best solution or choice |
| _____ 7. looming | g) to talk about a troubling issue |
| _____ 8. weigh options | h) a thing people need, such as food, clothing, or shelter |
| _____ 9. necessity | i) threatening to be a problem in the near future |
| _____ 10. voice a concern | j) to test or conduct a trial |
| _____ 11. social security | k) a base income for every citizen that is funded by the government |
| _____ 12. qualify | l) to have enough money for the necessities of life |

Reading

UNIVERSAL BASIC INCOME

No strings attached

1. What would you do with a **lump sum** of free money every week? Some people would work less and spend more time with their families. Others would go back to school, start a business, or write a book. Instead of using it to **make ends meet**, some would undoubtedly spend it on drugs and alcohol. Is free money an invitation to **idleness**?
2. The idea of government-funded **universal basic income** (UBI) is not new. British philosopher Bertrand Russell and author Virginia Woolf both supported the idea over 100 years ago. In the 1960s, many minorities agreed with Martin Luther King Jr., who called UBI the solution to poverty. With an ageing population and the rise of **automation**, the basic income debate is experiencing a third wave. Governments in Switzerland, Finland, India, and Canada have tried or have considered **piloting** basic income programs.
3. The **looming** decline of the job market due to technological advances, such as machine learning and artificial intelligence, is forcing governments to **weigh their options**. Driverless cars alone are expected to drastically affect unemployment rates. At the 2017 World Government Summit in Dubai, Tesla CEO Elon Musk predicted that some form of basic income will be a **necessity** in the near future. Despite this recognition, Musk **voiced concerns** about the lack of self-worth people might have when they're no longer defined by their jobs.
4. Perhaps the greatest concern about basic income is affordability. Offering financial security to every citizen comes at a much higher cost than current social security systems where people have to apply and **qualify** for aid. Could Bill Gates be onto something? Instead of taxing the rich, Gates suggests taxing companies that replace employees with robots.

'The solution to poverty is to abolish it directly by a now widely discussed measure: the guaranteed income.'

—Martin Luther King Jr., activist

Comprehension

Discuss these questions in pairs, and write the answers below.

1. What does the author want readers to think about at the beginning of the reading?

2. What is paragraph two mainly about?

3. Why does the reading mention driverless cars?

4. Is Elon Musk a proponent or opponent of UBI? Explain.

5. How does the reading end?

Vocabulary Review

A. Chunking

Create six words or expressions by pairing the words that are commonly found together in English. Write a sentence for each example.

Word List:

- | | | | |
|---------------|------------|---------|----------------|
| · weigh | · sum | · voice | · unemployment |
| · social | · income | · rates | · security |
| · the options | · concerns | · basic | · lump |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. Food, clothing, and shelter are all _____.
2. Local businesses are worried about the _____ property tax increase.
3. My brother doesn't have a job. He receives a _____ cheque each month.
4. The mayor _____ about poverty in our city centre.
5. We are _____ of having another child or not.
6. Do you want to pay in one _____ or in four weekly payments?
7. I didn't _____ for the student loan. My income is too high.
8. UBI promotes _____. There is no incentive to get a good job.

Third Conditional

PAST REGRETS

A. Reference

The third conditional is used to express a hypothetical situation in the past. It shows a different outcome that would have happened if a certain condition had been met. Review the pattern and examples below.

Pattern	If + had + past participle, would + have + past participle
Examples	· If I had qualified for the basic income benefit, I would have started a pet grooming business. · If the government hadn't cancelled the UBI programme, I would have gone to nursing school. · I would have switched to part-time if I had received more money from the government.

Reminder:

When the *if* clause (condition) comes first, use a comma before the result (outcome) clause.

B. Matching

Match the clauses to form third conditional sentences.

- _____ 1. If I had received £1,000 a month,

_____ 2. We would have started our own business

_____ 3. Alia would have wasted her benefit on clothes

_____ 4. If my son had received basic income benefit,

_____ 5. If they hadn't lost the election,
- a) if she had been part of the UBI pilot programmes.

b) I would have bought a rental property.

c) if we had received financial help from the government.

d) they would have piloted a basic income programme.

e) he probably would have gone to university.

Third Conditional cont.

C. Case Study

In 2018, a newly elected government in Ontario, Canada, cancelled a modified UBI program that the previous government was piloting. Many participants of the pilot program expressed regrets that the experiment was cancelled. Imagine that you are the following participants. Express a regret from each person using the third conditional.

#	Participant	Regret
1	a single mum with two jobs	
2	a middle-class businessman	
3	an employed university student	
4	a couple who both have minimum wage jobs	
5	a homeless person	

Discussion

1. Universal Basic Income means that all citizens receive the same benefit without conditions. Does it make more sense to only provide financial aid to people below the poverty line? Why or why not?
2. While Elon Musk fears that basic income programmes may cause people to experience a lack of self-worth, some experiments have shown that UBI actually boosts well-being and mental health. Why do you think this would be the case?
3. How might guaranteed income programmes help improve gender inequality?
4. Critics feel that UBI programmes will encourage employers to pay lower salaries. Proponents think it will require employers to pay more to entice people to work. What do you think?

Critical Thinking

IN PAIRS OR SMALL GROUPS

Many technical entrepreneurs are supportive of UBI. Why do you think people in the tech industry typically support this idea? Explain your reasoning. Then watch the video featuring Facebook co-founder Chris Hughes titled 'Universal Basic Income: Two Contrasting Views on Free Money' on ESL Library's YouTube channel. Discuss the video.

Selfie Video Challenge

How would you define the word 'work'? Do we need to redefine this word to include things that are not related to earning a pay packet?

Use a mobile device or computer camera and explain your definition of 'work'. Do you agree or disagree that UBI programmes encourage people to view 'work' as optional?

'To me, work is...'

Submit your 1–2 minute video to your teacher and share it with your classmates.

Listening

Fill in the blanks as you listen to the recording.

UNIVERSAL BASIC INCOME

No strings attached

1. What would you do with a _____ of free money every week? Some people would work less and spend more time with their families. Others would go back to school, start a business, or write a book. Instead of using it to _____, some would undoubtedly spend it on drugs and alcohol. Is free money an invitation to idleness?
2. The idea of government-funded universal basic income (UBI) is not new. British philosopher Bertrand Russell and author Virginia Woolf both supported the idea over 100 years ago. In the 1960s, many minorities agreed with Martin Luther King Jr., who called UBI the solution to _____. With an ageing population and the rise of _____, the basic income debate is experiencing a third wave. Governments in Switzerland, Finland, India, and Canada have tried or have considered _____ basic income programs.
3. The _____ decline of the job market due to technological advances, such as machine learning and artificial intelligence, is forcing governments to weigh their options. Driverless cars alone are expected to drastically _____ unemployment rates. At the 2017 World Government Summit in Dubai, Tesla CEO Elon Musk predicted that some form of basic income will be a _____ in the near future. Despite this recognition, Musk voiced concerns about the lack of self-worth people might have when they're no longer defined by their jobs.
4. Perhaps the greatest concern about basic income is affordability. Offering financial security to every citizen comes at a much higher cost than current _____ systems where people have to apply and _____ for aid. Could Bill Gates be onto something? Instead of taxing the rich, Gates suggests taxing companies that replace employees with robots.

Answer Key

LESSON DESCRIPTION:

Students read about the concept of universal basic income and discuss the modern definition of 'work' and the future of automation. This lesson includes a grammar review of the third conditional.

LEVEL: High Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, basic income, universal basic income, UBI, work, entrepreneur, technology, automation, third conditional, Elon Musk, Bill Gates, Facebook

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. c | 3. a | 5. b | 7. i | 9. h | 11. d |
| 2. l | 4. k | 6. j | 8. f | 10. g | 12. e |

- The reading mentions driverless cars as an example of automation that will cause serious job loss. Basic income may become a necessity if unemployment rates rise as high as expected.
- Elon Musk believes a basic income programme will be necessary, but he is worried about how this will affect people's well-being if their jobs don't define their worth anymore.
- The reading ends with one proposed solution by Bill Gates regarding the huge costs of implementing a UBI programme.

Reading (and/or Listening)

Find out if anyone knows the meaning of the subtitle, 'No strings attached' (*having no special conditions or requirements*). Discuss the quote. Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 8. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- The author wants readers to think about what they would do with a basic income benefit from the government.
- Paragraph two is mainly about how different generations of people have considered the idea of a universal basic income programme and why this idea is experiencing a third wave now.

Vocabulary Review

A. CHUNKING

Example sentences will vary.

- | | |
|----------------------|-----------------------|
| 1. weigh the options | 4. basic income |
| 2. social security | 5. voice concerns |
| 3. lump sum | 6. unemployment rates |

B. COMPLETE THE SENTENCES

- | | |
|--------------------------|-------------------------|
| 1. necessities | 5. weighing the options |
| 2. looming | 6. lump sum |
| 3. social security / UBI | 7. qualify |
| 4. voiced concerns | 8. idleness |

(continued on the next page...)

Answer Key cont.

Third Conditional

B. PRACTICE

1. b 2. c 3. a 4. e 5. d

C. CASE STUDY

Review the case study summary with your students and have them work in pairs or small groups to practise using the third conditional with each scenario.

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Share the Wall Street Journal video about wealth redistribution with your students: *Universal Basic Income: Two Contrasting Views on Free Money*.

After watching the video, have students share their own opinions about why technical entrepreneurs might be advocating for UBI.

Selfie Video Challenge

After you watch the video, invite your students to create a selfie video about the concept of 'work' by completing and expanding on this sentence: 'To me, work is...' Students should discuss the topic for one to two minutes and share whether or not they think UBI redefines 'work' as being something optional.

Listening

1. lump sum, make ends meet
2. poverty, automation, piloting
3. looming, affect, necessity
4. social security, qualify

Modern Slavery

'People do not enslave people to be mean to them. They do it to make a profit.' —Kevin Bales

Pre-Reading

A. Warm-Up Questions

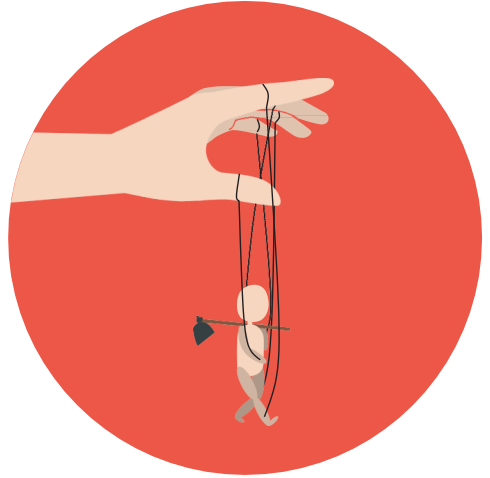
1. How many slaves do you think there are in the world right now?
2. What are some examples of modern slavery?
3. How do slaveholders keep people enslaved?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------|---|
| ___ 1. atrocity | a) physically demanding work |
| ___ 2. roughly | b) to give money back after borrowing it, to reduce or eliminate a debt |
| ___ 3. abuse | c) lies used for the purpose of financial gain |
| ___ 4. hard labour | d) a person who moves from one location to another for work purposes |
| ___ 5. bondage | e) approximately |
| ___ 6. pay off | f) chains or other devices used to prevent a person from escaping |
| ___ 7. migrant | g) slavery, enslavement |
| ___ 8. deportation | h) cruelty, horror |
| ___ 9. trafficker | i) the act of being sent back to one's place of citizenship |
| ___ 10. shackles | j) a person who transports people or things illegally |
| ___ 11. vulnerable | k) powerless, easily harmed |
| ___ 12. fraud | l) physical or mental violence |



Reading

MODERN SLAVERY

Can we slave-proof humanity?

1. When you hear the word 'slavery', do you think of **atrocities** from long ago? Films and books on slavery often focus on the transatlantic slave trade, which took place before the 20th century. Did you know that there are more slaves now than ever before in history? Even though slavery is illegal in every country in the world, **roughly** 30 million humans are enslaved today.
2. A slave is a person who works for little or no money under the threat of physical or mental **abuse**. Slavery doesn't always involve **hard labour**. Women who are forced into marriage or the sex trade are slaves. Men forced to perform criminal behaviour, such as transporting illegal drugs, are also slaves. Sadly, many slaves are children. Some are kidnapped and forced to become soldiers or servants. Others are orphans who accept jobs in exchange for food and shelter. Prisoners who work for pennies a day may also be classified as slaves.
3. Slaves are either forced or tricked into a life of **bondage**. Many people find themselves living as slaves after accepting a job. They are tricked into taking a loan to cover transportation costs and soon realise they will never be able to **pay off** their debts. Family members, including children, may end up as slaves as they try to help their loved ones pay off these loans. This type of slavery is known as bonded slavery.
4. Though it is easy to get tricked into slavery, it is difficult to break free from it. Slaveholders use violence and threats when their labourers try to defend their rights or escape. **Migrant** workers fear **deportation** or prison if they try to leave. People who are transported across borders are typically forced to hand over their ID and travel documents to their **traffickers**. Even without physical **shackles**, a language barrier may cause a migrant worker to feel trapped in a life of slavery.
5. Is it possible to slave-proof humanity? Teaching **vulnerable** people how to detect **fraud** can help reduce modern slavery. Watching out for slavery in our own backyard can also help. Where starvation and poverty exist, however, people will always be willing to take a risk for a small chance at a better life.

Comprehension

Discuss these questions in pairs and write the answers below.

1. What era is usually covered in books and films about slavery?
2. According to recent estimates, how many humans are currently enslaved around the world?
3. Why are prisoners mentioned in the reading?
4. How do poor villagers usually get tricked into a life of slavery?
5. Why are migrant workers usually afraid to speak up about their enslavement situation?

Vocabulary Review

Which word from page 1 is described in the sentence?
More than one option may be possible.

#	Sentence	Word
1	She was a young, hungry orphan, and nobody was around to tell her not to accept the job.	
2	Every month, the workers give 95% of their earnings back to their employer.	
3	The slaves couldn't run away because their legs were chained together.	
4	It's not an exact amount, but about 400 children were forced to join the army.	
5	She was from Vietnam but lived as a servant in a wealthy American household.	
6	The driver who transported the slaves earned 20 dollars per person.	
7	The workers in the cocoa fields hated their lives, but they also feared they would be sent back to their war-torn country.	
8	The man offered the women jobs serving food in a resort. When the women arrived at the job location, they were forced into marriage.	
9	They worked in mines and had to lift heavy pipes for 12 hours a day.	
10	First, they took the women and children from the village. Next, they separated them. After that, they killed the weakest workers.	

Grammar Review

A. Modals of Obligation

There are a few different English words and expressions used to express necessity or obligation. Review the structure of these modals before making your own sentences.

must + base verb

- You must pick more cotton tomorrow.
- You must deliver this package.
- They must pay back their debt.
- She must hand over her passport.
- We must report this atrocity.
- Where must we wash?

must not + base verb

- You must not contact the authorities.
- They must not try to escape.
- We must not make any noise.
- You must not cry.
- You must not tell anyone your real name.
- He must not let them know he can read and write.

have to / have got to + base verb

- We have got to call the police.
- You have to find out where she's from.
- We have to find out how much money she earns.
- They've got to pay the prisoners a fair wage.
- We've got to find out where she lives.
- I have to contact the authorities.

B. Preventing Slavery

Slavery is illegal around the world. We **have got to** think of some ways to prevent it from happening *in our own backyards*. Practise using modals of obligation to discuss ways to help slave-proof humanity.

Discussion

1. Is slavery a solvable problem? Why or why not?
2. How has population growth in developing countries contributed to an increase in slavery?
3. What can schools do to help prevent children from getting tricked into a life of slavery?
4. How can technology and social media help reduce modern slavery?
5. Do you think slavery is taking place in your own backyard?

Critical Thinking

IN PAIRS OR SMALL GROUPS

American actress Lucy Liu, who produced a film about modern slavery, said, 'Once you watch something you are a part of it.'

Do we need to see what is going on with our own eyes before we are ready to do something about it? Is it more difficult to *turn a blind eye** if you witness or experience an atrocity such as slavery firsthand?

***turn a blind eye**

to act like you don't know something

Listening

Fill in the blanks as you listen to the recording.

MODERN SLAVERY

Can we slave-proof humanity?

1. When you hear the word 'slavery', do you think of atrocities from long ago? Films and books on slavery often focus on the _____ slave trade, which took place before the 20th century. Did you know that there are more slaves now than ever before in _____? Even though slavery is illegal in every country in the world, roughly 30 million humans are enslaved today.
2. A slave is a person who works for little or no money under the threat of physical or mental abuse. Slavery doesn't always involve hard labour. Women who are forced into _____ or the sex trade are slaves. Men forced to perform criminal behaviour, such as transporting illegal drugs, are also slaves. _____, many slaves are children. Some are kidnapped and forced to become soldiers or servants. Others are orphans who accept jobs in exchange for food and shelter. Prisoners who work for pennies a day may also be classified as slaves.
3. Slaves are either forced or tricked into a life of bondage. Many people find themselves living as slaves after _____ a job. They are tricked into taking a loan to cover transportation costs and soon realise they will never be able to pay off their debts. Family members, including children, may end up as slaves as they try to help their loved ones pay off these _____. This type of slavery is known as bonded slavery.
4. Though it is easy to get tricked into slavery, it is difficult to break free from it. Slaveholders use violence and threats when their _____ try to defend their rights or escape. Migrant workers fear deportation or prison if they try to leave. People who are transported across borders are typically forced to hand over their ID and travel documents to their traffickers. Even without _____ shackles, a language barrier may cause a migrant worker to feel trapped in a life of slavery.
5. Is it possible to slave-proof humanity? Teaching vulnerable people how to detect fraud can help reduce modern slavery. Watching out for slavery in our own backyard can also help. Where _____ and poverty exist, however, people will always be willing to take a risk for a small chance at a better life.

Answer Key

LESSON DESCRIPTION:

Students read about the realities of modern slavery. The lesson includes vocabulary exercises, comprehension questions, discussion questions, and a grammar review of modals of obligation.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, slavery, modern slavery, poverty, slaves, population, women, children, modals, must, have to

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote. Do your students agree or disagree with this opinion about slaveholders and traffickers?

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. h | 3. l | 5. g | 7. d | 9. j | 11. k |
| 2. e | 4. a | 6. b | 8. i | 10. f | 12. c |

Extension: Explain the different pronunciation of abuse (noun) and abuse (verb).

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 7. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- Books and films about slavery usually focus on the transatlantic slave trade (when Africans were sent as slaves to the New World) before the 20th century (16th–19th century).
- According to recent estimates, approximately 30 million humans are currently enslaved around the world.
- Prisoners are mentioned in the reading because working for pennies a day may classify as slavery.
- Poor villagers usually get tricked into a life of slavery after someone offers them a job.
- Migrant workers are usually afraid to speak up about their enslavement situation because they have no ID or passport and they can't speak the local language.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

More than one answer may be possible.

- | | | |
|---------------|----------------|----------------|
| 1. vulnerable | 5. migrant | 9. hard labour |
| 2. pay off | 6. trafficker | 10. atrocity |
| 3. shackles | 7. deportation | |
| 4. roughly | 8. fraud | |

Grammar Review

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

1. transatlantic, history
2. marriage, Sadly
3. accepting, loans
4. labourers, physical
5. starvation

Employee Tracking

Pre-Reading

A. Warm-Up Questions

1. Can you explain the idiom "keep track of"?
2. What do you think "employee tracking" means?
3. Do you think that many companies have problems with their employees using the Internet, cell phones, email, etc., for personal use during office hours?
4. If employers have this problem, what do you think they can do to solve it?
5. Do you know what it means to submit a travel expense to an employer?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|---|
| _____ 1. vehicle | a) to lower or lessen |
| _____ 2. merchandise | b) to do as one is told, to comply with rules or orders |
| _____ 3. efficiently | c) able to be moved |
| _____ 4. flexible | d) a warning |
| _____ 5. mobile | e) a car |
| _____ 6. subscriber | f) correct |
| _____ 7. reduce | g) done well and without wasting time |
| _____ 8. accurate | h) done by chance, without a specific order or time |
| _____ 9. threaten | i) goods or products for sale |
| _____ 10. obey | j) a person who agrees to take a service |
| _____ 11. random | k) can change easily |
| _____ 12. alert | l) about, near to |
| _____ 13. approximate | m) to make a sign of danger to come |

Reading

1. Employers can now use technology to watch over their employees' email, Internet use, telephone calls, and job-related travel.
2. The British company FollowUs is one of a number of companies that help businesses keep track of their employees, their **vehicles**, and their **merchandise**.
3. Businesses can use this tracking information to operate more **efficiently**. For example, a business that delivers goods can have more **flexible** delivery schedules and one that employs sales staff or tradespeople can provide better customer service.
4. Employees are tracked through their cell phones, using a computer with an Internet connection. Their phone acts as a **mobile** electronic device and the service provider's website can locate its **approximate** location.
5. More and more businesses are interested in using cell-phone tracking technology. Since starting up in 2003, FollowUs had gained 50,000 **subscribers** by 2005 and was adding 5,000 more each month. Verilocation, another British company, also has tens of thousands of subscribers.
6. Most of these subscribers are small businesses wanting to **reduce** their operating costs. They do this by checking that employees take the shortest route to a job, that they are actually on the job when they are supposed to be, and that they submit **accurate** travel expense claims for each job.
7. A British civil rights group known as Liberty believes that the use of electronic tracking may **threaten** employees' rights to privacy. However, a spokesperson for FollowUs says this is not true because tracking companies must **obey** strict government regulations. Employees must agree to have their phones tracked, and every phone that is tracked must give out **random alerts** so that employees know their phone tracking device is still operating.
8. Even though employees must agree to being tracked, some people believe they may lose their job if they don't agree.
9. Liberty is working to ensure that employers continue to comply with these regulations.

“Advances in technology and a hunger for data have now created a market for devices that can measure workers’ movements, fitness, and even sleep—all in the name of productivity.”

—Ryan Derousseau

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. What are some employers now doing to watch over their employees?
2. Name two companies that provide tracking services.
3. Why are companies subscribing to these services?
4. What is the main concern of the civil rights group Liberty regarding these services?
5. How does the company FollowUs respond to this concern?

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1. You may need to change the word form.

1. Our city newspaper has over 100,000_____.
2. A lot of the store_____goes on sale after Christmas.
3. A soldier in the army must_____his officer's orders.
4. The main shopping street is closed to_____today because there is a street fair taking place all afternoon. The street is only open to pedestrians.
5. The robber planned to use a gun to _____ the bank employee if she wouldn't give him the money right away.

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Do you think many employees use the Internet for personal use during office hours? What do you think they use the Internet for? How much office time do you think is wasted on this every day?
2. Do you think employers should have the right to read all employees' emails that are written during office hours?
3. Do you think many employees submit false or exaggerated travel expense claims to their employers?
4. Do you think employee tracking leads to a loss of trust between employees and employers? If so, what is a more effective way of monitoring employees' use of time?
5. If your employer asked you to agree to have your cell phone tracked, would you do so? Why or why not?

Debate

Below are two topics to debate in small groups or pairs.

Your teacher will tell you if you will be debating for or against the idea.

You will have ten minutes to prepare your arguments.

Topic #1

Employee tracking is an effective management tool and leads to increased productivity and efficiency for companies.

Topic #2

There is no reason for an employee who is working efficiently in the workplace to feel threatened by tracking devices.

Write

Choose one of the questions from the Discuss section above.

Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was...
(rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the controversial use of employee-tracking technology. Students learn and review new vocabulary and debate the issues.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: employee tracking, trust, monitor, monitoring, business, work, privacy

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. e | 3. g | 5. c | 7. a | 9. m | 11. h | 13. l |
| 2. i | 4. k | 6. j | 8. f | 10. b | 12. d | |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Some employers are now using cell-phone tracking technology to watch over their employees' email, Internet use, telephone calls, and job-related travel.
2. FollowUs and Verilocation are two companies offering businesses such tracking technology.
3. Companies are subscribing to tracking services in order to help reduce their operating costs.
4. Liberty believes that the use of electronic tracking may threaten employees' rights to privacy.
5. FollowUs says this is not true because tracking companies must obey strict government regulations. Employees must agree to have their phones tracked, and every phone that is tracked must give out random alerts so that employees know their phone tracking device is still operating.

Vocabulary Review

- | | | |
|----------------|-------------|-------------|
| 1. subscribers | 3. obey | 5. threaten |
| 2. merchandise | 4. vehicles | |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others.

Write

Answers will vary.

Corporate Responsibility

Pre-Reading

A. Warm-Up Questions

1. What is a corporation? What do you think "corporate responsibility" means?
2. Have you heard of any situations in which a company has been responsible for the injury or death of people in its community? If so, share the information with your classmates.
3. Have there ever been any major oil or chemical spills or other environmental disasters in the area in which you live?
4. Have you heard of the environmental group Greenpeace? What does this organization do?
5. Look at a world map. Find Bhopal, India. Do you know anything about the disaster that occurred there?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------|---|
| _____ 1. disastrous | a) the size or extent |
| _____ 2. pesticide | b) continuing |
| _____ 3. resolve | c) to leave and not plan to return |
| _____ 4. abandon | d) terrible, horrible, causing suffering |
| _____ 5. toxic | e) a chemical used to kill insects |
| _____ 6. contaminate | f) to hold someone responsible for something bad |
| _____ 7. estimate | g) a treatment to bring back to good condition |
| _____ 8. deformity | h) to settle, to decide |
| _____ 9. blame | i) poisonous |
| _____ 10. scope | j) to give an approximate number |
| _____ 11. rehabilitation | k) something that is not formed properly (e.g., a part of the body) |
| _____ 12. ongoing | l) to make dirty |

Reading

1. December 3, 2004, marked the 20th anniversary of a **disastrous** chemical spill from a Union Carbide **pesticide** plant in Bhopal, India. Up to 10,000 people died when over 40 tons of poisonous gas leaked from the plant that night. The issue of corporate responsibility for this disaster has yet to be **resolved**.
2. The Union Carbide plant sits empty today. Although the company declared that it cleaned up the site before **abandoning** it, unused pesticides and **toxic** wastes were left behind and continue to **contaminate** Bhopal's water supply. Government officials have been responsible for cleaning up the site since 1998, but they have done little, if anything. The environmental group Greenpeace has **estimated** it would take over \$30 million to make the area safe again.
3. The people of Bhopal continue to suffer from the spill. It is estimated that more than a half million people may have become ill or died or suffered birth **deformities** from the effects of Bhopal's still contaminated water supply.
4. Union Carbide accepted some responsibility for the spill at first, but then **blamed** an angry employee for causing the disaster. After paying the government of India \$470 million in 1989, it felt that its corporate responsibility had been met. However, this amount was far too little given the **scope** of the disaster, and the Bhopal victims have never received enough money to pay for much-needed medical treatment or **rehabilitation** services.
5. Dow Chemical bought Union Carbide in 2001. It refused to take responsibility for either the **ongoing** suffering of the people of Bhopal or for the condition of the abandoned Union Carbide plant.
6. On the 20th anniversary of the disaster, environmental activists joined the people of Bhopal to demand that Dow Chemical take full corporate responsibility for the continuing horror in Bhopal.

"The Union Carbide tragedy is widely seen as the most serious industrial accident in history."

—John Chalmers, journalist

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. When did the disastrous chemical spill occur in Bhopal, India?
2. What kind of factory did Union Carbide have in Bhopal, India?
3. How many people have been affected by the chemical spill in Bhopal?
4. How much did Union Carbide pay the government of India for the disaster? Was that amount enough for the people of Bhopal?
5. Why, after so many years, are the people of Bhopal still suffering from the effects of the spill?

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1.
You may need to change the word form.

1. Please don't _____ me for breaking the window. I didn't do it!
2. Those cleaning supplies are _____. Keep the children away from them.
3. The effects of the chemical spill in Bhopal are _____.
The people there are still suffering.
4. He broke both his legs in the car accident.
He is going to need a lot of _____ before he can walk again.
5. There was a terrible earthquake last week. Over 100 people were killed in the _____.

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Give several examples of corporations that have caused damage to the environment, to the communities in which they operate, or to individual consumers.
2. List several reasons why companies may not be socially responsible.
3. What are the advantages to a corporation of being socially responsible?
4. Do you think that the government of India bears any responsibility for the continuing suffering of the people of Bhopal?
5. Do you think that governments should do more to prevent companies from polluting or damaging the environment or society?

Debate

Below are two topics to debate in small groups or pairs.
Your teacher will tell you if you will be debating for or against the idea.
You will have ten minutes to prepare your arguments.

Topic #1

The executives of Union Carbide should have been sent to prison for the disastrous chemical spill in Bhopal.

Topic #2

Dow Chemical, the corporation that bought Union Carbide, should be forced to pay for the clean-up of the contaminated site in Bhopal as well as the medical treatment of the Bhopal victims.

Write

Choose one of the questions from the Discuss section above.
Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn about one of the worst environmental disasters in history. They learn and review new vocabulary and debate corporate responsibility for this tragedy in Bhopal, India.

LEVEL: Int–Adv

TIME: 1.5–2 hours

TAGS: corporate responsibility, environment, pesticide, Bhopal, India, environmental disaster, debate

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. d | 3. h | 5. i | 7. j | 9. f | 11. g |
| 2. e | 4. c | 6. l | 8. k | 10. a | 12. b |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. The disaster in Bhopal, India, occurred on December 3, 1984.
2. Union Carbide operated a factory that produced pesticides.
3. Up to 10,000 people died when over 40 tons of poisonous gas leaked from the plant. It is estimated that more than a half million people may have become ill or died or suffered birth deformities from the effects of Bhopal's still contaminated water supply.
4. Union Carbide paid the government of India \$470 million in 1989; however, this amount was far too little given the scope of the disaster. The people of Bhopal do not have enough to cover the costs of rehabilitation and medical treatments.
5. People continue to suffer from the spill because the water supply remains contaminated.

Vocabulary Review

- | | | |
|----------|-------------------|-------------|
| 1. blame | 3. ongoing | 5. disaster |
| 2. toxic | 4. rehabilitation | |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others.

Write

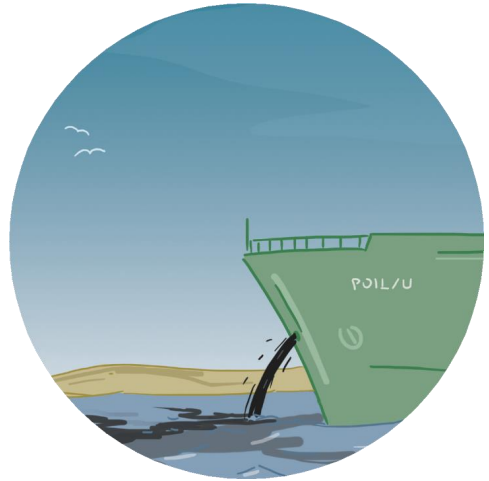
Answers will vary.

Corporate Responsibility

Pre-Reading

A. Warm-Up Questions

1. What have you heard about the Exxon Valdez oil spill, the Bhopal disaster, the Love Canal, and Times Beach?
2. Do you think corporations should be held responsible when their actions negatively impact society?
3. Who should be held responsible for a company's mistakes? The owner? The CEO? The government? Someone else? Why?
4. If you were a judge, how would you handle a case where someone contracted a deadly disease as a result of a corporate disaster? Discuss any factors that would influence your decision.



Pre-Reading cont.

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on pages 3–4.

- | | |
|-----------------------|--|
| ___ 1. sound | a) a suggestion |
| ___ 2. narrows | b) to disappear |
| ___ 3. recommendation | c) to move from one place to another |
| ___ 4. mortality | d) severe |
| ___ 5. contaminate | e) a water passage connecting two larger bodies of water |
| ___ 6. dissipate | f) in good standing |
| ___ 7. severely | g) to infect or damage |
| ___ 8. extensive | h) relating to punishment, disciplinary |
| ___ 9. displace | i) strongly |
| ___ 10. harsh | j) a thin passage connecting two bodies of water |
| ___ 11. punitive | k) thorough |
| ___ 12. up to par | l) death |

Reading

THE EXXON OIL SPILL

The Case of the Exxon Valdez

1. On March 24, 1989, an oil tanker, the *Exxon Valdez*, was in the remote Prince William **Sound** located near the state of Alaska.
2. A pilot guided the ship through the **narrows**. After completing his job, he departed and turned the ship over to the master. After the ship was steered out of the shipping lane so as to not hit any icebergs, the master turned over control of the wheel house to the third mate and instructed the able seaman to remain at the helm until the *Valdez* returned to the shipping lane at a prearranged point. The ship never made it to a shipping lane and hit Bligh Reef. As a result, more than 10 million gallons of oil spilled into the sound.
3. What caused this accident? The National Transportation Board determined several contributing factors to the accident. First, the third mate did not steer the ship properly. He could have been too tired from too much work. Second, the master did not navigate. He could have had too much alcohol in his system. Third, the Exxon Shipping Company did not provide proper supervision of its employees or an adequate staff for the ship. Lastly, the US Coast Guard's traffic system was not **up to par**. **Recommendations** were made and included the suggestion that Exxon examine the work patterns of its ship crews.
4. Thousands of animals such as birds, otters, seals, whales, and fish and their eggs were killed. Effects of the deaths are still noticeable today. Populations of wildlife are still not what they used to be. Animal **mortality** rates increased since their food system was **contaminated**. Effects have been projected to last up to 30 years; however, Exxon and other reports disagree. Besides the loss of marine life, many fishermen and others whose jobs were dependent on the natural surroundings of the sound suffered the loss of their jobs and their sole means of support **dissipated**. Additionally, the seafood production industry was hurt **severely**.



Reading cont.

5. The first attempt to clean up the spill failed. A company applied a dispersant, a combination of a surfactant and a solvent. Unfortunately, it didn't mix with the oil because the waters were too still. Exxon, albeit slowly, began an expensive and **extensive** cleanup along with Alaskans, Exxon employees, and the US Coast Guard. Some oil was **displaced** by hot water that was subjected to high pressure. This high pressure also hurt the plankton and other small members of the food chain. A quarter of a century later, thousands of gallons of oil still polluted nearby beaches, and crude oil was still buried below the surface of the water. Only about half of the monitored wildlife populations in Prince William Sound had fully recovered.
6. The Exxon Valdez oil spill resulted in the longest running environmental court case in history. In 1994, a jury in Alaska decided that Exxon should pay \$287 million for actual damages and five billion for **punitive** damages to native fishermen and businesses that suffered hardship. Exxon felt this was too **harsh** and the Court of Appeals ordered the first judge to reduce the damages. Damages were reduced to four billion dollars. Exxon appealed again and after several court battles, punitive damages were decreased to two and a half billion dollars. Exxon appealed again. Exxon felt that the damages were not fair because it was an accident and because the company spent two billion dollars cleaning up the oil. In 2007, the Supreme Court ruled that in federal maritime law, punitive damages were limited to the amount of compensatory damages awarded. Exxon Valdez, therefore was expected to pay just 1.25% of its 2007 profits. By December 2009, Exxon had paid 507.5 million dollars in punitive damages.

Legal Words

Make a list of legal words from the reading that a lawyer for a corporation would have to know. Define them.

Word	Definition

Pair Work (Partner A)

A. Reading

Read the short article below, but do not show it to your partner.
Your partner will ask you questions about your article.

Chemical Disasters

A Tale of Two Corporations

In 1984, a chemical disaster of great magnitude took place in Bhopal, India. A pesticide factory, Union Carbide, leaked methyl isocyanate gas, which killed thousands of citizens. The tank that was holding the gas overheated and released the poisonous gas through the ground, where it brought the transportation system to a halt. Many people were trampled as they tried to escape. Many more were exposed to the gas, and thousands still suffer the results of the disaster. Such effects include breathing problems, cancer, birth defects, and blindness. The accident is said to have happened because water leaked into the methyl isocyanate holding tank. The reaction caused the temperatures to rise. The tank emitted the gas to release the intense pressure. An explosion ensued. Reasons for the accident, equipment and safety regulations, and prior warnings have all been examined. Union Carbide defended itself and many legal proceedings followed.

Another company that experienced legal proceedings due to chemical exposure was Pacific Gas and Electric. In that case, which was settled in 1996, the company allegedly contaminated drinking water with hexavalent chromium in Hinkley, California. The Hinkley Compressor Station is part of a natural gas pipeline. The groundwater around the station exceeded the legal levels of the chemical and people were suffering ill effects. Studies have been made to both defend and prosecute Pacific Gas and Electric, but the case was settled for \$333 million. A movie was made that later detailed the woman who was instrumental in the lawsuit, Erin Brockovich.

B. Sharing Information

Work with your partner.

Ask the questions below about your partner's reading. Write the answers in your notebook.

1. Who used waste contaminated with dioxin?
2. What companies were involved in the two towns?
3. Where were the two towns located?
4. When did President Carter declare a federal emergency?
5. Why did CERCLA come into existence?

PairWork (Partner B)

A. Reading

Read the short article below, but do not show it to your partner.
Your partner will ask you questions about your article.

Toxic Waste

A Tale of Two Towns

There was a neighborhood in Niagara Falls, New York, that was built on toxic waste that had been buried years before. The neighborhood was called Love Canal because a man named William T. Love thought a canal connecting the Niagara River and Niagara Falls would be a good idea. The land was later sold to the City of Niagara Falls, and it used the space for the disposal of toxic waste. Twenty years later, in 1942, Hooker Chemical and Plastics used the site to bury toxic waste. The company sold the site after it had been filled, and it was covered with clay. The site was sold with a caveat, but a school was built on the site and people started experiencing health problems. In 1978, President Jimmy Carter declared the area a federal emergency and people were relocated. A majority of the area is empty.

Times Beach was a town in the state of Missouri. This town, too, sits empty since dioxin was discovered and people were evacuated. In the early 1970s, a waste hauler oiled the roads. The man, named Russell Bliss, used waste that contained dioxin from a company called Northeastern Pharmaceutical and Chemical Company. Horses began dying in the area and investigations ensued. The Environmental Protection Agency announced there were dangerous levels of dioxin in Times Beach. These two towns, although they no longer exist, can take much of the credit for the founding of the Comprehensive Environmental Response Compensation and Liability Act (CERCLA), which funds the cleanup of other toxic locations.

B. Sharing Information

Work with your partner.

Ask the questions below about your partner's reading. Write the answers in your notebook.

1. Who did they make a movie about?
2. What companies were discussed in the reading?
3. Where were the companies located?
4. When did the disasters take place?
5. Why did the Bhopal disaster happen?

Writing

Paraphrase what you read in the main reading about the Exxon case using a single paragraph. Imagine that your reader knows nothing about this case. Include the most important information, but make sure to write the paragraph in your own words. Try to use some of the vocabulary from page 2.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

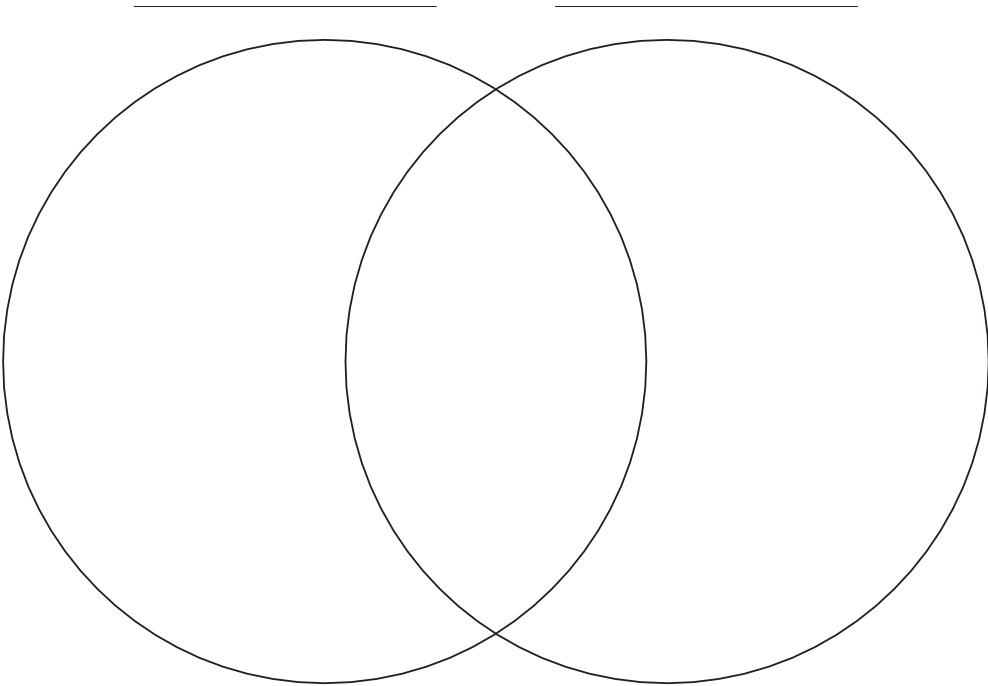
Vocabulary Practice

Choose the word closest in meaning to the vocabulary word used in the reading.

- | | | |
|------------------|------------------|--------------|
| 1. allegedly | 5. emitted | 9. majority |
| a) certainly | a) released | a) least |
| b) supposedly | b) saved | b) most |
| c) never | c) helped | c) some |
| d) occasionally | d) held | d) all |
| 2. prior | 6. ensued | 10. fund |
| a) after | a) changed | a) save for |
| b) present | b) charged | b) hide from |
| c) previous | c) preceded | c) pay for |
| d) later | d) followed | d) keep from |
| 3. toxic | 7. disposal | |
| a) poisonous | a) collection | |
| b) safe | b) elimination | |
| c) careful | c) contraption | |
| d) healthy | d) communication | |
| 4. effects | 8. caveat | |
| a) reasons | a) story | |
| b) locations | b) law | |
| c) circumstances | c) warning | |
| d) results | d) rule | |

Group Work

Work with a partner. Choose two of the disasters discussed in this lesson and compare and contrast them by filling in the Venn diagram.



Answer Key

LESSON DESCRIPTION:

Students read about a number of environmental disasters, including the *Exxon Valdez* oil spill near Alaska and the chemical disaster in Bhopal, India. Students practice paraphrasing what they read. They also work in pairs to complete a jigsaw activity.

LEVEL: Adv

TIME: 1.5–2 hours

TAGS: environment, business, business English, business matters, corporations, corporate responsibility, Bhopal, India, Niagara Falls, Exxon, oil spill, diagram

Pre-Reading

A. WARM-UP QUESTIONS

Discuss in pairs, groups, or as a class. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. e | 3. a | 5. g | 7. i | 9. c | 11. h |
| 2. j | 4. l | 6. b | 8. k | 10. d | 12. f |

Legal Words

Answers will vary. Some of the legal words may include:

punitive damages, Court of Appeals, to appeal, Supreme Court, plaintiff

Pair Work

B. SHARING INFORMATION

Partner A

- the man named Russell Bliss
- Hooker Chemical and Plastics, Northeastern Pharmaceutical and Chemical Company
- Love Canal was located in Niagara Falls, NY, and Times Beach was located in Missouri.
- in 1978
- The two towns, although they no longer exist, can take much of the credit for the founding of the CERCLA.

Partner B

- They made a movie about Erin Brockovich, a woman who was instrumental in the Pacific Gas and Electric lawsuit.

- Union Carbide and Pacific Gas and Electric
- Union Carbide was located in Bhopal, India, and Pacific Gas and Electric was located in Hinkley, California.
- 1984 and 1996
- The accident is said to have happened because water leaked into the methyl isocyanate holding tank.

Writing

Individual answers.

Vocabulary Practice

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

Group Work

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the word *Neighborhood*. Most other English-speaking countries spell it this way: *Neighbourhood*. Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

The Charter of Rights & Freedoms

Pre-Reading

A. Warm-Up Questions

1. Does your country have a famous document that explains the rights of its citizens?
2. In your opinion, what are the most basic human rights?
3. Do you believe the citizens of your country are free? Why or why not?
4. Are there some groups of people in your country who are less free than others?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------|---|
| ___ 1. progress | a) to make something certain |
| ___ 2. civil | b) having many different groups living in the same society |
| ___ 3. ensure | c) to forbid, to make impossible |
| ___ 4. infringe upon | d) to provide a good reason |
| ___ 5. amendment | e) forward movement toward a goal |
| ___ 6. multiculturalism | f) the lawmakers of a country |
| ___ 7. core | g) a person who does not support something |
| ___ 8. prohibit | h) a change |
| ___ 9. discrimination | i) unfair treatment of a person or group because they are different |
| ___ 10. legislature | j) the center, the most important part of something |
| ___ 11. justify | k) relating to citizens, public |
| ___ 12. critic | l) to violate |

Reading

1. The Charter of Rights and Freedoms is the document that protects the rights and freedoms of Canadian citizens. It is very important to Canadians because it represents democracy, **progress**, and protection for the people. It includes both political and **civil** rights. The charter **ensures** that nobody, no matter how powerful, can **infringe upon** the rights of any Canadian citizen. Not even the government is allowed to break these laws.
2. The charter also represents Canada's separation from the United Kingdom. Canada's original constitution was created by the British Parliament in 1867, and only the British government had the power to make any **amendments**. It wasn't until Queen Elizabeth II signed the Canada Act, in 1982, that Canada gained control of its own constitution.
3. Like the United States, Canada is a nation of immigrants, but the charter ensures that Canada's native inhabitants are not forgotten. The charter was designed to protect the rights of all Canadians, including First Peoples and recent immigrants. In fact, **multiculturalism** is at the **core** of the Charter of Rights and Freedoms.
4. The charter is divided into seven main categories: fundamental freedoms, democratic rights, language rights, mobility rights, minority language and educational rights, legal rights, and equality rights. These rights and freedoms work in various ways to protect Canadians by **prohibiting discrimination** based on race, gender, sexual orientation, or ability.
5. The fundamental freedoms section of the charter includes freedom of religion, freedom of the press, and freedom of expression, among others. The democratic rights section is concerned with voting rights and laws about running for **legislature**, whereas the mobility rights section allows Canadians to enter and leave Canada. The language rights section declares that both English and French are the official languages of Canada, and the minority language and educational rights section allows French and English speakers to be educated in their own language.
6. The Charter of Rights and Freedoms also includes a limitations clause, which points out that there can be exceptions to various laws (within reason) as long as the infringement can be **justified**.
7. While the majority of Canadians are thankful for the protection of the charter, there have been a few **critics** too. For example, some people believe the right to health care and basic education should also be included in the charter. However, all Canadian citizens receive universal health care and public education despite these rights not being included in the charter.

Extra Information

First Peoples is considered the proper term to use when referring to the native people of Canada, and includes three groups: the First Nations, Métis, and Inuit.

Comprehension

A. True or False?

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. Queen Elizabeth II created the Charter of Rights and Freedoms.
- _____ 2. Recent immigrants are also protected under the charter.
- _____ 3. Mobility rights refers to the rights of people with disabilities.
- _____ 4. French and English are both official languages of Canada.
- _____ 5. Critics of the charter believe it should include the right to health care.
- _____ 6. There can be exceptions to the charter.

B. Ask & Answer

Practice asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

- 1. What did Queen Elizabeth II sign in 1982?
- 2. What happened in 1867?
- 3. Which seven categories are included in the charter?
- 4. What are some of the freedoms included in the fundamental freedoms section?
- 5. What is a limitations clause?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. You can disagree with me, but you cannot _____ my freedom of speech.
2. Here at the homeless shelter, empathy is at the _____ of our mission.
3. That country's government made an _____ to the law, and now women can vote!
4. The opinions of film _____ do not always reflect the opinions of the public.
5. Many countries _____ civilians from carrying firearms.

B. Choose the Closest Meaning

Choose the answer with the closest meaning to the underlined word in the following sentences.

- | | | |
|---|--|--|
| 1. Dylan has made some <u>progress</u> , but he's still not very good at Spanish.
a) assignments
b) improvements
c) projects | 4. Mom brought extra blankets to <u>ensure</u> that everyone was comfortable on the camping trip.
a) avoid
b) reassure
c) make sure | 7. If you work at the post office, you are considered a <u>civil</u> servant, but if you work at a church or in the military, you are not.
a) public
b) rational
c) helpful |
| 2. Patricia has been fighting against <u>discrimination</u> all her life.
a) mistreatment
b) bureaucracy
c) illiteracy | 5. Thanks to <u>multiculturalism</u> , most big cities now have a variety of different types of restaurants.
a) deforestation
b) internationalism
c) altruism | 8. Vincent! Take that cigarette out of your mouth! Smoking is <u>prohibited</u> in the museum!
a) not allowed
b) not discrete
c) not attractive |
| 3. Everyone says Robert's reaction to the test results was too extreme, but I think he was <u>justified</u> .
a) ridiculous
b) calm
c) correct | 6. In the United States, the <u>legislature</u> consists of the Senate and the House of Representatives.
a) criminals
b) lawmakers
c) elections | 9. We are all members of the knitting club, but there's a <u>core</u> group that makes the decisions.
a) little
b) central
c) dangerous |

Rights & Freedoms

A. Sorting

Work with a partner or in small groups to categorise the following ten rights and freedoms. If the information is not mentioned in the reading, try to guess where it belongs.

Legal Rights	Mobility Rights	Fundamental Freedoms
	being allowed to enter and leave Canada	

Rights & Freedoms

- ~~being allowed to enter and leave Canada~~
- being allowed to have an interpreter during a court case
- being allowed to practice any religion
- the right to life, liberty, and security
- not being punished in a cruel way
- being able to believe what you want
- being allowed to move to any province and find a job there
- being able to assemble peacefully
- being considered innocent until proven guilty
- being able to express yourself

Rights & Freedoms cont.

B. Checking

Work as a class to reproduce the table on page 5 on the board.
Check to make sure you have sorted all of the rights and freedoms correctly in your table.

Grammar Review

PHRASAL VERBS

A. Introduction

Have another look at the vocabulary words on page 1. Can you identify which part of speech each word is? For example, *prohibit* is a verb.
Discrimination is a noun. What part of speech is *infringe upon*?

If you said 'phrasal verb', you are correct.

B. Form

Phrasal verbs are verbs that have a particle.
The particle can be a preposition or an adverb.

Phrasal Verb Form

verb + particle (*preposition / adverb*)

Examples:

- | | | |
|--------------|-------------|------------|
| · cut off | · run over | · call out |
| · figure out | · back down | · fill in |

Grammar Review cont.

C. Function

Phrasal verbs are often *idiomatic*. This means they don't have to have the literal (actual) meaning of the verb or the particle.

	Example	Phrasal Verb?	Meaning
look up	I looked up at the sky.	☐ No	the verb 'look' means <i>to use your eyes</i> , plus the preposition of direction 'up'
	I looked up a word in my dictionary.	☐ Yes	'look up' means <i>to check</i>
put on	I put the book on the table.	☐ No	the verb 'put' means <i>to place</i> , plus the preposition of place 'on'
	I put a sweater on .	☐ Yes	'put on' means <i>to add clothing</i>
call on	She called the number on the card.	☐ No	the verb 'call' means <i>to use the phone</i> , plus the preposition of place 'on'
	The teacher called on me in class, but I didn't know the answer.	☐ Yes	'call on' means <i>to ask someone for an answer</i>
do over	He did his workout over there.	☐ No	the verb 'do' means <i>to work</i> , plus the preposition of direction 'over'
	After failing, they did the test over .	☐ Yes	'do over' means <i>to complete again</i>

Discussion

1. Why is it important for countries to have a document explaining the rights of citizens?
2. How would you define freedom?
3. What do you think is the difference between a right and a freedom?
4. Has your country ever been under the control of another country? Explain.

Assessment Task

Writing a Summary

Review the step-by-step instructions for writing a summary. Then write a one-paragraph summary of the Charter of Rights & Freedoms based on what you learned in this lesson. Review the assessment guidelines on page 9 before you begin.

A STEP-BASED APPROACH

When writing a summary, use paragraph form.

You can summarise a short article in a single paragraph.

1. Reread the article armed with a pen and a blank piece of paper.
2. As you reread, write down the title (and author, if known) of the original work.
3. Find the main idea. (E.g. *Why was this text written?*) Circle it.
4. Divide the article into its main sections. Draw boxes around them.
5. Place a star beside one important detail in each box.
6. Reread the starred parts over to yourself.
7. Put the original article away.
8. Write the main idea in point form on your paper.
9. Write points for each important detail (look at the article again if necessary).
10. Write a concluding sentence.
11. Get a new piece of blank paper. Use your notes to write a paragraph that summarises the article.
12. Reread the original work again.
13. Reread your summary and add any key parts you missed.
14. Omit any parts in your summary that are not central to the main idea. Make sure you haven't introduced your own personal opinions.
15. Make a final copy of your summary. (Proofread it the next day.)

Writing Assessment

Name: _____

Description of Task	Skills	Date Completed	Score/Success	Level
Writing a summary of a one-page text	Reading, Writing			

		Success		
☐	Assessment Criteria	Yes	Almost	Not Yet
	locates basic information from a text			
	begins summary with a topic sentence (includes title and source)			
	summarises the main idea			
	includes relevant details (only) in the summary			
	ends the summary with a concluding statement			
	shows evidence of planning and proofreading			

Teacher Feedback	Resources Used
	- ESL Library: The Charter of Rights & Freedoms - ESL Library: How to Write a Summary

Answer Key

LESSON DESCRIPTION:

In this lesson, students will read about the Charter of Rights and Freedoms. They will also learn new vocabulary, categorise some of the rights and freedoms named in the charter, and review phrasal verbs. Includes an assessment task on summarising.

LEVEL: Int–High Int

TIME: 1.5–2 hours

TAGS: government, Canada, Charter of Rights and Freedoms, parliament, politics, civil rights, summarising

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. e | 3. a | 5. n | 7. j | 9. i | 11. d |
| 2. k | 4. l | 6. b | 8. c | 10. f | 12. g |

Reading

Read the article with your class and go over difficult vocabulary with them. A recording is also available.

Comprehension

A. TRUE OR FALSE?

1. F – The Charter of Rights and Freedoms was created by the Canadian government.
2. T
3. F – Mobility rights refers to Canadians leaving and entering Canada.
4. T
5. T
6. T

B. ASK & ANSWER

1. Queen Elizabeth II signed the Canada Act in 1982.
2. In 1867, the British Parliament created Canada's original constitution.
3. The charter includes fundamental freedoms, democratic rights, language rights, mobility rights, minority language and educational rights, legal rights, and equality rights.
4. The fundamental freedoms section of the charter includes freedom of religion, freedom of the press, and freedom of expression, among others.
5. A limitations clause points out that there can be exceptions to various laws as long as the infringement can be justified.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|------------------|--------------|-------------|
| 1. infringe upon | 3. amendment | 5. prohibit |
| 2. core | 4. critics | |

B. CHOOSE THE CLOSEST MEANING

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

Rights & Freedoms

A. SORTING

Allow students to work in pairs or small groups to complete this task.

Legal Rights:

- being allowed to have an interpreter during a court case
- the right to life, liberty, and security
- not being punished in a cruel way
- being considered innocent until proven guilty

Mobility Rights:

- being allowed to enter and leave Canada
- being allowed to move to any province and find a job there

Fundamental Freedoms:

- being allowed to practice any religion
- being able to believe what you want
- being able to assemble peacefully
- being able to express yourself

B. CHECKING

Correct Part A as a class by reproducing the table on the board and having your students help you fill it in.

Grammar Review

For practice, put students in pairs and try having them write down as many phrasal verbs as they can think of in five minutes. Check to see if they are correct, and have them compare their list with another group.

Discussion

Discuss as a class or in small groups. Answers will vary.

Assessment Task

Optional. Use this summary task for review or assessment.

A ready-made assessment tool is available on page 9. Hand this out to your students before they complete the task.

Human Rights Project

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Let's Explore...

What human rights issue needs more attention?

Introduction

Article 1 of the Universal Declaration of Human Rights states that “*All human beings are born free and equal in dignity and rights.*” This is a goal for humanity; however, this is not the reality for many people around the world. This month, you will work with your group to choose a human rights issue that needs more attention.



Warm-Up

A. Class Discussion

1. What is the Universal Declaration of Human Rights?
2. What human rights have people fought for in the past?
3. What human rights have people been fighting for recently?

B. Vocabulary in Focus

Word	Definition
declaration	an official announcement
demonstration	a public meeting or march that protests or raises awareness about an issue
slogan	a phrase, cry, or motto of a cause or group
universal	involving everyone
violation	the act of ignoring or going beyond what is acceptable or lawful

Warm-Up cont.

C. My Human Rights & Freedoms

Work individually. Check off (☐) any human rights and freedoms that everyone in your country has today. Place an ☐ beside any right or freedom that some people in your country do not have. Add some of your own ideas in the blank spots. Compare with a partner.

	Human Rights
	The right to life, liberty, and security
	The right to work
	The right to equality
	The right to equal protection by the law
	The right to rest and leisure
	The rights of a child/minor
	The right to education

	Human Freedoms
	Freedom of movement
	Freedom of religion & beliefs
	Freedom from racial, gender, age, and other discrimination
	Freedom of expression
	Freedom of sexual orientation
	Freedom from torture and degrading treatment
	Freedom from slavery

Warm-Up cont.

D. Human Rights Violations

Read a short description of some historic human rights violations. Which human rights/freedoms were violated? Use the list on page 3 to help you.

#	Description	Human Right Violation The right/freedom to...
1	Africans, forcibly taken from their homeland, were enslaved in American colonies.	
2	Jews were placed in concentration camps and killed.	
3	Indigenous children were torn from their families and sent to schools to learn how to become part of European-Canadian society.	
4	Over 1,000 workers died after the collapse of a rundown Bangladesh factory.	
5	Women in Saudi Arabia were prevented from driving due to their gender.	
6	LGBT people in Gambia were placed in prison for life based on their sexual orientation.	
7	Approximately 70% of the Tutsi population was killed in an act of genocide in Rwanda.	
8	Girls in Pakistan were told they were no longer allowed to attend school.	
9	People with dark skin had to use different washrooms than people with light skin.	
10	Prisoners in Syria were tortured.	

Warm-Up cont.

E. In the News Today

For homework, look through some news sites or papers. What human rights issues are in the headlines? Use the chart to identify two current human rights violations. List the country and the violation. Compare your chart with the findings of other students in your class.

Country	Human Rights Violation

F. Class Survey

Survey your classmates. Which historic human rights violation do they want to learn more about?

My Tally	
Residential Schools	The Holocaust

Summarize what you already know about the topic you chose.

Now let’s learn more about the historic human rights violation that your class chose (use pages 6–7 or 8–9).

Residential Schools

A. Vocabulary Preview

Match up as many words and meanings as you can.

Check the exercise again after seeing the words in context on page 7.

- | | |
|-----------------------|---|
| ___ 1. assimilate | a) the rate of death for a certain population or location |
| ___ 2. denomination | b) lack of care and attention |
| ___ 3. amendment | c) to try to make the same as the mainstream or majority |
| ___ 4. compulsory | d) a branch of a faith (e.g., Roman Catholic or Anglican) |
| ___ 5. mortality rate | e) the mass killing of a whole group (religion, culture, gender) |
| ___ 6. heritage | f) required by law or a formal rule |
| ___ 7. genocide | g) a formal change to a law or document |
| ___ 8. neglect | h) a person's inherited background (culture, language, faith, etc.) |



Residential Schools cont.

B. Reading

1. Indian residential schools were a part of Canadian history for over 150 years. From the mid-19th century to the late 20th century, over 150,000 Aboriginal children were removed from their homes and sent to boarding schools. The objective of the residential school system was to **assimilate** Aboriginal children (First Nations, Inuit, and Métis) into European-Canadian mainstream society.
2. Christian churches of many **denominations** had been running day schools for Aboriginals in Canada since the 17th century. In the 1840s, the government began funding boarding schools for assimilation purposes. This practice became commonplace by 1884. An **amendment** to the *Indian Act* in 1920 made residential schooling **compulsory** for First Nations children. Aboriginal children aged 4–16 were torn from their families and sent to boarding schools across the country. The children were taught English, French, and Christianity, and were punished for using their own language or practicing their own customs.
3. Residential schools had a high **mortality rate**. In addition to at least 3,000 recorded deaths, many attendees went missing. They died from tuberculosis, school fires, and labor-related accidents, or they froze to death after running away from abuse. Many were buried in unmarked graves and are still not accounted for. Tens of thousands of other Aboriginal children suffered physical, sexual, and/or emotional abuse in the program. Survivors describe childhoods filled with anxiety, hunger, and loneliness.
4. The Canadian government began to close residential schools in the 1970s, though the last school remained open until 1996. Survivors of the program say they will never get their **heritage** back. They can't speak their native language and have no spiritual faith or connection to elders. Some call this dark period in Canadian history "a cultural **genocide**." Aboriginals who grew up in an institution also have limited parenting skills, and many have passed down the abuse and **neglect** they experienced.

The Holocaust

A. Vocabulary Preview

Match up as many words and meanings as you can.

Check the exercise again after seeing the words in context on page 9.

- | | |
|---------------------------|--|
| ___ 1. mourning | a) grief, sadness |
| ___ 2. devastation | b) to separate or exclude |
| ___ 3. genocide | c) the refusal to use or acknowledge something |
| ___ 4. discriminatory | d) the mass killing of people from one race or group |
| ___ 5. boycott | e) slums, a part of a city that has very poor living conditions |
| ___ 6. segregate | f) widespread damage or loss |
| ___ 7. ghetto | g) a prison camp with harsh conditions |
| ___ 8. concentration camp | h) related to unfair treatment based on one's race, religion, gender, etc. |



יום השואה

The Holocaust cont.

B. Reading

1. In Israel, Yom Ha'Shoah is a national day of **mourning** and a public holiday. The Hebrew word "Shoah" means **devastation** or waste. Between 1933 and 1945, millions of people were killed by the Nazis on account of their religion, race, origin, physical abilities, political views, or sexual orientation.
2. Nazi leader Adolf Hitler, who believed that Germans were racially superior, led the **genocide** of the Jews. One of his first **discriminatory** decisions was to **boycott** Jewish-run businesses in Germany. Next, German Jews lost their citizenship and marriage rights. Eventually they lost their rights to hold jobs. Signs saying "Jews Unwelcome" were placed in public places. In 1938, tens of thousands of Jews were identified as "political enemies" and sent to forced-labor camps.
3. When World War II erupted in 1939, Germans began occupying Europe. Jewish people were **segregated** wherever Nazis were in control. They were forced to wear the yellow Star of David as an identifying symbol. Jewish children were expelled from schools and families were forced to live in **ghettos**. From there, Jews were transported to **concentration camps**. Millions died or were killed within days or months of arriving. Some died in gas chambers and others were exterminated by firing squads. Many starved to death.
4. At the beginning of 1945, at the end of the war, the Nazis tried to remove evidence of the camps. Thousands of prisoners were forced to march away in the cold winter, only to be killed in remote locations. In April of 1945, the remaining prisoners in the camps around Europe were finally liberated. Jewish survivors of the Holocaust had nowhere to go. In 1948, the State of Israel was created to be their new homeland.

My Group

A. Getting into Groups

It’s time to get into groups for your project. Your teacher will tell you how many people each group will have. Which method do you prefer for choosing group members? Check your preference.

- ◆ I want to choose my group members.
- ◆ I want my teacher to choose my group members.
- ◆ I want group members to be chosen randomly.
- ◆ I have another idea for choosing group members.

Discuss your preferences as a class, and get into groups using one of the methods above.

C. My Group Members

List your group members by name. Then find out what their strengths are (speaking, researching, writing, designing, summarizing, etc.). Decide how you will contact each other outside of the classroom. Gather email addresses, social media profiles, cell numbers, etc. You may also want to plan to have a group chat outside of class time.

Name	Strengths	Contact Information

B. Discussion

Discuss the quote below with your new group members.

“Injustice anywhere is a threat to justice everywhere.”

—Martin Luther King Jr.

Project Requirements

This section is a layout of your entire project. Your teacher will tell you the due dates for each section. Read through the project requirements and fill in the due dates. Note that you do not have to choose your topic or complete these tasks yet. Each group will have to complete the following tasks over the next few weeks.

A. About

Write a brief overview about your human rights issue. Include the calendar date that your demonstration will fall on (200 words max) and the location of the march/protest.* Identify the name of your group.

Deadline: _____

***Note:**

You will not really be going out on the streets that day or having a real demonstration. Pick any location in the world! You can also pretend to be different people than you really are (e.g., celebrities, all women, children, miners, etc.).

B. Mission, Vision & Value Statement(s)

Develop a statement that describes your group's purpose (mission), future goal (vision), and shared beliefs (value). This can be combined in one statement or written as three separate statements (Our Mission, Our Vision, Our Values). See page 16 for further instructions and tips.

Deadline: _____

C. Background Information

Do some research to find evidence (specific examples) that this human rights violation exists today.

Deadline: _____



Project Requirements cont.

D. Human Rights Activist

Identify one person or organization/group that has advocated for this human right/freedom already. Research and summarize what this person/group has done to raise awareness about this issue.

Deadline: _____

E. Signs & Slogans

Before the presentation, make a number of signs that participants could hold at the demonstration.

Deadline: _____

F. Presentation

On the day of your presentation, your group will try to convince your class to join the demonstration. You will share your research and mission and talk about the importance of your demonstration. Bring in your signs for your classmates to see. Every group member should participate in one way or another. Your teacher will tell you how long to make your presentation and what work will need to be submitted in writing.

Date: _____

Notes & Tips

If your teacher has special notes, tips, or reminders about this project, add them here:

Human Rights Activists

A. Reading for Inspiration

Activist's Name: _____

Before you invent your own demonstration, do a little research on a famous human rights activists. Ask your teacher for a reading on **one** of the following Famous People: *Roméo Dallaire*, *Nellie McClung*, or *Gloria Steinem*. Read the article with your group members and summarize what you learned in your own words. You may also want to do some additional research.

B. Listening for Inspiration

Activist's Name: _____

Take some notes as you listen to the podcast. Summarize what you heard in your own words. You may also want to do some additional research.

Our Topic Proposal

Now it’s time to plan your group’s peaceful demonstration.
Work with your group to decide on a human rights issue to focus on.
Only one group in each class may choose a specific topic.

A. Topic

Work together with your group members to brainstorm human rights issues that exist around the world today. You can choose an issue in your own country or in another country. Think of at least as many ideas as there are members in your group.

Suggested Topics:

Vote on the idea that you want to explore.
Choose the one that gets the most votes or the strongest argument. Remember that you can’t choose a topic that another group is using, so have a second and third choice.

Chosen Topic:

B. Name & Date

Work together with your group members to choose a group/organization name that relates to your human rights issue. You will choose a date and location for a protest/march related to your human rights issue and try to convince your classmates to join you in a peaceful demonstration. The date and location of the event should be significant.

Suggested Names/Dates/Locations:

Vote on the best group name, date, and location and place the winning details below.

Group

Name: _____

Date: _____

Location: _____

**Teacher’s Comments
& Initials**

Share your topic proposal with your teacher. Make some notes about any questions or concerns that your teacher has. Get your topic approved before you move on.

To-Do Lists

A. Project Checklist

Over the next few weeks, you will work with your group to complete Steps A–F from pages 11–12 (your About, Mission, Background Info, Activist, Signs, and Presentation tasks).

Use the checklist to the right to stay on track. Check off each task as your group completes it.

PROJECT REQUIREMENTS

- ◆ About
- ◆ Mission, Vision & Value Statement(s)
- ◆ Background Information
- ◆ Human Rights Activist
- ◆ Slogans & Signs
- ◆ Presentation

B. Further Planning

Use the space below to plan your project in more detail.

RESEARCH

Here are our research plans:

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

DEVELOPMENT

Here are our plans for project development:

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

RESOURCES & EQUIPMENT

Here are some things we will need for our project and presentation:
(Add team members' names beside items.)

Resources

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

Equipment

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

Mission, Vision & Value Statements

Work together as a group to develop a statement that explains your group's purpose (mission), future goal (vision), and shared beliefs (value). Use this page for rough drafts. Write your good draft on a large piece of paper that you can display during your presentation.

A. Our Mission

A mission statement explains what your group's purpose is.

Ask yourselves this: *Why are we fighting/raising awareness for this issue?*

Useful Language

- to help
- to raise awareness
- to fight for
- to condemn
- to remind
- to show concern for
- to change

B. Our Vision

A vision statement describes your group's goal for the future.

Ask yourselves this: *What do we want the world/nation to look like tomorrow?*

Useful Language

- to live in a world where
- to exist in a country that
- to have the freedom to
- to see communities that
- to enjoy the right to
- to become a nation that

C. Our Values

A value statement describes your group's shared beliefs.

Ask yourselves this: *What do we believe in/feel strongly about?*

Useful Language

- We believe in
- We value
- We feel strongly about
- We care about
- We have a shared concern for
- We're dedicated to

Slogans for Signs

What makes a good sign for a demonstration, march, or protest? Effective signs use literary devices and memorable messages to make a point. Here are four types of signs you will often see at demonstrations.

A. Categorizing

Sort the list of real-life slogans into the correct categories.

Rhyme Scheme	Parallelism	Humor or Play on Words	Positive Message or Quote
<i>Silence Is Violence</i>	<i>My Body, My Choice</i>	<i>Thanks but No Tanks</i>	<i>We Shall Overcome</i>

Slogans:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Feed the Poor Not the War • More Love, Less Hate • Torture Is Terrorism • I'm with Her • Thanks but No Tanks • Bridges Not Walls • Make America Great • We Shall Overcome | <ul style="list-style-type: none"> • I Stand with Standing Rock • A Woman's Place Is in the Resistance • Silence Is Violence • Work Hard, Stay Humble • Black Lives Matter • Love Trumps Hate • Human Need Not Corporate Greed • I Have a Dream (of Getting Paid) | <ul style="list-style-type: none"> • There Is No Planet B • Girls Just Wanna Have Fundamental Human Rights • My Body, My Choice • Love Your Enemies • Yes We Can |
|--|--|--|

Slogans for Signs cont.

B. Making Signs

Work in your groups to come up with slogans and messages for signs that people could hold at your human rights demonstration. Choose the best ones to make at least enough signs for every group member to hold one. Try to use different literary devices. Use the space below to write your ideas.

Writing Tips

- Make it clever.
- Make it short.
- Make it memorable.
- Make it error-free.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

Assessment Information

A. Overview

For your group project, you will be assessed individually and as a group. Your teacher will review your progress and group participation during every stage of development (see pages 11–12). Individual assessment includes teacher evaluation, peer evaluation, and self-reflection. Your group will also receive an overall mark for the project.

In Summary

You will be marked on your ability to:

- work together
- solve problems
- make group decisions
- meet deadlines
- speak in front of others
- persuade others
- entertain others

B. Evaluation Areas (The 4 C's)

Critical Thinking

- considering the project's driving question
- choosing relevant topics
- narrowing down a topic
- making connections
- prioritizing
- analyzing sources

Collaboration

- coordinating and meeting group deadlines
- working with new people
- isolating group members' strengths and weaknesses
- delegating tasks
- sharing research with group members
- making suggestions
- editing and providing peer feedback

Communication

- participating in informal group discussions
- listening and reading for information
- following written and spoken instructions
- paraphrasing and summarizing
- presenting information in writing
- delivering a prepared presentation
- persuading others
- citing sources

Creativity

- finding interesting ways to make group decisions
- finding unique ways to include everyone in the project
- finding a variety of types of research sources
- presenting information in a unique way
- keeping the audience interested
- finding an interesting way to reach a public audience
- making the end product attractive

Teachers' Notes

PROJECT DESCRIPTION:

This theme-based module on Human Rights is intended as a group project that can be completed within a two- to four-week time period along with other coursework. This project includes tasks that are useful for individual, peer, and group assessment. Teachers can add or remove tasks to meet students' needs.

LEVEL: Int–Adv

TIME: 2–4 weeks

TAGS: project-based learning, PBL, project, human rights, human right, civil rights, equality, rights, freedoms, group project, group work

NOTE: There are a few human rights dates on ESL Library's Lesson Plan Calendar. Human Rights Day is on December 10. World Day Against Trafficking Persons is on July 30. Black History Month is in February. An observation such as one of these would make an ideal start or finish date for this project.

Warm-Up

A. CLASS DISCUSSION

Begin with a class discussion about human rights issues that exist around the world today.

1. The Universal Declaration of Human Rights was adopted by the UN General Assembly in December 1948 as a common standard of rights and freedoms for all humans and peoples. It was drafted by representatives from all over the world.
2. Answers will vary.
3. Answers will vary.

B. VOCABULARY IN FOCUS

Go over some key vocabulary from the lesson. Discuss different types of demonstrations (march, peaceful protest, violent protest, rally). Below are a few other words from this lesson that your students may need help with:

- dignity
- degrading
- injustice
- humanity
- torture
- genocide

C. MY HUMAN RIGHTS & FREEDOMS

Give students some time to fill out the checklist. Go over any vocabulary they are unfamiliar with (e.g., *liberty*, *discrimination*, *torture*, *degrading*). Place students in pairs or small groups to compare their charts. If you have a multicultural class, try to place students with classmates from other nations. If your students share the same native country, try pairing women with men or with someone in a different age group.

(continued on the next page...)

Teachers' Notes cont.

Warm-Up cont.

D. HUMAN RIGHTS VIOLATIONS

Now have your students categorize the types of human rights violations that have taken place in history. You may want to ask students to only include one violation per example. Answers will vary.

1. Freedom from slavery
2. Freedom of religion / Right to life, liberty, and security
3. Freedom of religion and beliefs / Freedom from discrimination
4. Right to life, liberty, and security
5. Right to equality / Freedom from gender discrimination
6. Freedom of sexual orientation /
Right to equal protection by the law
7. Right to life, liberty, and security / Freedom from racial discrimination / Freedom of religion and beliefs
8. Right to education / Right to equality / Rights of a child/minor / Freedom of gender discrimination
9. Freedom from racial discrimination
10. Right to life, liberty, and security /
Freedom from torture & degrading treatment

E. IN THE NEWS TODAY

Assign this task for homework. Your students can search news sites or do an online search. Share findings in class.

F. CLASS SURVEY

Hold a class survey to find out which topic your students are more interested in. You could also ask them to tell you about these historic human rights issues. Do they know which rights and freedoms were violated?

Residential Schools

A. VOCABULARY PREVIEW

- | | | | |
|------|------|------|------|
| 1. c | 3. g | 5. a | 7. e |
| 2. d | 4. f | 6. h | 8. b |

B. READING

After your students read the article, check their comprehension using the questions in Part C.

C. COMPREHENSION

This section is not listed in the main lesson. Ask your students the following questions orally.

Questions

1. Why did Canada's government set up the residential school system?
2. When did residential schools become compulsory for First Nations children in Canada?
3. What forms of abuse did children experience at the residential schools?
4. What significant event happened in 1996?
5. What consequences to survivors of residential schools are named in the article?

Answers

1. Canada's government set up the residential school system in order to assimilate Aboriginal people into mainstream society.
2. Residential schools become compulsory for First Nations children in Canada after an amendment was made to the Indian Act in 1920.
3. Children experienced physical, sexual, and emotional abuse as well as neglect.
4. Canada's last residential school closed in 1996.
5. Survivors say they will never get their heritage back, can't speak their native language, have no spiritual faith or connection to elders, have limited parenting skills, and may have passed down the abuse and neglect they experienced to their own children.

(continued on the next page...)

Teachers' Notes cont.

The Holocaust

A. VOCABULARY PREVIEW

- | | | | |
|------|------|------|------|
| 1. a | 3. d | 5. c | 7. e |
| 2. f | 4. h | 6. b | 8. g |

B. READING

After your students read the article, check their comprehension using the questions in Part C.

C. COMPREHENSION

This section is not listed in the main lesson.

Ask your students the following questions orally.

Questions

1. What does the Hebrew word "Shoah" mean?
2. During what period of time did the Holocaust occur?
3. What did Jewish families have to do to display their origin publicly?
4. What were some of the rights that Jewish-Germans lost in the early days of Hitler's leadership?
5. What happened in the concentration camps?

Answers

1. The Hebrew word "Shoah" means devastation.
2. The Holocaust occurred during World War II.
3. Jewish families had to display a Star of David on their clothing.
4. In the early days of Hitler's leadership, Jewish-Germans lost the right to do business, marriage rights (the right to marry non-Jews), and the right to be in some public places.
5. In the concentration camps, millions of Jews starved to death or were killed.

My Group

Decide how many people you want each group to have. You can give your students an opportunity to make groups in the way that they prefer, or you can assign groups. Next, give students some time to discuss the quote, get to know each other, and exchange contact information.

Project Requirements

Decide on the due dates for each section. Go over the outline with your students, and provide deadlines for them to fill in. Add any special notes or requirements. Note that they do not have to choose their topic or complete the tasks at this point. Tell your students which parts you expect to see written copies for and which can just be shared orally in the presentation.

(continued on the next page...)

Teachers' Notes cont.

Human Rights Activists

A. READING FOR INSPIRATION

ESL Library has many lessons about human rights activists from around the world. For this section, your students will tell you which famous person they want to read about for inspiration before choosing their own activist. They can choose from the following activists: *Roméo Dallaire*, *Nellie McClung*, or *Gloria Steinem* (or browse ESL Library and choose others that you think they might be interested in, such as *Rosa Parks* or *Cesar Chavez*). Print the readings you want to use from ESL Library's Famous People (page 2 of each lesson) or Easy Readers section (page 1). You can decide whether to print a copy for each group member or just one for each group. Remind students that these readings are for inspiration and are not to be included in their presentations.

B. LISTENING FOR INSPIRATION

Groups will now choose a topic (*Martin Luther King Jr.* or *Malala*) to listen to for inspiration.

Our Topic Proposal

For this project, your students will choose a human rights issue that they think deserves more attention around the world. Make sure they don't choose a topic that they have already done a lot of research on (e.g., the Holocaust or residential schools). Your students will have to plan a demonstration/march that would bring awareness to this issue. The topic should be something current and something they can do research about, such as child marriage, modern slavery, etc. Make sure that each group chooses a different topic. Give students time to come up with their proposals. Provide your initials if you think the proposal is ready. Suggest changes if you have some concerns.

To-Do Lists

Encourage your students to track their progress and organize their work using the provided To-Do lists. They can add to this page as they work on the project. Each group may only need one copy of this page. Below are some tips and resources for each step of the project (the steps that were outlined on pages 11–12). Note that it's up to the teacher to decide on the format for each task. For example, you may have students submit some tasks in writing, whereas other tasks may be completed orally during the presentation.

A. ABOUT

In this section of the project, your students will come up with a group name and decide on a (fictional) date and location for a demonstration that will raise awareness about their human rights issue. They will present this information to the class at the beginning of their presentation. (E.g., *We are called Women for Equal Pay. We will be marching outside the parliament buildings in Washington, DC, on Labor Day.*)

(continued on the next page...)

Teachers' Notes cont.

To-Do Lists cont.

B. MISSION, VISION & VALUE STATEMENTS

In this section, your students will come up with strong, polished statements that describe their mission (purpose of their group), vision (future goal of the group), and values (shared beliefs of the group).

For lower levels, provide a template, such as the following:

The purpose of _____ is to _____.

Our goal on _____ is to _____.

We strongly believe in _____.

See more on pages 16 and 25.

C. BACKGROUND INFORMATION

Your students will do some research on their human rights issue and provide some specific examples of human rights violations.

D. HUMAN RIGHTS ACTIVIST

Your students will do some research about a person or organization/group that has worked to bring awareness to this human rights issue. The students will share this information in the presentation.

E. SIGNS

Students will be responsible for making a number of signs that they could hold up during a demonstration/march on their human rights issue. See more on pages 17-18 and 25.

F. PRESENTATION

Give students a set amount of time to present their human rights issue, mission statement, background, and activist to the whole class. Every group member should hold a sign that the group made. Extra signs can be distributed.

At the end of each presentation, the group can ask the following question: Will you join us on _____ (date of their event) at _____ (location of event) to raise awareness about _____? The audience can discuss why they would or would not join the demonstration.

See Assessment Tools: <https://esllibrary.com/resources>. Assess group members' individual and group efforts. You may also want to assess the audience's participation during the presentations.

Mission, Vision & Value Statements

Encourage your students to come up with strong statements that describe their mission (purpose of their group), vision (future goal of the group), and values (shared beliefs of the group). Students can write a separate statement for each or they can combine these into one statement (no longer than three sentences). You may want to share some real-life examples of mission, vision, and value statements with students. The following resources may come in handy:

- <https://topnonprofits.com/examples/nonprofit-mission-statements/>
- <https://topnonprofits.com/wp-content/uploads/2012/09/Mission-Vision-Worksheet.pdf>
- <https://forlang.wsu.edu/overview/mission-statement/>

(continued on the next page...)

Teachers' Notes cont.

Slogans for Signs

A. CATEGORIZING

Go through some examples of effective signs and point out the literary devices that have been used. Give students time to categorize the examples under the headings provided. You could also invite students to do an online image search for protest signs. Note that your students may come across offensive language that you may need to explain. See answers below. Answers will vary.

Rhyming

- Silence is Violence
- Feed the Poor Not the War
- Human Need Not Corporate Greed

Positive Message or Quote

- We Shall Overcome
- Love Your Enemies
- Black Lives Matter
- Yes We Can
- Make America Great
- I'm With Her

Humor or Play on Words

- I Stand With Standing Rock
- A Woman's Place Is In the Resistance
- Thanks But No Tanks
- Love Trumps Hate
- I Have a Dream
(of Getting Paid)
- There Is No Planet B
- Girls Just Wanna Have Fundamental Human Rights

Parallelism

- Torture Is Terrorism
- My Body, My Choice
- Work Hard, Stay Humble
- More Love, Less Hate
- Bridges Not Walls

B. MAKING SIGNS

Your students will now come up with their own slogans for their demonstration. Encourage students to create the actual signs outside of the classroom so that the other students don't see them before presentation day. You may want to check spelling and usage before they make their signs. You may also want to suggest slogan style choices such as using all uppercase letters, only initial uppercase letters, or the headline-style capitalization that is used on page 17 (initial uppercase letters for all words except articles, prepositions, and conjunctions).

Assessment Information

Go over the requirements with your students, and explain how you will assess your students individually and as a group. You can give your students two to four weeks to complete this project. Some of the project may be done in class and other parts may be done outside of class. You can decide which tasks to use for formal assessment purposes. It is also up to you how to grade the final project. Some teachers assign an individual progress mark as well as a final group mark. Assessment Tools that you can personalize are available in our Resources section: <https://esllibrary.com/resources>.

(continued on the next page...)

Teachers' Notes cont.

NOTE:

As your students work in groups, you will notice areas of language that need improvement. You can offer mini-lessons to individual groups or to the class as a whole. Here are some lessons you may want to try. Search ESL Library's lesson library and blog for other materials that you need.

SPELLING NOTE:

This lesson shows the American spelling of the words *Labor*, *Humor*, and *Practice*. Most other English-speaking countries spell these words this way: *Labour*, *Humour*, and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Freedom of the Press

In this lesson, you will read about the rights and restrictions of the media. You'll talk about free expression and debate whether or not free expression includes the right to offend.

Pre-Reading

A. Warm-Up Questions

1. What is your favorite newspaper, news website, or news show, and why?
2. What restrictions do journalists have in your country?
3. How does "freedom of the press" differ from "freedom of speech"?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------|---|
| _____ 1. interference | a) making fun of society, politics, or religion |
| _____ 2. democratic | b) private, not to be disclosed |
| _____ 3. libel | c) to make fun of something |
| _____ 4. confidential | d) to overstep boundaries or ignore rules and regulations |
| _____ 5. obscene | e) hurtful, upsetting |
| _____ 6. publication ban | f) a severely negative reaction |
| _____ 7. cross the line | g) disgusting or immoral, especially of a sexual nature |
| _____ 8. satirical | h) an equal rights system in which the people choose their government |
| _____ 9. mock | i) to express strong disapproval |
| _____ 10. backlash | j) the prevention of an action, one thing that gets in the way of another |
| _____ 11. condemn | k) a court order not to release information about a case |
| _____ 12. offensive | l) a person who says one thing but takes the opposite action |
| _____ 13. hypocrite | m) a false statement that could hurt a person's reputation |

Reading

FREEDOM OF THE PRESS

Defending the right to offend

1. *Freedom of the press* refers to the right to express and communicate ideas in the media. The Universal Declaration of Rights states that everyone has the right to freedom of opinion and expression through any media without **interference**. Freedom of the press is closely related to an individual's right to *freedom of speech*.
2. Journalists, like individuals, have a few restrictions, even in **democratic** nations. They can't misrepresent a person or group in a damaging way. This is called *libel*. They also can't copy the work of someone else. In many countries, it is also illegal to publish something that is **confidential** or **obscene**. Journalists are sometimes restricted from publishing details that could interfere with a criminal case. This is called a **publication ban**. In many nations, it is illegal to publish government secrets related to national defense. When journalists **cross these lines**, they often get into trouble.
3. Not everyone agrees that publishers have the right to express themselves freely. In fact, journalists are often targeted by those who disagree with this right. One of the deadliest media killings in history took place in an office space in Paris in 2015. Several staff members of Charlie Hebdo magazine were killed by terrorists. The editor and his staff were targeted for publishing **satirical** articles and cartoons that **mocked** religion.
4. Whenever journalists are targeted, there is always a heavy **backlash**. After all, individuals value the right to inform and be informed. Millions of people, including at least 50 world leaders, marched in support of free expression following the Charlie Hebdo attacks. Reporters Without Borders called many of these world leaders **hypocrites**. If they supported freedom of the press in France, why did they jail journalists at home?
5. Though most people agree that killing in the name of a religion is wrong, many, including the Pope, **condemned** the magazine for publishing such **offensive** cartoons. Does freedom of the press include the right to offend? If not, whose job is it to decide when a picture or article crosses the line?

"Where the press is free, and every man able to read, all is safe." —Thomas Jefferson

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. Define *freedom of the press* in your own words.
2. What are journalists usually restricted from publishing?
3. What happened at Charlie Hebdo magazine in 2015?
4. Why does this reading mention the Pope?
5. Why were some world leaders who joined the Paris rally called hypocrites?

Pronunciation Practice

WORDS WITH SILENT "N"

In the following English words, the final *n* is not pronounced. Listen to your teacher say these words. Then repeat the words out loud and try making sentences with them.

Examples:

- condemn
- autumn
- column
- hymn
- solemn

Vocabulary Review

A. Complete the Sentences

Complete the sentences using a word from the vocabulary list on page 1.
You may need to change the word form.

1. When the government _____ with what the media publishes, this is called *censorship*.
2. Please don't _____ my religion. I don't make fun of your beliefs.
3. My dad is a _____. He tells us not to drink soda because it's bad for our health. Then he lights a cigarette.
4. The editor refused to publish the _____ cartoon. He respects every political candidate.
5. Please don't share my phone number. My personal information is _____.
6. The teacher didn't expect a _____ from parents. She thought her note about homework would be well received.

B. Synonyms

Circle the synonyms in each group of words.

- | | | | |
|---|---|--|--|
| 1. a) offensive
b) hurtful
c) confidential | 3. a) make fun of
b) trick
c) mock | 5. a) ban
b) prohibit
c) backlash | 7. a) block
b) interfere
c) libel |
| 2. a) private
b) confidential
c) democratic | 4. a) libel
b) obscenity
c) misrepresentation | 6. a) hypocritical
b) cross the line
c) go too far | 8. a) disgusting
b) obscene
c) satirical |

Discuss

A. Discuss as a Class

In 1791, when the US Constitution included the phrase *freedom of the press*, it referred to the printing press. The First Amendment guaranteed the right to print and publish information without government censorship.

In your opinion, what types of media does *the press* include today?

B. Discuss in Groups

1. Should journalists be jailed for reporting damaging information about a government?
2. Should editors worry about terrorism when they are deciding what to publish?
3. Should individuals censor themselves when publishing opinions online?

Debate

Use the useful expressions on page 6 to help you make your points.

Topic 1:

The press must be free. Freedom of the press includes the right to express personal opinions even if they offend an individual, group, or religion.

Topic 2:

The media today is too free. The government should do more to regulate what gets published.

Write

After you have a debate, write a paragraph summarizing your own personal opinion about one of the topics on this page. Use expressions and transitions from page 6 as well as vocabulary from page 1.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

Students read about freedom of the press. The lesson includes vocabulary review exercises, comprehension questions, discussion questions, and debate questions. It also includes useful expressions for debates.

LEVEL: High Int - Adv

TIME: 1.5-2 hours

TAGS: discussion, media, government, freedom, freedom of the press, journalist, cartoon, Paris, French, Charlie Hebdo, religion, culture

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. j | 3. m | 5. g | 7. d | 9. c | 11. i | 13. l |
| 2. h | 4. b | 6. k | 8. a | 10. f | 12. e | |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with. Discuss the quote.

Comprehension

- Freedom of the press is the right to express and communicate ideas in the media. (Answers will vary.)
- Journalists are usually restricted from publishing confidential or obscene pictures or content. They also can't publish misinformation that would hurt someone's reputation. When there is a publication ban, they can't publish details about a court case. They can also get in trouble for publishing government secrets.
- Staff members of Charlie Hebdo magazine were targeted for their involvement in satirical articles and cartoons mocking religion.
- This reading mentions the Pope because the Pope condemned the offensive cartoons that were published by Charlie Hebdo magazine.

- Some world leaders who joined the Paris rally were called hypocrites because they jail journalists in their own countries.

Pronunciation Practice

Help your students with the pronunciation of the words *condemn*, *autumn*, *column*, *hymn*, and *solemn*. Remind them that the *n* at the end of the word is silent. (You may also want to add *damn* to the list.)

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|---------------|--------------|-----------------|
| 1. interferes | 3. hypocrite | 5. confidential |
| 2. mock | 4. satirical | 6. backlash |

B. SYNONYMS

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

(continued on the next page...)

Answer Key cont.

Discuss

A. DISCUSS AS A CLASS

Talk about what *the press* means in modern times.
How have 24-hour news, blogging, and social media networks changed our definition of *the press*?

B. DISCUSS IN GROUPS

Put your students in small groups to discuss a few questions. This will get them warmed up for a debate.

Debate

Review common language used in debates (see page 6). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely.

Write

Optional. Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the words *Favorite* and *Defense*. Other English-speaking countries spell these words this way: *Favourite* and *Defence*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Mandatory Voting

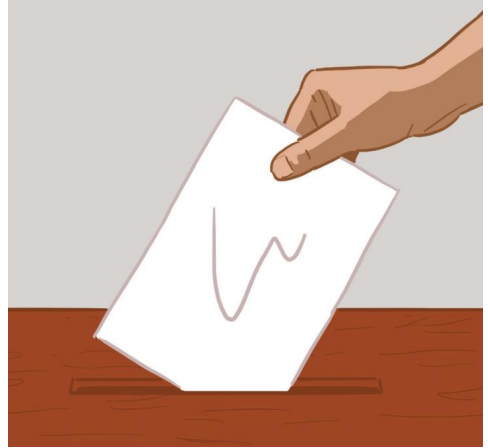
“Bad officials are elected by good citizens who do not vote.”

—George Jean Nathan

Pre-Reading

A. Warm-Up Questions

1. If you are eligible to vote, do you?
Do your parents vote?
2. Do you think voting in federal elections should be mandatory? Why or why not?
3. How would the world change if voting was mandatory for all adults worldwide?



B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-------------------|---|
| ___ 1. compulsory | a) to make people follow a rule |
| ___ 2. eligible | b) a person who is running for a political position |
| ___ 3. enforce | c) mandatory, required by law |
| ___ 4. abolish | d) a political group that has set ideals and goals |
| ___ 5. turnout | e) to remove completely, to outlaw |
| ___ 6. candidate | f) dishonesty in a group or organization |
| ___ 7. corruption | g) the amount of people who attend something |
| ___ 8. party | h) related to one's town, city, or region |
| ___ 9. civic | i) allowed, able to do because you have the right |
| ___ 10. violate | j) to fail to comply or respect, to break a rule |
| ___ 11. comply | k) to remove oneself from an opportunity |
| ___ 12. withdraw | l) to follow or obey |

Reading

MANDATORY VOTING

Your Duty to Decide

1. Is voting **compulsory** in your country? Over 20 countries around the world require **eligible** voters to vote in elections. These countries include Australia, Singapore, and Peru. Some countries have a law but do not **enforce** it. Other countries have experimented with compulsory voting but have **abolished** it. There are many arguments for and against mandatory voting.
2. Mandatory voting results in a higher voter **turnout**. On average, over 90% of Australians vote in federal elections (under 60% of Americans vote in US elections). Voters who do not approve of any **candidates** or who do not wish to participate must cast a blank vote or risk facing a fine or penalty. Money that is traditionally spent on convincing people to vote is not necessary in a nation that enforces mandatory voting. This removes some of the **corruption** in politics and gives poorer candidates and **parties** a better opportunity to get votes.
3. While voter turnout is significantly higher in countries with compulsory voting, the voters aren't necessarily politically informed. People who think of voting as a **civic** duty rather than a right may not put much thought into who they vote for. Uninformed voters may simply choose a name randomly. They may also pick a person or group based on a name or face. Some may simply vote for who their family members or friends are choosing. Many opponents feel that mandatory voting **violates** a person's right not to speak and has no place in democratic societies.
4. There are a variety of penalties used to punish voters who repeatedly refuse to **comply** to mandatory voting rules. Some citizens are fined, while others lose their right to vote in future elections. **Withdrawing** government-based goods and services is another type of penalty for not voting. More commonly, however, no penalty occurs.
5. Why doesn't an eligible voter bother to vote? This is the question many women and minorities have asked throughout history when their right to vote was denied. Some citizens claim they are content with the leader or party in power and don't feel the need to cast a vote. Others don't trust any of the candidates or think all of them are the same. If you had to decide whether or not mandatory voting should be enforced in your country, would you say *yea* or *nay*?

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. What is implied about voting rules in the US?
2. Why might mandatory voting reduce corruption in politics?
3. Why does the reading mention democracy?
4. What punishments and penalties exist for people who don't comply with mandatory voting?
5. How does the reading end?

***yea or nay:**

yes or no

Vocabulary Review

A. What’s the Word?

Which word from page 1 is described in the sentence?
More than one option may be possible.

#	Sentence	Word
1	At the last minute, my uncle decided not to run for council.	
2	You must visit the polling station and cast your vote for the city’s mayor.	
3	Only 50 people came to the polling station to vote last night.	
4	In my country, the legal voting age is 18.	
5	I refuse to obey the uniform rule. I’ll wear what I want to school.	
6	The party is paying people to vote for them.	
7	Child slavery must end now.	
8	There are three people running for prime minister.	

B. Write a Sentence

Write a sentence or example that illustrates each
word below. Do not use the word in your example.

1. violate
2. comply
3. compulsory
4. turnout
5. enforce
6. parties
7. candidate
8. eligible

Grammar Review

A. Modals of Obligation + First Conditional

When you want to express a rule, law, or duty in English, you can use a modal of obligation. There are three modals/modal expressions to choose from.

Modals of obligation are often followed by conditional clauses (if + might / may / could/ will) that express consequences for not following the rules.

MUST *formal*
must + base verb

- You **must vote** on Friday. If you don't, you **could face** a fine.
- You must **be** on time. If you **aren't**, you **can't sing** in the concert.

HAVE TO *slightly less formal*
have to + base verb

- Aussies **have to visit** the voting polls on election day.
If they don't, they **might lose** their right to vote in the future.
- You **have to file** your taxes by Friday.
If you don't, you **might owe** a late fee.

HAVE GOT TO *informal, for emphasis (often by a parent or spouse)*
have got to + base verb

- You **have got to finish** your homework.
If you **don't**, you **can't play** outside.
- You **have got to be** home by 6:00 pm.
If you **aren't**, Johnny **will miss** hockey practice.

B. Practice

Write three examples that are similar to the ones above.
Be sure to include a sentence with each modal of obligation,
as well as a sentence that states a consequence for not complying.

1. _____

2. _____

3. _____

Discussion Questions

1. If a country has mandatory voting, but it is not enforced, should this country still be considered one of the nations that has compulsory voting?
2. Does voter turnout increase when there is a candidate that people really *don't* want to win?
3. Why are so many citizens uninterested in politics and elections? What needs to change?
4. What if, instead of introducing mandatory voting, governments introduced **incentives** for voting? What kind of incentives might work? What problems might occur?

Critical Thinking

IN PAIRS OR SMALL GROUPS

Can you think of any other civic duties or human obligations that should be mandatory? What about giving blood or recycling? Work in a small group and think of a few things that should be mandatory in your country or city of residence. Write a statement using a modal of obligation and debate it with your classmates. For example:

“Every eligible donor must give blood once a year.”

Listening – Gap Fill

Fill in the blanks as you listen to the recording.

MANDATORY VOTING

Your Duty to Decide

1. Is voting **compulsory** in your country?
Over 20 countries around the world require **eligible** voters to vote in elections. These countries include Australia, Singapore, and Peru. Some countries have a law but do not **enforce** it. Other countries have _____ compulsory voting, but have **abolished** it. There are many _____ for and against mandatory voting.
2. Mandatory voting results in a higher voter **turnout**. _____, over 90% of Australians vote in federal elections, (under 60% of Americans vote in US elections). Voters who do not approve of any **candidates** or who do not wish to participate must cast a blank vote or risk facing a fine or penalty. Money that is _____ spent on convincing people to vote is not necessary in a nation that enforces mandatory voting. This removes some of the **corruption** in politics and gives poorer candidates and **parties** a _____ to get votes.
3. While voter turnout is _____ higher in countries with compulsory voting, the voters aren't necessarily politically informed. People who think of voting as a **civic** duty rather than a right may not _____ into who they vote for. Uninformed voters may simply choose a name randomly. They may also pick a person or group based on a name or face. Some may simply vote for who their family members or friends are choosing. Many _____ feel that mandatory voting **violates** a person's right not to speak and has no place in democratic societies.
4. There are a variety of penalties used to punish voters who repeatedly refuse to **comply** to mandatory voting rules. Some citizens are fined, while others lose their right to vote in future elections. **Withdrawing** government-based _____ is another type of penalty for not voting. More commonly, however, no penalty _____.
5. Why doesn't an eligible voter bother to vote? This is the question many women and minorities have asked throughout history when their right to vote was denied. Some citizens claim they are content with the leader or _____ and don't feel the need to cast a vote. Others don't trust any of the candidates or think all of them are the same. If you had to decide whether or not mandatory voting should be _____ in your country, would you say *yea* or *nay*?

ANSWERS:

Answer Key

LESSON DESCRIPTION:

Students read about mandatory voting and discuss their opinions on it. The lesson includes vocabulary development tasks, comprehension questions, discussion questions, and a review of modals of obligation.

LEVEL: Intermediate–Advanced

TIME: 1.5–2 hours

TAGS: discussion, vote, voting, mandatory voting, Australia, politics, political rights, democracy, conditionals, modals

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Review the term “mandatory” and practice the pronunciation and stress. Who has the right to vote in your country? Do some eligible voters “not bother” to vote? You may need to explain the term “federal.”

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. c | 3. a | 5. g | 7. f | 9. h | 11. l |
| 2. i | 4. e | 6. b | 8. d | 10. j | 12. k |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- It is implied that voting is not mandatory in the US. The US is not listed as a country that has mandatory voting, and it is used in comparison with Australia where voting is compulsory.
- Mandatory voting might reduce corruption in politics because parties don’t have to spend money encouraging people to vote.
- The reading mentions democracy because some people think that mandatory voting removes a person’s right not to speak.
- People who don’t comply with mandatory voting may be fined or face prison time. They may also lose the right to vote.

- The reading ends with a question for the reader to ponder.

Vocabulary Review

A. WHAT’S THE WORD?

- | | |
|--------------------------|-------------------|
| 1. withdraw | 5. violate/comply |
| 2. compulsory/civic duty | 6. corruption |
| 3. turnout | 7. abolish |
| 4. eligible | 8. candidates |

B. WRITE A SENTENCE

Answers will vary.

Grammar Review

A. MODALS OF OBLIGATION + FIRST CONDITIONAL

B. PRACTICE

Answers will vary.

Discussion Questions & Critical Thinking

Individual answers. Can be done in pairs or small groups. You can decide if you want students to come up with one or many statements to debate. You can also ask students to come up with consequences for not complying (practice using conditionals).

Gun Control

Pre-Reading

A. Warm-Up Questions

1. What does “the right to bear arms” mean?
2. Is it legal to carry a handgun in your state/province/country?
3. Should schools be “gun-free” zones?
4. Is it difficult to get a permit to carry a gun in the place where you live?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------|--|
| _____ 1. penal colony | a) required |
| _____ 2. massacre | b) to be the one to lead something |
| _____ 3. initiate | c) a person or group on the other side of a conflict or debate |
| _____ 4. crackdown | d) a serious attempt to prevent future crime |
| _____ 5. swift | e) uncontrollable violent behavior |
| _____ 6. retrieve | f) to suddenly go up in numbers |
| _____ 7. skyrocket | g) a remote place for prisoners that is difficult to escape from |
| _____ 8. easy access | h) not difficult to get/find and use |
| _____ 9. mental illness | i) to get something back that you had before |
| _____ 10. opponent | j) sickness that affects one's thinking and emotions |
| _____ 11. rampage | k) quick |
| _____ 12. mandatory | l) the violent killing of many people |

Reading

1. On April 28, 1996, in a café in Tasmania, a young man pulled a semi-automatic weapon out of his bag and began shooting tourists and staff at the historic Port Arthur **penal colony**. By the time he was finished, he had killed 35 people. This was just one of several mass shootings in Australia between the '70s and '90s.
2. Following the 1996 **massacre**, Prime Minister Howard **initiated** a serious **crackdown** on gun ownership. Howard worked together with the Australian government. They made a **swift** decision to restrict gun ownership. The government also organized a program to buy back weapons that had already been sold. Over 600,000 guns were **retrieved**. Fifteen years later, there were still no new mass shootings to report in Australia.
3. It's a different story in the US. Since the 1980s, mass shootings have occurred in several public places, including malls, schools, and places of worship. After a mass shooting, the sale of guns always **skyrockets**. Though studies prove that **easy access** to guns results in high murder rates, surveys show that many Americans still believe in the right to bear arms.
4. One of the worst massacres in US history took place at Virginia Tech University in 2007. A student suffering from **mental illness** killed 32 students. **Opponents** of gun control argued that the students and staff couldn't protect themselves because they were in a gun-free "safe zone."
5. In 2012, a week before Christmas, a young man entered Sandy Hook Elementary school in Connecticut and went on a shooting **rampage**. He killed six staff members and 20 first-graders with a legally purchased gun. US President Obama broke down in tears as he addressed the union. He called it the worst day in his presidency.
6. Like Prime Minister Howard, Obama immediately organized a team to address gun control laws. His proposals called for a ban on assault weapons and **mandatory** background checks for all gun buyers. Within one month of the school shooting, 1,000 more Americans had been killed by guns.
7. On February 14, 2018, a mentally ill teen went to his former high school and killed 17 people with an assault rifle. A group of survivors from the high school organized a national protest in the hope of forcing the US government to address gun control. Their goal is to be the last school shooting in America.

"So the gun lobby may be holding Congress hostage right now, but they cannot hold America hostage. We do not have to accept this carnage as the price of freedom."

—Barack Obama,
former US president,
January 2015

Did you know?

Following the Sandy Hook school shooting, the National Rifle Association (NRA) proposed that there should be armed police in schools. President Obama disagreed that more guns was the answer. The NRA then put out an ad calling the president a **hypocrite** because his daughters have the protection of the Secret Service when they go to school.

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. What caused Prime Minister Howard to crack down on gun ownership in Australia?
2. What does the reading say about murder rates and gun ownership?
3. What do gun control opponents have to say about gun-free zones at schools?
4. What always happens in the US after a mass shooting?
5. What happened at an elementary school in Connecticut?
6. How did Obama's reaction to the Sandy Hook massacre compare to Howard's in the penal colony massacre?
7. What event caused American high school students to take a stand against gun violence?

Vocabulary Review

A. Word Forms

Look at the **bold** word in each sentence. Is it a noun, verb, or adjective? Place your answer in the chart. Then look for this word in the main reading on page 2. Is the bold word used in the same way in the sentences below as it is in the reading? Place a check mark (✓) for yes or no.

#	Sentence	Word Form	Yes	No
1	The teacher penalized the student for not handing his homework in on time.			
2	Parents opposed the idea of having armed principals in school.			
3	It is mandatory for gun owners to register their weapons.			
4	The government wants to crack down on drug crimes.			
5	The police retrieved several bags of stolen property from the home.			
6	The president initiated a series of talks about gun control.			

B. Writing

Choose five words from the vocabulary list on page 1 and write an example sentence for each.

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

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Do you think people should have to have a permit to carry a gun?
2. Do you think it matters if the gun is concealed or visible?
3. Do you think the gun laws in your country/state/province are good?
4. Do you think people should be able to buy semi-automatic weapons?
5. Would you feel safer if you had a gun in your house to protect yourself?
6. Do you think the principal of a school should have access to a gun?

Debate

Below are four topics to debate in small groups or pairs. Your teacher will tell you if you will be debating for or against the idea. You will have ten minutes to prepare your arguments.

TOPIC #1

No one other than a law enforcement officer should be permitted to carry a handgun.

TOPIC #2

One day the US will pass similar laws to Australia, and thousands of Americans will turn in their guns.

TOPIC #3

There should be an armed officer in each school to protect students in case of a mass shooting.

TOPIC #4

The names and photos of mass murderers should not be released in the media. This will prevent mentally ill people from trying to seek fame through crime.

Write

Choose one of the questions from the Discuss section. Then write a paragraph in your notebook stating your own opinion.

Gun Violence Around the World

A. Reading

Read these crime stories out loud with a partner or group.

Crime A

One of the worst killing sprees in history took place in South Korea in 1982. A police officer went on a rampage after having a fight with his girlfriend. He gathered an arsenal of weapons while officers were in a meeting. He avoided capture for eight hours as he killed 56 innocent civilians in several villages.

Crime B

In 1986, a young Vietnam war veteran in Colombia stabbed his mother to death and set her on fire. He then killed several people at their apartment building before going to an expensive restaurant and killing many of the guests.

Crime C

On December 6, 1989, a 25-year-old man entered a classroom in a Montreal university and separated the males from the females. He shot all nine of the women. He then moved about the university targeting women. Before he killed himself, he told the students he was fighting feminism.

Crime D

On April 20, 1999, two senior students from a high school in Colorado tried to set off a bomb in their cafeteria. When it failed to go off, they used guns to murder 12 students and one teacher. They also injured many others before dying by suicide. The killers targeted jocks and “popular” students.

Crime E

A massacre took place on July 22, 2011, on an island in Norway. After setting off a car bomb near government buildings in Oslo, a gunman went on a killing rampage at a labor party youth camp. Some of his victims were tricked into believing he was a policeman. The killer told the court he wished he had killed the whole government and everyone at the camp.

Crime F

On July 12, 2012, a man dressed up as “the Joker” entered a theater in Aurora, Colorado. The new Batman film was playing. The gunman filled the theater with tear gas. Then he shot and killed 12 people and injured more than 50 others. He was captured by police.

B. Discuss

Now work with a partner and discuss the following questions:

1. Were you familiar with any of these stories of gun massacres?
2. Were there any words that you didn’t know in the stories? (Look them up in a dictionary.)
3. Can you find a **common denominator*** in all of these crimes?
4. How do these crimes differ from one another?
5. Choose one of the crimes and do some research. Find out three more facts about this example of gun violence. Share your findings with your class.

***Note:**

A common denominator is a common characteristic or theme that occurs in all the stories.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was...
(rephrase something in a way that is clearer)
- In other words...
- What I was trying to say
before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the history of gun control in Australia and the concerns about gun control in the US. Students read about and discuss several real-life massacres from around the world before debating some major issues about gun control.

LEVEL: Int–HighInt

TIME: 1.5–2 hours

TAGS: gun control, gun, guns, gun safety, US, Barack Obama, America, Australia, gun lobby, massacre, crime

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. g | 3. b | 5. k | 7. f | 9. j | 11. e |
| 2. l | 4. d | 6. i | 8. h | 10. c | 12. a |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. A mass shooting at a tourist attraction caused Prime Minister Howard to crack down on gun ownership in Australia.
2. Studies show that easy access to guns results in higher murder rates.
3. Gun control opponents feel that gun-free zones make schools vulnerable. They think there should be armed police at schools.
4. The reading says that gun ownership always increases after a mass shooting in the US.
5. A mass shooting occurred at an elementary school in Connecticut just before Christmas in 2012. Twenty first-graders were killed along with six adults.

6. Obama's reaction to the Sandy Hook massacre was similar to Prime Minister Howard's. He wanted gun control laws to be changed immediately. However, his proposals were not as severe.
7. A 2018 high school shooting in Florida that left 17 dead on Valentine's Day caused the students to organize the march.

Vocabulary Review

A. WORD FORMS

1. verb, N
2. verb, N
3. adjective, Y
4. verb, N
5. verb, Y (but active instead of passive)
6. verb, Y

B. WRITING

Answers will vary. Help students with sentence formation.

(continued on the next page...)

Answer Key cont.

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 7). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely. (See our Functional English lesson plan on [Interrupting](#).) Consult our [Teachers' Notes](#) for more ideas on using ESL Library's Mini-Debates in the classroom.

Write

Answers will vary.

Gun Violence Around the World

Optional.

Place students in pairs or small groups to do this extra task.

SPELLING NOTE:

This lesson shows the American spelling of the words *Behavior*, *Labor*, and *Theater*. Most other English-speaking countries spell these words this way: *Behaviour*, *Labour*, and *Theatre*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Surveillance

*'You have zero privacy
anyway. Get over it.'*

—Scott G. McNealy,
founder of a US computer technology company

Pre-Reading

A. Warm-Up Questions

1. Where do surveillance cameras belong?
2. How are people being watched online?
3. How much do you value your own privacy?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------------|--|
| _____ 1. watch over | a) to cause something to appear fuzzy |
| _____ 2. play back | b) to observe closely in order to make sure a person or situation stays safe |
| _____ 3. tap | c) to review a recorded version |
| _____ 4. global positioning | d) to use a special device to spy on someone's phone conversation |
| _____ 5. suit | e) using satellite technology to keep track of movement |
| _____ 6. infringement | f) to match well, to be appropriate |
| _____ 7. have a different take | g) to have a different opinion |
| _____ 8. invade | h) a violation or breaking of a contract or right |
| _____ 9. blur | i) a person's romantic partner or spouse |
| _____ 10. significant other | j) to go into a place where you aren't welcome |

Reading

SURVEILLANCE

Who is keeping an eye on you today?

1. Look around for a moment. Do you see any cameras, officers, or computers? Chances are someone or something is watching you. The word *surveillance* comes from a French word meaning 'to watch over'. While some forms of surveillance are for your protection, others could be used against you. After all, there is a big difference between being **watched over** and being watched!
2. Who or what is observing your everyday actions today? It could be your neighbour's hidden security camera or an officer at your child's school. At this very moment, the owner of your local petrol station may be **playing back** a tape of you paying at the pump. Some parents install **global positioning** devices on their kids' mobile phones. In many countries, a phone can be **tapped** by law enforcement at any time. According to some sources, all digital communication in the US is recorded and stored.
3. Are you safe from surveillance in the privacy of your own home? Not if you use the Internet! Ads **suited** to your own interests pop up on a regular basis. Your search history provides a lot of information that marketers want. Many Internet users don't appreciate this **infringement** of privacy. Key players in the communications industry **have a different take** on privacy. In their opinion, targeted ads exist for your convenience. Google's former CEO, Eric Schmidt, said this: 'If you have something that you don't want anyone to know, maybe you shouldn't be doing it in the first place.'
4. Google is often accused of **invading** the privacy of its users. Did Google Street View cars map out your neighbourhood? Google used special technology to **blur** people's faces as it mapped out streets all over the world. Many people consider this an invasion of privacy nonetheless. How would you feel if Google caught your **significant other** at an address where he or she shouldn't have been?

Comprehension

Discuss these questions in pairs, and write the answers below.

1. What type of verb is used in the first line of the reading?

2. What is the difference between *being watched* and *being watched over*?

3. How can parents track their children's movements?

4. Why do people have less privacy in their own homes these days?

5. Why does the reading mention Google's virtual maps?

Vocabulary Review

Show that you have a good understanding of the vocabulary from this reading by answering YES or NO to the following questions:

- _____ 1. Do police **tap** suspects' cars when they are looking for evidence?
- _____ 2. Would the media **blur** the number plate of a car shown on the news?
- _____ 3. Do neighbours **watch over** each other's televisions?
- _____ 4. Do some tablets have **global positioning** devices?
- _____ 5. Is it normal for a person to forget the name of his or her **significant other**?
- _____ 6. Is a cage **suited** to an elephant's needs?

Grammar Review

'Our **everyday** actions are being monitored **every day**!' When used as an adjective, 'everyday' is written as one word. The adjective is placed in front of the noun. When used as an adverbial expression (time expression), two words are used: 'every day'. This expression is usually placed at the beginning or end of a sentence. Choose the correct form to complete each sentence.

1. This is an _____ problem.
(everyday / every day)
2. I have this problem _____.
(everyday / every day)
3. I want to learn new words _____.
(everyday / every day)
4. I want to learn _____ expressions.
(everyday / every day)
5. Is this an _____ occurrence, or does it only happen once in a while?
(everyday / every day)
6. _____ when I come home, I see the lights on in the window.
(Everyday / Every day)

Discussion

1. Think of some extreme forms of surveillance that you have heard of or seen. Discuss these with your classmates.
2. Should students be watched more closely at school?
For example, should parents have access to information about what their kids do and eat during school breaks?
3. If you're in a train station or shopping centre with video cameras, do you feel safer?

Critical Thinking

In 2010, BlackBerry phones were declared a 'security threat' in the United Arab Emirates. Services that were 'too secure' (e.g. Messenger) were banned by the government. Should communication providers cooperate with governments who want to monitor their citizens' activity this closely?

Listening

Fill in the blanks as you listen to the recording.

SURVEILLANCE

Who is keeping an eye on you today?

1. Look around for a moment. Do you see any cameras, officers, or computers? Chances are someone or something is watching you. The word *surveillance* comes from a _____ word meaning 'to watch over'. While some forms of surveillance are for your protection, others could be used against you. After all, there is a big difference between being watched over and being _____!
2. Who or what is observing your everyday actions today? It could be your neighbour's hidden security camera or an officer at your child's school. At this very moment, the owner of your local petrol station may be playing back a tape of you paying at the pump. Some parents install global positioning devices on their kids' mobile phones. In many countries, a phone can be tapped by _____ at any time. According to some sources, all digital communication in the US is recorded and stored.
3. Are you safe from surveillance in the privacy of your own home? Not if you use the Internet! Ads suited to your own interests pop up on a regular _____. Your search history provides a lot of information that marketers want. Many Internet users don't appreciate this infringement of privacy. Key players in the communications industry have a different take on privacy. In their opinion, targeted ads exist for your convenience. Google's _____ CEO, Eric Schmidt, said this: 'If you have something that you don't want anyone to know, maybe you shouldn't be doing it in the first place.'
4. Google is often accused of invading the privacy of its users. Did Google Street View cars map out your neighbourhood? Google used special _____ to blur people's faces as it mapped out streets all over the world. Many people consider this an invasion of privacy nonetheless. How would you feel if Google caught your significant other at an address where he or she shouldn't have been?

Answer Key

LESSON DESCRIPTION:

Students read about different types of surveillance. The lesson includes a grammar exercise, vocabulary review exercises, comprehension questions, and discussion questions.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, privacy, surveillance, every day, everyday

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote. Make sure everyone can pronounce 'surveillance' properly. You may also want to talk about surveillance in your own school or neighbourhood. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. b | 3. d | 5. f | 7. g | 9. a |
| 2. c | 4. e | 6. h | 8. j | 10. i |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. An imperative verb (command) is used in the first sentence.
2. The term *being watched* usually refers to someone watching you for suspicious behaviour (for the protection of other people or things), while *being watched over* means that someone wants to make sure you are safe (for your own protection).
3. Parents can track their children's movements through global positioning devices on their kids' mobile devices.
4. People have less privacy in their own homes these days due to the use of the Internet.
5. The reading mentions Google's virtual maps because cars were sent around the world taking pictures of people's homes and businesses. Some considered this a major infringement of privacy.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

- | | | |
|--------|--------|-------|
| 1. no | 3. no | 5. no |
| 2. yes | 4. yes | 6. no |

Grammar Review

- | | | |
|--------------|--------------|--------------|
| 1. everyday | 3. every day | 5. everyday |
| 2. every day | 4. everyday | 6. Every day |

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Answers will vary.

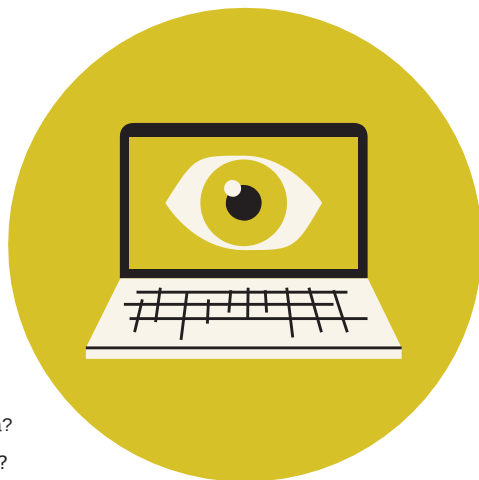
Can be done individually or in small groups or pairs.

Listening

1. French, watched
2. law enforcement
3. basis, former
4. technology

Online Privacy

In this lesson, you will read about a historic privacy breach that affected millions of social media users. You will discuss the privacy concerns of online users and debate the responsibilities of companies and the government in protecting personal data. You will also consider the future of online privacy.



Pre-Reading

A. Warm-Up Questions

1. What types of companies collect online user data?
2. What reason do companies have for collecting user data?
3. How is user data collected? Does this ever benefit users?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|--|
| ___ 1. data | a) an administration's set of regulations and procedures |
| ___ 2. policy | b) an organized effort to promote a candidate or cause |
| ___ 3. breach | c) to tell, to make someone aware of something |
| ___ 4. campaign | d) information that can be stored and shared digitally |
| ___ 5. notify | e) information that becomes public and is damaging to one's reputation |
| ___ 6. scandal | f) preselected user settings that can be changed by the user |
| ___ 7. whistle-blower | g) a failure to observe a rule or law |
| ___ 8. backlash | h) to control through laws or rules |
| ___ 9. testify | i) a strong, negative reaction |
| ___ 10. regulate | j) to choose not to use or participate in |
| ___ 11. default | k) a person who makes scandalous information public |
| ___ 12. opt out | l) to give one's own account of what happened before a court |

Reading

ONLINE PRIVACY

Policing the Internet

1. In 2015, Cambridge Analytica, a voter analytics group, accessed the private **data** of 87 million Facebook users. They bought the information from a psychology professor from the University of Cambridge. Professor Aleksandr Kogan had used an app called "This Is Your Digital Life" to collect data from Facebook users' locations, likes, and sometimes even private messages. At the time, data collection by third party apps was not illegal under Facebook's **policies**. However, when the professor sold the information to Cambridge Analytica, this became a severe privacy **breach**. Cambridge Analytica worked for Donald Trump's presidential **campaign**.
2. Facebook learned of this privacy breach in 2015 but did not **notify** its affected users at the time. Instead, Facebook took down the app and told Cambridge Analytica to delete any user information it had. The company agreed to do this, but they used the information to help the Trump campaign instead.
3. In March 2018, the public became aware of Facebook's worst privacy **scandal** in history when a Canadian **whistle-blower**, who had previously worked for Cambridge Analytica, shared his story with *The Guardian*. When the story broke, Facebook CEO Mark Zuckerberg, who usually tries to stay out of the limelight, had to face the **backlash** of millions of Facebook users. The CEO quickly admitted to his company's mistake and said it had updated its policies to prevent this from happening again.
4. Zuckerberg's apology was not enough for US lawmakers. In April 2018, the CEO was asked to **testify** before the US Senate on the subject of privacy. While in the hot seat, Zuckerberg admitted to mistakes but defended his company, saying that it started in his dorm room and was never expected to grow as quickly as it did.
5. During the Senate hearings, Zuckerberg said he would consider a new policy requiring Facebook to notify users within 72 hours of a privacy breach. He also agreed that a law requiring tech companies to get permission before reusing user's data would be a good idea. When asked if he thought his company should be **regulated**, Zuckerberg said yes, *if* Facebook was treated as a tech company rather than a media company.
6. Despite this scandal, Zuckerberg did not commit to changing users' **default** privacy settings. Many people want the default settings on social media sites such as Facebook set so that users have to **opt out** of strict privacy rather than opt in. However, the CEO did vow to work with the Senate on improving online privacy for the future. The company also offered a tool to allow users to see if their data had been compromised in the Cambridge Analytica scandal.

"If Facebook and other online companies will not or cannot fix the privacy invasions, then we are going to have to, we the Congress." —Senator Bill Nelson

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. What is the main purpose of this article?
2. Discuss the subtitle. Should a site like Facebook employ "police"?
3. What was Aleksandr Kogan's role in this scandal?
4. Why does the reading mention Canada?
5. What is paragraph 5 mainly about?
6. What can be inferred from the last line of the reading?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using a vocabulary word from page 1.

1. We ensure that your _____ will be kept private.
2. What a _____! I can't believe they sold our personal data like that.
3. The accused will _____ before the court on Sunday.
4. The _____ print settings are black and white.
5. You can _____ of employee benefits if your spouse already has medical coverage.

B. Odd One Out

Circle the word that does NOT belong in each grouping.

- | | | | |
|---------------------------------------|--|--|---|
| 1. a) policy
b) rule
c) default | 3. a) scandal
b) information
c) data | 5. a) notify
b) tell
c) default | 7. a) declare
b) testify
c) campaign |
| 2. a) breach
b) data
c) failure | 4. a) whistle-blower
b) president
c) informant | 6. a) opt in
b) participate
c) testify | 8. a) campaigned
b) regulated
c) controlled |

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Is online privacy important to you?
2. What role does the government have in protecting the privacy of online users?
3. Do you find it difficult to limit the personal data that companies collect from you when you are online?
4. What does "personal data" include? Which types of personal information do you think need the most protection?
5. What do you do to protect your own privacy when you are online?

Debate

Below are two topics to debate in small groups, pairs, or as a class. Your teacher will tell you if you will be debating for or against the idea. You will have ten minutes to prepare your arguments.

Topic #1

Every government must create laws that regulate companies like Facebook in order to protect user privacy.

Topic #2

Companies such as Facebook should be required by law to set default privacy settings as high as possible.

Write

Choose one of the questions below.

Write a paragraph in your notebook stating your own opinion.

1. I don't understand what the big deal about online privacy is. I don't have much to hide, and I have more important things to worry about.
2. This Facebook scandal terrifies me. I might not use social media anymore because I don't want my private information to be used against me.
3. Governments need to be more involved in regulating companies like Facebook.

Critical Thinking

GROUP WORK

Work in a group to discuss and consider the future of online privacy. Consider the following questions.

1. How does online privacy differ in your home country compared to other countries?
2. Do you think governments will soon do much more to regulate tech and media giants in countries such as the US? Will regulation lead to censorship?
3. Will online privacy be more important in 10 years than it is today, or will people become more open and used to sharing more? What will online privacy look like in 20 years?

Present your group's thoughts, opinions, and predictions to the class.

A Movie

THE CIRCLE

1. Watch the trailer of the movie *The Circle* (find it on ESL Library's YouTube channel in the Online Privacy playlist). What do you think the movie will be about?
2. Are you interested in watching this movie? Why or why not? This movie is based on a book. Would you prefer to read Dave Eggers' book?
3. Based on what you saw in the trailer, which company that exists today is most like the Circle? Do you think this is the future of online privacy, or are we moving in the opposite direction?

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

Students read about Facebook's historic privacy breach that put CEO Mark Zuckerberg in the hot seat in 2018. The lesson includes vocabulary review exercises, comprehension questions, discussion questions, debate questions, a writing task, and additional, optional activities. Useful expressions for debates are included.

LEVEL: High Int – Adv

TIME: 1.5–3 hours

TAGS: discussion, online privacy, privacy, the future of privacy, Facebook, Mark Zuckerberg, US, government, regulation, the Internet, *The Circle*

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. d | 3. g | 5. c | 7. k | 9. l | 11. f |
| 2. a | 4. b | 6. e | 8. i | 10. h | 12. j |

Reading

Read individually, in small groups, or as a class. Discuss the quote. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- The main purpose of this article is to inform the reader about a major privacy breach at Facebook that could have historic significance for online privacy and regulation.
- Individual answers.
- Aleksandr Kogan was a psychology professor who used an app to collect users' data on Facebook. He then sold the data to a voter analytics company that worked for the Trump campaign.
- The reading mentions Canada because the whistle-blower who previously worked at Cambridge Analytica is Canadian.
- Paragraph 5 is mainly about Mark Zuckerberg's responses to questions about the future of online privacy at Facebook.
- It can be inferred that many who were Facebook users between 2015 and 2018 would use the tool Facebook offered to find out if they were personally impacted by the Cambridge Analytica privacy breach.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|------------|------------|------------|
| 1. data | 3. testify | 5. opt out |
| 2. scandal | 4. default | |

B. ODD ONE OUT

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

(continued on the next page...)

Answer Key cont.

Discuss

Have students discuss the questions in small groups or pairs. Answers will vary. You may want to show students the PBS NewsHour clip from the Zuckerberg hearing.

Debate

Review common language used in debates (see page 6). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others.

Write

Assign a related writing topic for homework. Encourage your students to use vocabulary and expressions learned in this lesson.

Critical Thinking

Optional. Assign these questions to small groups or pairs who want to discuss the future of online privacy. Then follow up by watching the trailer to *The Circle*. (See the next optional activity.)

A Movie

Optional. Are your students still interested in discussing the future of online privacy? Assign these questions to small groups or pairs. Visit ESL Library's YouTube Channel and choose the Online Privacy playlist. Watch the trailer to the movie *The Circle*: <https://www.youtube.com/user/ESLLibrary/playlists>
Encourage your high-level students to watch the full movie and write a summary about it.

The Right to Die

Pre-Reading

A. Warm-Up Questions

1. What is "quality of life"?
What do you need for quality of life?
2. What reasons do terminally ill patients have for wanting to die early?
3. Why might a terminally ill patient leave Canada or the UK and go to Switzerland to die?
4. Have you ever had to put a pet down?
If yes, how did you make your decision to do this?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------|--|
| _____ 1. degenerative | a) to go with someone or something |
| _____ 2. life sentence | b) causing gradual weakness or loss of use |
| _____ 3. assisted suicide | c) a requirement or indication related to a formal law |
| _____ 4. terminally ill | d) having an illness that will lead to death |
| _____ 5. foreigner | e) taking one's own life with the help of another person |
| _____ 6. qualify | f) to be eligible to take part in or to receive something |
| _____ 7. conductor | g) a person from a different country |
| _____ 8. diagnose | h) a person who leads an orchestra |
| _____ 9. legality | i) a diagnosis that means you are going to die
(used in law to refer to capital punishment) |
| _____ 10. pressure | j) to determine what illness one has |
| _____ 11. dignity | k) the state of being worthy, a sense of honor |
| _____ 12. accompany | l) to convince a person to do something that they may not want to do |

Reading

1. In April of 2013, a Canadian woman said goodbye to her friends and family and flew to Switzerland to die. The 72-year-old woman had been suffering from a **degenerative** disease. Susan Griffiths felt her terminal illness was “a **life sentence**.” Before she went to Zurich to die, Griffiths asked the Canadian government to change the laws about doctor-**assisted suicide**. Like many other **terminally ill** patients, Griffiths would have preferred to die at home.
2. Why do terminally ill people often go to Switzerland to end their lives? There is an organization there that provides assisted suicide to **foreigners**. You don’t even have to be terminally ill to **qualify** for assisted suicide at this clinic. An English **conductor** proved this in 2009. Sir Edward Thomas Downes was almost blind and deaf, and he relied heavily on his wife to care for him. When his wife was **diagnosed** with terminal cancer, he decided to go with her to the clinic in Switzerland so they could die together.
3. Some family members go with their dying loved ones to say their final goodbyes at the clinic. Others worry they will face legal charges just by traveling with them. Doctors are concerned about **legalities**, too. Many don’t want assisted suicide to be legal. They fear that if assisted suicide is legalized, disabled or elderly people may be **pressured** to end their lives early.
4. Is dying with **dignity** a human right? Jackie Meacock, a British citizen who suffered terribly from pain, reminded her daughter that people often put pets out of their misery: “If I were a dog, you would put me down. Why can’t I have that dignity?” Meacock’s daughter agreed with her mother and **accompanied** her to Switzerland.
5. In June 2016, medically assisted dying became legal in Canada. The new law has many safeguards. Only those with Canadian healthcare coverage can get medical assistance in dying. This prevents “suicide tourism.” It is not available to minors or those with mental illness, long-term disability, or any curable illness.

“It’s very important that people feel in the future that they have control of their life and their death.”

—Susan Griffiths

Comprehension

Discuss these questions in pairs and write the answers below.

1. Why did Susan Griffiths go to Switzerland at the age of 72?
2. What request did Griffiths make to the Canadian government?
3. Why did Sir Edward Thomas Downes decide to go ahead with assisted suicide, even though he wasn't dying?
4. Why are some people afraid to go with their loved ones to the clinic in Switzerland?
5. Why are many doctors concerned about legalizing assisted suicide?
6. Why does the reading mention a pet?

Grammar Review

Did you know that verbs have moods? The “subjunctive” mood expresses something imagined that could not be true.

“If I were a dog, you would put me down.”

Notice that we always use “were” instead of “was” in this type of untrue situation or wish.

Vocabulary Review

A. Check Your Understanding

Read the following statements. Do these sentences use the vocabulary correctly? Yes or No? Rewrite the incorrect sentences in your notebook to make them accurate.

- _____ 1. A **degenerative** heart condition is one in which your heart gets progressively worse over time.
- _____ 2. If you **qualify** for an organ transplant, you will get one.
- _____ 3. Prisons that offer decent food and shelter give prisoners a sense of **dignity**.
- _____ 4. A **foreigner** is a person who never leaves the country he is born in.
- _____ 5. When you **pressure** a child to get good grades, he or she may begin to hate school.

B. Complete the Sentences

Complete the sentences using a word from the vocabulary list on page 1. Watch for verb tense and singular/plural nouns. You may need to change the endings of some of the words.

- 1. The cancer diagnosis felt like a life _____ to the athlete.
- 2. We _____ our mother to the clinic when she received the diagnosis about her degenerative condition.
- 3. The _____ took a bow after his orchestra performed.
- 4. Due to some _____, we can't talk to the media about this case.
- 5. My uncle is _____ ill. The doctors give him three weeks to live.

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Should doctors be allowed to help terminally ill patients die? Should they be expected to do this?
2. Why is assisted suicide a crime in some countries, but suicide is not?
3. Dying is an expensive business. Is it wrong for clinics to profit from helping people end their own lives?

Debate

Below are two topics to debate in small groups or pairs.
Your teacher will tell you if you will be debating for or against the idea.
You will have ten minutes to prepare your arguments.

Topic #1

Legalizing doctor-assisted suicide puts disabled and elderly people at risk.

Topic #2

Humans should have the same rights as pets when it comes to mercy killing.

Write

Choose one of the questions from the Discuss section above.
Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about laws and issues related to medically assisted dying. They learn and review new vocabulary and debate issues related to euthanasia.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: the right to die, euthanasia, medically assisted death, suicide tourism, Susan Griffiths, Canada, death, dying, mercy killing

Pre-Reading

A. WARM-UP QUESTIONS

Monitor your students during this discussion to make sure this is a topic that everyone is comfortable with. This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. b | 3. e | 5. g | 7. h | 9. c | 11. k |
| 2. i | 4. d | 6. f | 8. j | 10. l | 12. a |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with. You may want to point out that assisted suicide can also be called mercy killing, euthanasia, doctor-assisted suicide, or physician-assisted suicide.

Comprehension

- Susan Griffiths went to Switzerland at the age of 72 because she was terminally ill and she wanted to die. Assisted suicide was illegal in Canada, and it was legal for foreigners in Switzerland.
- Griffiths asked the Canadian government to legalize doctor-assisted suicide.
- Sir Edward Thomas Downes decided to go ahead with assisted suicide because he relied on his wife for medical care.

- Some people are afraid to go with their loved ones to the clinic in Switzerland because they don't want to be charged with helping their loved ones die.
- Many doctors are concerned about legalizing assisted suicide because elderly and disabled patients may be pressured into ending their lives early.
- The reading mentions a pet because one woman pointed out that it is legal to put animals down if they are suffering from an illness.

Vocabulary Review

A. CHECK YOUR UNDERSTANDING

- Yes
- No – Even though you **qualify** for a transplant, you may not get one if no organ is available.
- Yes
- No – A **foreigner** is a person who is in a country that he or she was not born in or is not a citizen of.
- Yes

B. COMPLETE THE SENTENCES

- | | | |
|----------------|---------------|---------------|
| 1. sentence | 3. conductor | 5. terminally |
| 2. accompanied | 4. legalities | |

(continued on the next page...)

Answer Key

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 6). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely.

Write

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the word *Traveling*.

Other English-speaking countries spell it this way: *Travelling*.

Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Euthanasia

Pre-Reading

A. Warm-Up Questions

1. Can you think of a situation where a person would want an assisted suicide?
2. Have you heard of any cases of euthanasia in your state/country/province?
3. Do you approve of assisted suicide?
4. Does your country have any laws about assisted suicide?
5. Would you want to be "helped to die" if you were terminally ill?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------|---|
| ___ 1. euthanasia | a) willingly do something |
| ___ 2. assisted | b) bad treatment or behavior |
| ___ 3. credible | c) controlled by laws or rules |
| ___ 4. expert | d) helped, made easier |
| ___ 5. terminal | e) going to die |
| ___ 6. suicide | f) a person who has special knowledge |
| ___ 7. conscious | g) helping to end the life of a terminally ill person |
| ___ 8. regulated | h) believable, reliable |
| ___ 9. voluntary | i) to agree or give permission to do something |
| ___ 10. consent | j) the act of killing oneself |
| ___ 11. abuse | k) aware of what's happening |

Reading

1. The number of **assisted** deaths continues to increase in Britain. While many other countries and states have legalized **euthanasia**, it is still illegal in the UK. Currently, in Britain, the maximum sentence for helping someone commit **suicide** is 14 years.
2. Dr. Hazel Biggs, a **credible expert** in healthcare ethics, thinks doctors should be allowed to help **terminal** patients die. Dr. Biggs is trying to have a new law created that allows medical staff to help **conscious**, terminally ill patients end their lives. She claims that doctors in many countries already help patients to die, even in places where it is not legal or **regulated**. Dr. Biggs wants a law created in the UK so that patients can give **voluntary consent** to die and so that the practice will be more closely controlled.
3. As the population ages, more doctors are secretly making private decisions to aid the early death of patients by increasing drug doses. Sometimes the patient does not give their consent, and the doctor secretly makes the decision. So, a law is needed to decrease the risk of **abuse**.
4. Although many people support a new law, the ProLife party and other religious groups are against it. The Church of England and Roman Catholic bishops said, "It is deeply misguided to propose a law by which it would be legal for terminally ill people to be killed or assisted in suicide by those caring for them, even if there are safeguards to ensure that only the terminally ill would qualify."

"I have accepted that my illness will rob me of my life, but how it ends should be up to me."

—Noel Conway,
euthanasia advocate

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. In Britain, what is the maximum punishment for assisting a suicide?
2. What kind of law is Dr. Biggs trying to create?
3. Why does Dr. Biggs want to have the law created in the UK?
4. How are the doctors secretly causing the death of the terminally ill patients?
5. Do the patients always agree to having an assisted early death? Explain.

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1.
You may need to change the word form.

1. Hitting children is often considered a form of _____.
Many people think it is wrong to hit children.
2. Paying taxes is not _____. People have no choice, they must pay taxes.
3. Cancer is not always _____. Often people continue to live after having cancer.
4. Most of the time when you have an operation, you are not _____.
You are usually given medication that will cause you to sleep.
5. Unfortunately, that man committed _____ . He decided to kill himself.

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. Do you think that doctors should help terminally ill patients die?
2. Should doctors be able to decide when to increase a patient's drug dosage so that the patient will die?
3. Do you think a law should be passed so that a terminally ill patient can sign a consent form requesting assisted suicide?
4. What kind of abuse can happen if a law isn't created to regulate and control assisted suicide?
5. Do you think that people should go to jail for assisting in a terminally ill patient's death?

Debate

Below are two topics to debate in small groups or pairs.
Your teacher will tell you if you will be debating for or against the idea.
You will have ten minutes to prepare your arguments.

Topic #1

Doctors should be able to help terminally ill patients in assisted suicide.

Topic #2

People should die naturally without any interference or assistance.

Write

Choose one of the questions from the Discuss section above.
Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about assisted suicide in the UK. They learn and review new vocabulary and debate euthanasia laws.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: euthanasia, doctor assisted suicide, health, dying with dignity, ethics, doctor, doctors

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. g | 3. h | 5. e | 7. k | 9. a | 11. b |
| 2. d | 4. f | 6. j | 8. c | 10. i | |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- The maximum sentence is 14 years in jail.
- Dr. Biggs is trying to have a new law created that allows medical staff to help conscious, terminally ill patients end their lives.
- Dr. Biggs wants a law created in the UK so that patients can give voluntary consent to die and so that the practice will be more closely controlled.
- As the population ages, more doctors are secretly making private decisions to aid the early death of patients by increasing drug doses.
- No. Sometimes patients do not give their consent. Some doctors secretly make the decision to end a life.

Vocabulary Review

- | | | |
|--------------|--------------|------------|
| 1. abuse | 3. terminal | 5. suicide |
| 2. voluntary | 4. conscious | |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

(continued on the next page...)

Answer Key cont.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely.

Write

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the word *Behavior*.

Other English-speaking countries spell it this way: *Behaviour*.

Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Protests

Pre-Reading

A. Warm-Up Questions

1. Have you ever taken part in a protest?
2. Why do some peaceful protests turn violent?
3. Why are riots often led by youths?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------------|---|
| _____ 1. campus | a) feeling very discouraged, wanting change |
| _____ 2. riot | b) a violent disruption of the peace by a large group |
| _____ 3. frustrated | c) the fees you pay for education |
| _____ 4. tuition | d) a structural barrier that prevents movement |
| _____ 5. corruption | e) to get progressively worse without an end in sight |
| _____ 6. on strike | f) immoral and dishonest behavior |
| _____ 7. picket | g) to hold in a secure area |
| _____ 8. barricade | h) to damage property on purpose |
| _____ 9. vandalize | i) the grounds for a college or university |
| _____ 10. detain | j) to hide |
| _____ 11. conceal | k) refusing to work (as a form of protest) |
| _____ 12. spiral out of control | l) a person or group protesting a specific issue |



Reading

PROTESTS

Not without a fight

1. A day does not go by without a protest taking place somewhere in the world. Protesters gather on university **campuses**, in front of government buildings, and in city centers and parks. Some protests are peaceful while others are violent. Peaceful protests sometimes turn into **riots** when police arrive on the scene.
2. It is part of human nature to stand up for one's rights. Many protests are related to the economy. People are **frustrated** with being unemployed, underpaid, or unable to afford **tuition** or childcare. Protests are often aimed directly at the government. Citizens speak out against inequality, new laws, government cuts, and **corruption**. Protesters and people **on strike** often form a line outside a building called a **picket** line.
3. Police forces often anticipate riots. Sometimes riot police or members of the military are on hand before important sporting events or government meetings. Riot police wear special protection and are trained to restore order. They use tear gas, rubber bullets, and **barricades** to protect important figures and themselves. Some police carry megaphones to communicate with the crowd. Angry or drunk rioters often throw rocks, torch vehicles, and **vandalize** property. In some countries, police fear the people. In other countries, it's the other way around. Which way is it usually in your country?
4. Protesters are often **detained** or arrested. Sometimes protesters are arrested because they are violent. Other times they are arrested for entering private property. In 2012, Russian protesters were arrested for simply wearing a white ribbon. These anti-Putin protesters had been warned not to protest on the day of Vladimir Putin's inauguration. Protesters typically fight for their beliefs and ignore these types of warnings.
5. These days, protesters are often hooded or masked youths who **conceal** their identity. They don't want their pictures showing up on social media sites. In 2012, the Canadian government proposed a new law requiring protesters to show their faces. The government felt this law would help prevent protests from **spiraling out of control**. Do you think this is a good law to have?

"Injustice anywhere is a threat to justice everywhere."

—Martin Luther King Jr.

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. Where do protests often take place?
2. Why do people typically join a protest?
3. How do riot police differ from everyday police officers?
4. What techniques do riot police use to restore order?
5. Why does the reading mention Vladimir Putin?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.

You may need to change the word forms.

1. Police_____ is a problem in my city. Police officers steal money from citizens.
2. The cost of _____ doubled this year.
Many of the students who are picketing can't afford university anymore.
3. Miguel broke through the _____. The police detained him for five hours.
4. Rioters _____ the department store. They broke all of the windows and set off the alarms.
5. The peaceful protest by strikers soon _____.
Riot police arrived on the scene an hour later.

B. Odd One Out

Choose the word or phrase that does NOT belong in the group.

- | | | | | |
|---------------|------------------|------------|------------|-----------------|
| 1. a) annoyed | 2. a) university | 3. a) riot | 4. a) hide | 5. a) barricade |
| b) bothered | b) campus | b) control | b) conceal | b) fence |
| c) frustrated | c) vandal | c) fight | c) mask | c) tear gas |
| d) excited | d) tuition | d) chaos | d) restore | d) wall |

C. News Report

Choose five words from the vocabulary on page 1.

In your notebook, write a fictional news report about a protest in your hometown. Use the words you chose in your report.

Research

WHO'S BEEN PROTESTING RECENTLY?

Have any protests been in the news lately? Choose one and do a little research on the Internet. Try to find answers to the following questions, and then present your findings to the class.

1. Who was protesting?

2. What were they protesting about?

3. Where and when did the protest take place?

4. How did the police/military react?

5. Did the protesters achieve their goals?

Discussion

1. Which types of protests are more effective, peaceful or violent ones?
2. What adjectives can you use to describe people who stand up for their rights?
3. If you had the chance to lead a peaceful protest today, what would it be for?
4. What role does social media play in today's protests?
5. Should protesters have the right to conceal their identity?

Listening

Fill in the blanks as you listen to the recording.

PROTESTS

Not without a fight

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2. It is part of human nature to stand up for one's rights. Many protests are related to the economy. People are _____ with being unemployed, underpaid, or unable to afford _____ or childcare. Protests are often aimed directly at the government. Citizens speak out against inequality, new laws, government cuts, and _____. Protesters and people _____ often form a line outside a building called a _____ line.
3. Police forces often anticipate riots. Sometimes riot police or members of the military are on hand before important sporting events or government meetings. Riot police wear special protection and are trained to restore order. They use tear gas, rubber bullets, and _____ to protect important figures and themselves. Some police carry megaphones to communicate with the crowd. Angry or drunk rioters often throw rocks, torch vehicles, and _____ property. In some countries, police fear the people. In other countries, it's the other way around. Which way is it usually in your country?
4. Protesters are often _____ or arrested. Sometimes protesters are arrested because they are violent. Other times they are arrested for entering private property. In 2012, Russian protesters were arrested for simply wearing a white ribbon. These anti-Putin protesters had been warned not to protest on the day of Vladimir Putin's inauguration. Protesters typically fight for their beliefs and ignore these types of warnings.
5. These days, protesters are often hooded or masked youths who _____ their identity. They don't want their pictures showing up on social media sites. In 2012, the Canadian government proposed a new law requiring protesters to show their faces. The government felt this law would help prevent protests from _____ out of control. Do you think this is a good law to have?

Answer Key

LESSON DESCRIPTION:

Students read about protests and riots.
After reviewing related vocabulary,
they discuss questions about youth-led
protests and laws related to protesting.
Students also practice writing a fictional
news report using key vocabulary.

LEVEL: High Int

TIME: 1.5–2 hours

TAGS: discussion, protests, protest,
politics, riots, police, military,
law, rights, human rights

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. i | 3. a | 5. f | 7. l | 9. h | 11. j |
| 2. b | 4. c | 6. k | 8. d | 10. g | 12. e |

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote.
You can also play the listening as your students read along. A
gap-fill version of the reading is available on page 5. Help your
students with vocabulary and expressions that they are
unfamiliar with.

Comprehension

- Protests often take place on campuses, in front of government buildings, and in city centers and parks.
- People typically join a protest because they are unemployed, underpaid, or unhappy with their government.
- Riot police differ from everyday police officers because they wear protective clothing and are trained to restore order.

- They use different types of weapons such as tear gas and rubber bullets. They also use barricades and megaphones.
- The reading mentions Putin because, at a protest in Russia, some protesters were detained for simply wearing a white ribbon. In some cases, just associating with a certain group can cause a person to be arrested.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|---------------|---------------|-----------------|
| 1. corruption | 3. barricade | 5. spiraled out |
| 2. tuition | 4. vandalized | of control |

B. ODD ONE OUT

- | | | | | |
|------|------|------|------|------|
| 1. d | 2. c | 3. b | 4. d | 5. c |
|------|------|------|------|------|

Challenge your students to identify the part of speech that works for all the words in each set.

- | | | |
|---------------|----------|----------|
| 1. adjectives | 3. nouns | 5. nouns |
| 2. nouns | 4. verbs | |

C. NEWS REPORT

Answers will vary.

(continued on the next page...)

Answer Key cont.

Research

Answers will vary.

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

1. campuses, riots
2. frustrated, tuition, corruption, on strike, picket
3. barricades, vandalize
4. detained
5. conceal, spiraling

SPELLING NOTE:

This lesson shows the American spelling of the words *Center* and *Behavior*. Most other English-speaking countries spell these words this way: *Centre* and *Behaviour*. Also, you may want to point out to your students that *Protester* and *Protestor* are both acceptable spellings in the US, as are *Spiraling/Spiraled* and *Spiralling/Spiralled*. In Canada, *Protester* and *Spiralling/Spiralled* are the best spellings.

Black Lives Matter



Pre-Reading

A. Warm-Up Questions

1. What do you know about the Black Lives Matter movement?
2. Have you ever been the victim of racism?
3. Do police treat all people equally in your hometown or city?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------|---|
| ___ 1. brutality | a) unfair treatment of a person or group because they are different |
| ___ 2. white supremacy | b) to find someone not guilty of a crime |
| ___ 3. advocate | c) to suffer from something difficult but remain strong |
| ___ 4. discrimination | d) to move around |
| ___ 5. fatally | e) the taking away of financial support |
| ___ 6. acquit | f) a branch of an organisation |
| ___ 7. outrage | g) racial inequalities that are embedded in society as a whole |
| ___ 8. hashtag | h) a keyword used for categorising topics online |
| ___ 9. chapter | i) to support a specific issue |
| ___ 10. circulate | j) in a way that causes death |
| ___ 11. kneel | k) the belief that white people are superior to other races |
| ___ 12. defunding | l) extreme anger |
| ___ 13. systemic racism | m) to put one's weight on one or both knees on the ground |
| ___ 14. endure | n) harsh physical violence |

Reading

1. Black Lives Matter (BLM) is a social and political movement that began in the United States. Its goal is to protect Black people against police **brutality** and other forms of violence. It also **advocates** for an end to **white supremacy** and **discrimination**.
2. The movement was founded in 2013 in response to the murder of Trayvon Martin, a 17-year-old Black teen in Sanford, Florida. On February 26, 2012, Trayvon was walking home from a convenience store when he was **fatally** shot by George Zimmerman, a member of a community watch group. Zimmerman was tried and **acquitted**, sparking **outrage** from the Black community.
3. Black Lives Matter began with the use of a **hashtag** on social media. The popularity of the hashtag increased in 2014, when two young Black men were killed by police: Michael Brown in Ferguson, Missouri, and Eric Garner in New York City. After these two incidents, the organisers of Black Lives Matter began expanding their project on a national scale by forming local **chapters** throughout the country.
4. The movement gained momentum in 2020, when a police officer in Minneapolis murdered a Black man named George Floyd. Video footage of Floyd's murder **circulated** on social media. In the footage, the police officer could be seen **kneeling** on Floyd's neck while the victim tried to breathe. The police officer's three colleagues, who were also present, did not try to stop him. This event led to protests in more than 2,000 cities and towns in the US and in more than 60 countries around the world.
5. As a result of Floyd's death and other instances of police brutality, BLM began to advocate for the **defunding** of police. BLM's members believe that the money could be used instead to improve community services such as mental illness resources, education, and public transportation.
6. As the Black Lives Matter movement continues to grow, more people are becoming aware of the **systemic racism** and violence that the Black community and other people of colour must **endure** in their daily lives. Many people hope that this is just the beginning of the conversation and that real change will take place as a result.

Comprehension

A. True or False?

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information.

- _____ 1. BLM advocates for systemic racism in the United States.
- _____ 2. Trayvon Martin was killed by George Zimmerman.
- _____ 3. George Floyd's murder was caught on video.
- _____ 4. BLM protests have only taken place in American cities.
- _____ 5. BLM aims to defund the police.

B. Write Your Own Questions

Practise writing comprehension questions about the Black Lives Matter movement in the spaces below. Trade papers with a partner and answer each other's questions in your notebooks.

1. When?

2. Where?

3. What?

4. Why?

5. How?

6. How often?

7. Which?

8. Who?

Vocabulary Review

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. During the war, Max endured hunger and cold.
 - a) defunded
 - b) protested
 - c) suffered from
2. BLM has more than 35 chapters in the United States.
 - a) offices
 - b) books
 - c) episodes
3. Many people knelt when they pray.
 - a) stand up
 - b) get down on their knees
 - c) speak loudly
4. Ms. Truman fatally shot the robber as he entered her bedroom.
 - a) shot and injured
 - b) shot and killed
 - c) threatened with death
5. The suspect was acquitted because there wasn't enough evidence.
 - a) remorseful
 - b) arrested
 - c) found not guilty

Discussion

1. Do you think electing a Black man (Barack Obama) as president helped improve race relations in the US? Why or why not?
2. What are some ways that ordinary citizens can fight racism?
3. In your opinion, which is a bigger problem in your country, racism or sexism? Explain.
4. What types of racist behaviour have you seen in your community?
5. Take a few minutes to do some online research on affirmative action. Does your country have a similar policy? Do you think affirmative action is effective in stopping discrimination?
6. Discuss the quote on the right. Do you agree with Desmond Tutu? If so, give an example that illustrates this point.

'If you are neutral in situations of injustice, you have chosen the side of the oppressor.'

—Desmond Tutu,
South African cleric and activist

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the Black Lives Matter movement and the events that gave rise to it. Students learn new vocabulary, answer comprehension questions, and discuss racism.

LEVEL: Int – High Int

TIME: 1–2 hours

TAGS: Black Lives Matter, BLM, racism, inequality, white supremacy, police brutality, US, protests, social justice

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. n | 3. i | 5. j | 7. l | 9. f | 11. m | 13. g |
| 2. k | 4. a | 6. b | 8. h | 10. d | 12. e | 14. c |

Vocabulary Review

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. a | 3. b | 4. b | 5. c |
|------|------|------|------|------|

Discussion

Discuss as a class or in small groups. Answers will vary.
For question 6, discuss the quote.

Comprehension

A. TRUE OR FALSE?

1. F – BLM advocates for an end to systemic racism.
2. T
3. T
4. F – BLM protests have taken place in more than 60 countries around the world.
5. T

B. WRITE YOUR OWN QUESTIONS

Individual questions and answers. Help your students with proper question formation. Encourage them to use vocabulary from the word list.

George Floyd Protests

Pre-Reading

A. Warm-Up Questions

1. What do George Floyd, Freddie Gray, and Eric Garner have in common?
2. Have you ever witnessed police brutality or racial discrimination in your hometown or city?
3. What do you think 'solidarity' means?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------|--|
| _____ 1. counterfeit | a) the involvement in a criminal act or wrongdoing |
| _____ 2. bystander | b) the state of being held by police |
| _____ 3. graphic | c) a person who witnesses an event (but does not actively participate) |
| _____ 4. justice | d) the act of stealing from a vandalised building or business |
| _____ 5. custody | e) the destruction of property |
| _____ 6. complicity | f) a time that one needs to be at home or indoors by |
| _____ 7. looting | g) to take strict or disciplinary action |
| _____ 8. vandalism | h) shown very clearly and realistically |
| _____ 9. curfew | i) the principle of fair or right action |
| _____ 10. crack down (on) | j) fake or forged, not real |

Reading

1. On May 25, 2020, a Minneapolis shop assistant called the police after a Black man tried to buy cigarettes with a **counterfeit** 20-dollar bill. Four police officers arrived at the scene and placed the suspect in handcuffs. Shortly after arresting George Floyd, a white officer pinned him to the ground and began kneeling on his neck. As George Floyd begged for his life, several **bystanders** captured his death on video.
2. The **graphic** footage of George Floyd's death began to circulate on social media, and protests erupted in the streets of Minneapolis and several other US cities. The protesters called for an end to racial injustice in their country and communities. They held 'Black Lives Matter' signs and chanted, 'I can't breathe' and 'Hands up, don't shoot.' People of all races were marching for **justice** for George Floyd and all Black Americans killed in police **custody**, including Eric Garner, Michael Brown, and Freddie Gray.
3. Two days after George Floyd's death, the four police officers on the case were fired. On May 29, Derek Chauvin, the officer who knelt on Floyd's neck for over eight minutes, was arrested and charged with third-degree murder and second-degree manslaughter. The Floyd family spoke on behalf of protesters across the country, saying that all four officers should be charged. In a historic moment caught on camera, Minneapolis police chief Medaria Arradondo agreed with the Floyd family, saying that, in his opinion, silence is **complicity**. In some cities, police officers joined protesters on their knees to acknowledge the need for police reform.
4. As George Floyd's family and supporters waited for further charges, some protests grew violent. Some protesters set fire to police vehicles, and others saw an opportunity for **looting** and **vandalism**. The violence caused city officials to impose **curfews** and closures. As the unrest worsened, the Floyd family called for demonstrators to protest peacefully and use their voices to vote.
5. On the seventh night of the protests, President Trump threatened to use military forces to **crack down on** protesters, saying, 'I am your president of law and order.' He encouraged all cities and states to call in the National Guard and threatened to send in the US military if they didn't. During the president's speech, the police used tear gas and rubber bullets to clear out a peaceful protest near the White House and St. John's Church (the Church of the Presidents). This allowed the president to cross the street and take a photo outside the vandalised church.
6. On June 3, the day before George Floyd's funeral, Chauvin's charge was upgraded to second-degree murder, and the other three officers were charged with aiding and abetting.

Verdict

On April 20, 2021, Derek Chauvin was found guilty of second-degree unintentional murder, third-degree murder, and second-degree manslaughter.

*'Please. Please. Please.
I can't breathe.'*

—George Floyd

Comprehension

A. Timeline

Place the following in chronological order (1–9).

One item is not mentioned in the reading, but it is correct.

Place a star beside it and guess where it belongs.

- _____ George Floyd was arrested and pinned down by a white officer.
- _____ Derek Chauvin continued kneeling on Floyd's neck while he begged for his life.
- _____ The police used tear gas to disrupt a peaceful protest at the White House.
- _____ Four officers were called to a shop regarding a suspected forgery.
- _____ The bishop of Washington, DC, expressed outrage over President Trump's disruption of a peaceful protest for a photo op.
- _____ Derek Chauvin was found guilty of second-degree unintentional murder.
- _____ Protests erupted in the streets of Minneapolis and across the US.
- _____ Derek Chauvin was charged with second-degree murder, and the other officers were charged with aiding and abetting.
- _____ Bystanders who captured Floyd's death on video posted footage on social media.

B. Ask & Answer

Practise asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

1. What is the first paragraph mainly about?
2. What does the reading say about Eric Garner?
3. Why do you think Chief Arradondo's words are described in the reading as *historic*?
4. How did George Floyd's family respond to opportunistic looters?
5. What major event happened on the seventh night of the protests?

Research

The George Floyd protests were sparked by the senseless killing of a Black man in Minneapolis. However, the passion of the protestors stems from a history of racial discrimination and police brutality in the US.

A. Research

Do some online reading about these Americans.

B. Complete the Chart

Find and record the date and cause of death for each person.

#	Name	Date of Death	What I learned
Ex	George Floyd	May 25, 2020	A Black man was killed on Memorial Day in Minneapolis after a police officer knelt on his neck for over eight minutes.
1	Ahmaud Arbery		
2	Eric Garner		
3	Sandra Bland		
4	Freddie Gray		
5	Breonna Taylor		

C. Compare

Compare your findings with the findings of another student or group.

D. Discuss

What is similar about all of these cases?
What are some differences?

The Language of Homicide

A. Reference

The terminology related to homicide differs depending on the country and state an offence takes place in. Some states use other classification systems entirely, such as capital murder and felony murder. In Canada, there is first- and second-degree murder, manslaughter, and criminal negligence causing death. Here is a generalised classification system.

Offence	Nature	Example Sentence
first-degree murder	intentional, planned	A 15-year-old boy was charged with first-degree murder after running over a police officer.
second-degree murder	- intentional, not planned (US) - anything that's not first-degree murder (Canada)	Michael Owen Jr. was charged with second-degree murder for the shooting of a handcuffed man in his patrol car.
third-degree murder (US)	not intentional, not planned, committed with reckless action or no concern for human life	Derek Chauvin was originally charged with third-degree murder for the homicide of George Floyd.
manslaughter	not intentional, not planned, committed while taking an unreasonable risk	A Toronto police officer was charged with manslaughter but was not convicted.

B. Discuss

Why are police rarely convicted in officer-related charges of violence and homicide? Why do you think this case was different?

Vocabulary Review

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. The video is graphic. It's difficult, yet important, to watch.
a) filmed
b) vivid
c) illustrated
2. Freddie Gray was in police custody when he suffered a spinal injury.
a) justice
b) control
c) pursuit
3. The looting was particularly hard on small businesses suffering from the pandemic.
a) robbery
b) vandal
c) complicity
4. Governors were instructed to crack down on protesters and call in the National Guard.
a) use strict enforcement
b) take pictures of
c) break up
5. The victim's family disagreed with the vandalism of the property.
a) reduction
b) protest
c) destruction
6. If you do nothing, you are not an innocent bystander. You are part of the problem.
a) observer
b) officer
c) participant

Discussion

1. Will Smith said, 'Racism is not getting worse. It's getting filmed.' How have mobile phones helped bring attention to racial discrimination?
2. Share your thoughts about this opinion: 'White silence is violence.'
3. What can police officers do to show solidarity with protesters?
4. Do you think curfews are effective during times of unrest?
5. How do you feel about military force being used for peacekeeping in one's own country?
6. Within a week, the nationwide outcry for justice for George Floyd had transformed into a movement of global solidarity, with protests taking place in major cities around the world. Why do you think this particular protest spread beyond the US borders?
7. Do you think the George Floyd protests will result in police reform in the US?
8. The George Floyd protests took place despite a global pandemic. Are you surprised that so many people put their lives at risk? How might these protests have been different at a different time?

Summarise

Choose one of the questions from the class discussion.
Write a paragraph summarising the opinions presented.

Useful Expressions

Here are a few useful expressions to include:

- One of the topics we discussed was...
- Most of the class agreed that...
- One student pointed out that...
- Some people felt that...
- _____ suggested that...
- In _____'s opinion...
- Overall, we believe that...
- We came to the conclusion that...

[illegible]

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about George Floyd, a Black man who was killed by police during an arrest in Minneapolis on Memorial Day (2020). Students learn and review new vocabulary and discuss opinions about protests, racial discrimination, and police reform. They also do a small group research task.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: George Floyd, George Floyd protests, protest, police brutality, racial discrimination, injustice, oppression, youth, coronavirus, activism, America, Trump, military

Pre-Reading

A. WARM-UP QUESTIONS

1. They all died due to excessive police force that was caught on camera.
2. Answers will vary.
3. 'Solidarity' means unity or agreement.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. j | 3. h | 5. b | 7. d | 9. f |
| 2. c | 4. i | 6. a | 8. e | 10. g |

Reading

Read as a class, in groups, in pairs, or individually. Discuss the quote. Depending on the age and sensitivity of your students, you may or may not want to show the video of George Floyd's arrest.

Comprehension

A. TIMELINE

- 2 George Floyd was arrested and pinned down by a white officer.
- 3 Derek Chauvin continued kneeling on Floyd's neck while he begged for his life.
- 6 The police used tear gas to disrupt a peaceful protest at the White House.
- 1 Four officers were called to a shop regarding a suspected forgery.

- 7* The bishop of Washington, DC, expressed outrage over President Trump's disruption of a peaceful protest for a photo op.
- 9 Derek Chauvin was found guilty of second-degree unintentional murder.
- 5 Protests erupted in the streets of Minneapolis and across the US.
- 8 Derek Chauvin was charged with second-degree murder, and the other officers were charged with aiding and abetting.
- 4 Bystanders who captured Floyd's death on video posted footage on social media.

B. ASK & ANSWER

1. The first paragraph is mainly about the arrest and killing of George Floyd.
2. The reading says that Eric Garner was killed while in police custody.
3. Chief Arradondo's words are described in the reading as historic because he took sides with the victim and spoke out against some of his fellow police officers. Police officers have a reputation for protecting their own. (Answers will vary.)
4. George Floyd's family asked protesters to protest peacefully and use their voices to vote.
5. On the seventh night of the protests, President Trump threatened to use military forces to crack down on the protests. A peaceful protest at the White House was disrupted for a photo opportunity (photo op).

(continued on the next page...)

Answer Key cont.

Research

Have students get into small groups to research related cases of racial injustice. Alternatively, assign Part A and B for individual homework and do Part C and D together as a class.

The Language of Homicide

A. REFERENCE

Go over the chart with your students and discuss the related question. Challenge your students to find out what terminology is used in your jurisdiction.

B. DISCUSS

Answers will vary.

Vocabulary Review

1. b 2. b 3. a 4. a 5. c 6. a

Discussion

Answers will vary.

Summarise

Answers will vary.

LA Riots

'Can't we all just get along?'

—Rodney King, on TV during the third day of the riots

Pre-Reading

A. Warm-Up Questions

1. What is a riot?
2. Who was Rodney King?
3. What is police brutality?
4. Where is LA?
5. What is a 'poster child'? Can you guess?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------|--|
| _____ 1. reckless | a) related to a country's central government |
| _____ 2. on parole | b) over the top, extreme |
| _____ 3. baton | c) the condition of needing something continuously (e.g. alcohol) |
| _____ 4. bystander | d) dangerous |
| _____ 5. excessive | e) cruelty and violence toward a person or thing |
| _____ 6. acquitted | f) the targeting of a person based on ethnic background |
| _____ 7. racial profiling | g) a short stick carried by the police |
| _____ 8. plea | h) a person who represents a certain cause or issue |
| _____ 9. federal | i) released from jail with restrictions |
| _____ 10. addiction | j) a heartfelt request |
| _____ 11. juror | k) found not guilty of charges |
| _____ 12. poster child | l) an uninvolved person nearby |
| _____ 13. brutality | m) a citizen who is chosen to view a trial and who helps decide if a person is guilty of a crime |

Reading

1. On March 31, 1991, a Black American man named Rodney King was pulled over for **reckless** driving in Los Angeles. King was **on parole** for robbery and did not want to get caught drinking and driving. Several police cars pursued King in a high-speed chase. When Rodney King got out of the car, a group of police officers attacked him. They kicked him, beat him with **batons**, and shot him with a stun gun. A **bystander** on a nearby balcony videotaped the beating. He gave the video to the media.
2. The four police officers who beat Rodney King went to court. They faced charges of using **excessive** force but were **acquitted**. This angered many people who had seen the video. Hispanics and Black Americans felt that the LA police were guilty of **racial profiling**. On April 29, 1992, a riot broke out in LA.
3. The LA riots continued for six days. While the 'City of Angels' burned, Rodney King made a historic **plea** for peace, saying, 'Can't we all just get along?' Eventually, US soldiers and marines stepped in to help stop the riots. Fifty-three people were killed, and about 2,000 more were injured. The city of LA was left with over one billion dollars (over 750 million pounds) in property damage.
4. Two of the officers that beat Rodney King later faced **federal** charges. They went to jail for two years. King sued the city of LA, and was awarded 3.8 million dollars (about 2.8 million pounds) in damages. This was a lot of money, but King made poor financial decisions.
5. Twenty years after the LA riots, Rodney King's fiancée found him dead in his swimming pool. His fiancée was one of the **jurors** from his civil case. King was 47 years old and was battling alcohol **addiction**. He was not a natural-born civil rights leader, but he will always remain a **poster child** for anti-police **brutality**.



Comprehension

A. True, False, or Not Mentioned?

Take turns reading the statements below to a partner.

Are they true (T), false (F), or not mentioned (NM)?

Correct the false statements in your notebook.

- _____ 1. The police were chasing Rodney King because he broke free from jail.
- _____ 2. The man who videotaped the beating was a Black American.
- _____ 3. The police officers who beat Rodney King went to trial.
- _____ 4. Rodney King pleaded for rioters to stop the violence.
- _____ 5. Eventually, Rodney King received financial compensation for the beating.
- _____ 6. Rodney King married one of the police officers involved in his civil case.

B. Timeline

Place the following steps in the correct order (1–7).

One of the items is not mentioned in the reading.

Figure out where it belongs in the list and place a star beside it.

- _____ A dusk-to-dawn curfew was placed on the city.
- _____ Police officers chased Rodney King through the streets of LA.
- _____ A man videotaped the beating of Rodney King.
- _____ The police involved in the beating were acquitted.
- _____ Riots broke out in the streets of LA.
- _____ Rodney King was released from jail and placed on parole.
- _____ Rodney King died as a poster child for anti-police brutality.

For homework, find one additional fact related to the

LA riots or Rodney King to squeeze into the timeline.

Share your interesting fact with your classmates.

Vocabulary Review

Look at the words below with a partner.

Try to remember why each word was in the reading.

Take turns choosing a word and explaining its role in the text.

Words:

- | | |
|----------------------|--------------------|
| · racial profiling | fiancée |
| · plea | · on parole |
| · juror | · acquitted |
| · baton | · poster child |
| · bystander | · robbery |
| · brutality | · swimming pool |
| · reckless | · balcony |
| · excessive | · pursue |
| addiction | · stun gun |

Example:

A: Rodney King was **addicted** to alcohol.

B: Rodney King's **fiancée** found him dead.

What Would You Do?

Work with a small group to discuss these scenarios:

What would you do if...

1. ...someone made a racist comment toward you?
2. ...someone made a racist comment about a friend in front of you?
3. ...you witnessed police or military brutality?
4. ...you caught a crime on video?
5. ...you found yourself in the middle of a riot?
6. ...you were assigned jury duty?

Example Responses:

- I would walk the other way.
- I would stand up for my friend.
- I would accept the challenge.
- I would turn a blind eye*.

*Do you know the meaning of this English expression?

Writing

Write a short obituary for Rodney King. An obituary is a brief biography about a person that is written after the person dies. Use information from the text as well as the points in the box below. Before you write, make a list of a few different things you usually find in an obituary, such as a birthdate and a date of death.

Rodney King

Born:

April 2, 1965, in Sacramento, California

Family:

divorced twice, three daughters, engaged at time of death

Famous for:

being a victim of police brutality

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the 1992 LA (or L.A.) riots. They discuss racial profiling and participate in a pair activity titled 'What Would You Do?' Students paraphrase what they've learned by writing an obituary for Rodney King.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: historic events, L.A. riots, riots, race, racism, obituary, US, America, LA, Los Angeles, Rodney King

Pre-Reading

A. WARM-UP QUESTIONS

1. A riot is a violent outbreak in public.
2. Rodney King was a man beaten by the American police.
3. Police brutality is when police use force against civilians.
4. LA (Los Angeles) is in California, USA.
5. A poster child is a person whose characteristics or behaviour are perfectly aligned with a cause or movement.

B. VOCABULARY PREVIEW

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. d | 3. g | 5. b | 7. f | 9. a | 11. m | 13. e |
| 2. i | 4. l | 6. k | 8. j | 10. c | 12. h | |

Comprehension

A. TRUE, FALSE, OR NOT MENTIONED?

1. F – The police were chasing Rodney King because he was driving recklessly. He was out on parole.
2. NM
3. T
4. T
5. T
6. F – Rodney King was engaged to one of the jurors from his civil case.

B. TIMELINE

- 6* A dusk-to-dawn curfew was placed on the city.
- 2 Police officers chased Rodney King through the streets of LA.
- 3 A man videotaped the beating of Rodney King.
- 4 The police involved in the beating were acquitted.

- 5 Riots broke out in the streets of LA.
- 1 Rodney King was released from jail and placed on parole.
- 7 Rodney King died as a poster child for anti-police brutality.

Vocabulary Review

Individual answers. Tell students not to look at the text as they do the exercise. After a few minutes, ask students which words they had trouble with. Invite students to help each other recall all of the words in context.

What Would You Do?

Answers will vary.

Writing

You could cut out a few obituaries from the newspaper for students to review. You could also work together to write one obituary. Or, work together to write an example of an obituary for another historic figure before giving students this writing assignment. Help students make a checklist of the things you often find in an obituary.

The Occupy Movement

Pre-Reading

A. Warm-Up Questions

1. What is economic inequality?
2. What are some reasons large groups of people protest?
3. Can protests change societies or policies?
4. What do you think the word 'occupy' means?

B. Vocabulary Preview

Match up as many words and meanings as you can.
Check this exercise again after seeing the words in context on page 2.



- | | |
|-------------------------|---|
| _____ 1. demonstrate | a) an insistent request for action |
| _____ 2. demand | b) to depict, to represent |
| _____ 3. remain | c) treatment of an issue in the media |
| _____ 4. media coverage | d) uncontrolled, unrestrained, uncivilised |
| _____ 5. portray | e) to pay attention |
| _____ 6. wild | f) a large-scale campaign for change |
| _____ 7. pepper spray | g) regularly |
| _____ 8. take notice | h) to generate as through reproduction |
| _____ 9. spawn | i) a complaint as a result of perceived injustice |
| _____ 10. movement | j) to show, to protest publicly |
| _____ 11. periodically | k) an aerosol spray that intensely irritates the eyes |
| _____ 12. grievance | l) to stay in place |

Reading

1. On September 17, 2011, several dozen protestors began gathering in New York City's Financial District under the name 'Occupy Wall Street'. The group was small at first, but the protestors claimed they represented millions of others, and they said they wouldn't stop **demonstrating** until the powerful in the United States started listening to their concerns. Though they didn't have specific **demands**, their central complaints were wealth inequality and the influence that money, through rich individuals and large businesses, has on politics.
2. The media ignored the demonstrations at first, because small protests form almost daily around the world. As the Occupy Wall Street protestors **remained**, however, and as their numbers grew into the hundreds, they started to attract attention—though not the kind they wished for. Much of the early **media coverage** of the event **portrayed** the protestors as **wild**, disorganised hippies who didn't know what they wanted.
3. But soon after that, both the protests and the coverage of them changed. On September 24, a large protest march resulted in the arrests of 80 people, and a New York City police officer used **pepper spray** on several women. When videos of those incidents appeared on YouTube, people around the world began to **take notice** of the protests, and many began to sympathise. Soon, protestors and supporters adopted the slogan 'We are the 99%.'
4. By early October, Occupy Wall Street had **spawned** the Occupy **Movement**, a loosely affiliated movement of hundreds of protests around the world. In New York, the largest demonstrations drew thousands of protestors. On October 15, coordinated protests in 900 cities showed the sentiments of the Occupy Wall Street protestors to be global, stretching far from Wall Street and across countries with very different political and financial systems.
5. As of late October, the protests continued in New York, and **periodically** came together in other cities. Some politicians and other influential public figures in the United States and elsewhere began to issue messages of support, but, given the movement's deep **grievances**, there was no sign that the protests would end quickly.

Comprehension

Practise asking and answering the following questions with your partner.
Then write your answers in complete sentences in your notebook.

1. Where in New York did the protests start, and why did they start there?
2. How many people protested at first?
3. How did early media coverage depict the protestors?
4. What events helped draw international attention to Occupy Wall Street?
5. What happened on October 15?

Vocabulary Review

A. Word Forms

For each pair, indicate whether the words are adjectives, verbs, or nouns. Practise making sentences out loud with a partner. Take turns using both forms.

- | | |
|-------------------|-------|
| 1. protest | _____ |
| protestor | _____ |
| 2. concern | _____ |
| concerned | _____ |
| 3. financial | - |
| finance | - |
| 4. influence | - |
| influential | - |
| 5. representation | _____ |
| represent | _____ |

B. Odd One Out

Choose the word or phrase that does not belong in the group.

- | | |
|---------------------|-----------------|
| 1. a) concern | 4. a) money |
| b) grievance | b) Wall Street |
| c) incident | c) financial |
| d) demand | d) coverage |
| 2. a) demonstration | 5. a) wild |
| b) media | b) coordinated |
| c) protest | c) disorganised |
| d) march | d) uncontrolled |
| 3. a) to spawn | |
| b) to demonstrate | |
| c) to depict | |
| d) to portray | |

Discussion

1. Do you think wealth inequality is a serious problem these days?
2. Can protests like this change societies or policies?
3. Do protests need to have specific demands to be meaningful and effective?
4. What do you think 'We are the 99%' means?
5. Why might politicians be reluctant to agree with or support the Occupy Movement?

Research

Work in small groups or pairs. Think of a recent or historical demonstration that had a large impact. Go online and gather some information about this event. Write about what happened, and then explain the event and some of the main details to your class.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about Occupy Wall Street, the 2011 protest in New York City that became a movement around the world. Learners discuss inequality and do a small research assignment about other historical demonstrations.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: historic events, Occupy Wall Street, economics, finances, 1%, inequality, media, social media, protests, demonstrations, politics

Pre-Reading

A. WARM-UP QUESTIONS

- Economic inequality is when wealth and income vary greatly between classes in a society, with the top class having significantly more than the lower classes.
- 2–4. Individual answers.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. j | 3. l | 5. b | 7. k | 9. h | 11. g |
| 2. a | 4. c | 6. d | 8. e | 10. f | 12. i |

Comprehension

- The protests started in New York's Financial District, because they were about economic grievances.
- At first, only a few dozen people (likely between 25 and 75) protested.
- The early media coverage of Occupy Wall Street portrayed the protestors as disorganised, confused, and not serious.
- Occupy Wall Street began to draw international attention when videos of a large protest march on September 23 appeared on YouTube. Specifically, videos of a police officer using pepper spray on several women attracted great amounts of sympathy for the protestors.
- On October 15, there were organised demonstrations in 900 cities around the world.

Vocabulary Review

A. WORD FORMS

- | | |
|----------------------------|----------------------------|
| 1. verb, noun | 4. noun or verb, adjective |
| 2. noun or verb, adjective | 5. noun, verb |
| 3. adjective, noun or verb | |

B. ODD ONE OUT

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. b | 3. a | 4. d | 5. b |
|------|------|------|------|------|

Discussion

Answers will vary.

Research

Individual answers.

Women's March



Pre-Reading

A. Warm-Up Questions

1. Where and when did the first historic Women's March take place?
2. What was the main purpose of the demonstration?
3. Why do you think so many people participated in this event again one year later?

B. Vocabulary Preview

Match up as many words and meanings as you can.
Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------|---|
| ___1. demonstration | a) a large protest or rally |
| ___2. inauguration | b) an abbreviation for lesbian, gay, bisexual, transgender, and queer |
| ___3. solidarity | c) the quality of including people from all races, religions, genders, etc. |
| ___4. LGBTQ | d) a group's main objective or plan |
| ___5. pro-life | e) a person who fights for change by taking action, such as joining a protest |
| ___6. feminist | f) forward movement, force |
| ___7. inclusiveness | g) the official swearing in of a new leader |
| ___8. activist | h) support for people with a common interest |
| ___9. pay tribute | i) to honour and show respect for one that came before |
| ___10. platform | j) a theme or shared quality |
| ___11. common thread | k) the belief that life begins at fertilisation, being opposed to abortion |
| ___12. momentum | l) a supporter of the belief that men and women deserve equal rights |

Reading

1. On January 21, 2017, millions of people took part in a **demonstration** called the Women's March on Washington. The event took place the day after the **inauguration** of President Donald Trump. Approximately half a million people gathered in the nation's capital to stand up for human rights. At the same time, sister marches took place in every state and in at least 60 cities around the world.
2. It wasn't just women who wore pink hats and marched for human rights on January 21. Men and children of all ages joined in **solidarity**, too. The theme of the Women's March was **inclusiveness**. Many minority groups, including people with disabilities and the **LGBTQ** community, turned out in record numbers. One group that did not feel welcome was **pro-life feminists**. Some pro-lifers attended anyway.
3. The idea for the march began on Facebook just a few months earlier. A retired Hawaiian attorney named Theresa Shook saw the election results and feared that the rights of American women would soon be rolled back. That night, Shook set up a Facebook event for a women's march. By the time she woke up, 10,000 people had signed up. A group of female **activists** in New York agreed to take charge. They called the event the Women's March on Washington to **pay tribute** to the Civil Rights March on Washington in 1963.
4. When asked what they wanted on January 21, one participant responded, 'What don't we want?' They marched for gender and racial equality and freedom of religion. They marched for immigration rights and affordable healthcare. They even marched for the right to clean air and water. While the official **platform** for the march didn't mention Trump by name, there was one **common thread** among participants. Everyone feared that America's new administration posed a major threat to these human rights.
5. During the historic rally, celebrities and organisers worked hard to energise the crowds. Above all, they urged participants to keep the **momentum** going. Women, men, and children chanted a peaceful message as they held their signs high: 'Love, not hate, will make America great!'
6. On the one-year anniversary of the Women's March on Washington, another historic rally took place. Hundreds of thousands of women took to the streets again. In the US, the official 2018 theme was 'Power to the Polls'. Organisers encouraged women across the nation to register to vote. Around the world, activists participated for various reasons. Collectively, they marched to say 'We're still here.'

'This is an outpouring of energy and true democracy like I have never seen in my very long life. It is wide in age. It is deep in diversity. And remember, the constitution does not begin with "I, the president." It begins with "We, the people." '

—Gloria Steinem, American feminist and political activist

Comprehension

A. Timeline

Place the following in chronological order (1–8).

One item is not mentioned in the reading, but it is correct.

Place a star beside it and guess where it belongs.

- _____ The official title 'Women's March on Washington' was chosen.
- _____ Donald Trump won the US presidential election.
- _____ A woman from Hawaii started a Facebook page about a women's demonstration.
- _____ Millions of people around the world took to the streets in support of social justice and human rights.
- _____ At least 10,000 people agreed to participate in a march the day after Trump's inauguration.
- _____ Feminist activists in New York got serious about organising the Women's March.
- _____ A year later, hundreds of thousands of women took to the streets for a second Women's March.
- _____ The media released video footage of Donald Trump saying very offensive remarks about women.

B. Ask & Answer

Practise asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

1. What was the significance of the date for the first Women's March?
2. Why does the article mention Facebook?
3. Why does the article mention pro-life feminists?
4. What did the name of the original march pay tribute to?
5. Describe the turnout of the first march.
6. What happened a year after Donald Trump became president of the US?

Hear Our Voices

Participants in the Women’s March wanted their voices to be heard. In both historic rallies, they chanted and held creative signs as they marched.

A. Discuss

Discuss the meaning of the signs in the chart below.

B. Respond

Write one word to respond to each message in the chart (*true, funny, clever, etc.*).

C. Rate

Rate the signs in the chart below from best to worst (1–8).

#	Sign	My Response	Rating
1	I am a girl. What’s your superpower?		
2	Men of quality do not fear equality.		
3	Tweet others how you want 2B tweeted.		
4	We shall overcomb.		
5	A woman’s place is in the resistance.		
6	We are allies, not bystanders.		
7	Boys will be...held accountable.		
8	We’re still here.		

Vocabulary Review

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. The demonstration focused on women's issues and human rights.
a) speech
b) march
c) vote
2. The activists wore pink hats and held clever signs.
a) protesters
b) organisation
c) tributes
3. It was an inclusive event.
a) civil rights
b) equal pay for women
c) open to everyone
4. Without a leader, a cause can lose momentum.
a) respect
b) force
c) rights
5. Some signs paid tribute to Hillary Clinton's fight for gender equality.
a) made fun of
b) showed respect for
c) described
6. When asked what they want, equality was a common thread.
a) wishful thinking
b) general request
c) recurring theme

Discussion

1. Why do you think so many people around the world marched in solidarity with Americans on January 21?
2. Why do you think this event was so important to minorities such as the LGBTQ community and people with disabilities?
3. Many pro-lifers describe themselves as feminists, and they had a variety of reasons for marching. Should organisers have made an effort to make pro-life feminists feel welcome at the event?
4. Did the activists prove that *love trumps hate*? Explain your opinion.
5. The event took place on the first full day of Trump's presidency. Many other protests took place during his first week. Do you think President Trump deserved more time to prove his worth to the American people?
6. Participants attended the Women's March for many different reasons. Did this event lack focus? Can it become a movement without a single goal?
7. Donald Trump responded to the first event by asking why these people did not vote. Do you think Trump helped inspire the theme for the second march? Do you think more women will vote in the next US election?

Tweet Tweet

Donald Trump responded to the second march with the following tweet:

'Beautiful weather all over our great country, a perfect day for all Women to March. Get out there now to celebrate the historic milestones and unprecedented economic success and wealth creation that has taken place over the last 12 months. Lowest female unemployment in 18 years!'

1. How do you think participants reacted to this tweet?
2. What is/was your reaction?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the historic rally called the Women's March on Washington that took place the day after Donald Trump's inauguration as US president. They also read briefly about the follow-up anniversary march. Students learn and practise new vocabulary and discuss a tweet from President Trump.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: Women's March, Women's March on Washington, feminist, Trump, Donald Trump, protest, rally, rights, human rights, gender equality, gender, 2017, immigration, health, 2018

Pre-Reading

A. WARM-UP QUESTIONS

1. The Women's March took place in Washington, DC, and in cities all over the US and the world on January 21, the day after Donald Trump's inauguration.
2. The main purpose of the march was to express concerns about women's issues and human rights in America under the Trump administration (and to show solidarity in other nations).
3. Answers will vary. You may also want to discuss the #MeToo movement.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. a | 3. h | 5. k | 7. c | 9. i | 11. j |
| 2. g | 4. b | 6. l | 8. e | 10. d | 12. f |

Reading

Read as a class, in groups, in pairs, or individually.
Discuss the quote and mission.

Comprehension

A. TIMELINE

- 6 The official title 'Women's March on Washington' was chosen.
- 2 Donald Trump won the US presidential election.
- 3 A woman from Hawaii started a Facebook page about a women's demonstration.
- 7 Millions of people around the world took to the streets in support of social justice and human rights.
- 4 At least 10,000 people agreed to participate in a march the day after Trump's inauguration.
- 5 Feminist activists in New York got serious about organising the Women's March.
- 8 A year later, hundreds of thousands of women took to the streets for a second Women's March.
- 1* The media released video footage of Donald Trump saying very offensive remarks about women.

(continued on the next page...)

Answer Key cont.

Comprehension cont.

B. ASK & ANSWER

1. The date of the first march was significant because it occurred on the first full day of Donald Trump's presidency. (Trump did not get the 'honeymoon period' that many new leaders get.) This shows that many Americans (and many people around the world) are very concerned about this administration.
2. The article mentions Facebook because the idea for the march originated as a Facebook event, and this is how people first learned about it and became interested in participating.
3. Many pro-life feminists did not feel welcome, though some marched anyway.*
4. The name of the original march paid tribute to the Civil Rights March on Washington in 1963.
5. About half of a million people gathered in the nation's capital, and millions of others marched in other US cities and in about 60 cities around the world.
6. A year after Trump took office, a second march was held. Hundreds of thousands of women took to the streets again.

Hear Our Voices

Have a group discussion about some of the signs that were seen at the rallies and marches. Help your students understand the significance and background related to each sign. You may want to show some of the signs on an overhead. You could also challenge your learners to make their own signs or to find other signs that were used. Note that many other signs contained offensive language and may not be appropriate for a class discussion.

Vocabulary Review

1. b
2. a
3. c
4. b
5. b
6. c

Discussion

Answers will vary.

Tweet Tweet

Answers will vary.

AUTHOR'S NOTE:

Here is some more information that you can bring to the discussion while reviewing the word 'inclusive'. Official organisers and partners of the original march were 'pro-choice', so many of the participants felt they were unfairly assumed to be pro-choice. Some Black women also felt that the organisers didn't do enough to involve them or focus on racial inequalities. Many marchers, including trans women, felt left out based on the messages and symbols on the signs. Other marchers were offended by some of the signs and speakers and felt the need to leave.

Syrian Refugee Crisis



Pre-Reading

A. Warm-Up Questions

1. What is a refugee?
2. Where is Syria?
3. Why have millions of Syrians fled their homeland since 2011?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------|--|
| ___ 1. movement | a) a battle between people or groups in one country |
| ___ 2. resignation | b) an effort to create change that spreads from one place to another |
| ___ 3. civil war | c) cruel and violent punishment |
| ___ 4. refugee camp | d) more than full |
| ___ 5. displaced | e) a person who illegally brings people or things into an area |
| ___ 6. torture | f) the giving up of one's job or position of leadership |
| ___ 7. smuggler | g) a temporary settlement for displaced people |
| ___ 8. desperate | h) public health issues related to sewage and cleanliness |
| ___ 9. sanitation | i) related to the basic survival needs of humans |
| ___ 10. overflowing | j) having very serious needs |
| ___ 11. makeshift | k) temporary, made quickly with little effort |
| ___ 12. humanitarian | l) not living at home due to war or a humanitarian crisis |

Reading

1. In the spring of 2011, anti-government protests spread across the Middle East. The **movement** became known as the *Arab Spring*. In Syria, protestors demanded the **resignation** of President Assad. Government forces answered with violence. This sparked a **civil war**.
2. As the conflict worsened between government forces and rebels, millions of Syrian civilians began to flee their homes. Within four years, nearly half of the nation's population had fled. Many have ended up in **refugee camps**.
3. **Displaced** people often flee in the dark with just the clothes on their backs. If they are caught, they are killed, **tortured**, or forced into battle. Some are forced to give all of their money to border guards or **smugglers**. In Syria, many left on buses in mass evacuations. The buses became targets, and evacuations were stalled.
4. Since March 2011, approximately 11 million Syrians have fled their homes. Close to half of these people have left the country. Many have made it to refugee camps in neighbouring nations, including Lebanon, Jordan, Turkey, and Iraq. When the refugees arrive, they are exhausted from their journey. They are also in **desperate** need of food, shelter, and health care.
5. In camps such as Zaatari in Jordan, tens of thousands of Syrians have set up new villages. These camps have **makeshift** stores, schools, hospitals, and places to play football. Though a refugee camp is meant as a temporary place of settlement, Syrians don't expect to go home anytime soon.
6. Syria's neighbouring countries don't have the resources to feed, shelter, and provide health care and education to millions of people. Water shortages and poor **sanitation** are two of the biggest problems. The refugee camps in Iraq have the worst conditions. They are already **overflowing** with Iraqis who have fled their homes due to war and hunger.
7. The Syrian civil war has resulted in one of the worst **humanitarian** crises in recent history. Approximately 470,000 people have been killed in the war. Some European nations have closed or restricted access to refugees, saying they have lost control of their borders. Other nations have responded by accepting more refugees than ever before.

'On World Refugee Day, 20 June, we honour the strength and resilience of the more than 50 million people around the world who have fled war, persecution, and human rights abuses.'

—Ban Ki-moon

Pronunciation Tip

The plural of *crisis* is *crises*.
Pronounce it like *cry-seas*.

What other irregular plural nouns can you think of?

Comprehension

A. Timeline

Place the following in chronological order (1–7).

One item is not mentioned in the reading.

Place a star beside it and guess where it belongs.

- _____ Syrians began arriving in refugee camps in border countries.
- _____ Border countries realised they didn't have the resources to support so many refugees.
- _____ Many Syrians began to flee their homes.
- _____ Syrians protested in the streets, and demanded that President Assad resign.
- _____ A group of teenage Syrians were arrested and tortured for writing anti-government slogans on a school wall.
- _____ The unrest in Syria developed into a civil war.
- _____ Rebel groups began to battle government forces.

B. Ask & Answer

Practise asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

1. What was the Arab Spring?
2. What did many Syrian civilians do when a civil war broke out in their country?
3. Why is it dangerous for Syrians to flee their homes?
4. Why do many Syrians arrive at refugee camps with no money?
5. What happens when Syrians *seek refuge* in Iraq?
6. What is Zaatari?

Pronunciation Tip

To *seek refuge* means to look for a safe place. The word *refuge* is pronounced like *refugee* without the -ee.

Grammar Review

HOME

A. Reference

*‘Though a refugee camp is meant as a temporary place of settlement, Syrians don’t expect to **go home** anytime soon.’*

As a Noun

The word ‘home’ usually functions as a noun.

- I love my home.
- I forgot my keys at home.

As an Adverb

When paired with the verb ‘go’, the word ‘home’ can function as an adverb, indicating a direction.

- The children want to go home.
- When can we go home?
- The refugees may never go home.

The word ‘home’ can act as an adverb with other verbs, such as *stay, drive, fly, return, arrive, come, leave, and move*. When ‘home’ acts as an adverb, no article, pronoun, or preposition is used.

B. Practice

Work as a class to make some sentences with the adverb ‘home’.

Use the verb ‘go’ as well as some of the other verbs mentioned above.

Vocabulary Review

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. The sewage facilities in the camps are in desperate need of repair.
a) serious
b) security
c) sanitation
2. They were hungry and extremely tired after walking through the desert for three weeks.
a) displaced
b) exhausted
c) tortured
3. The refugee camps in Jordan have grown so large that they are more like towns.
a) humanitarian effort
b) temporary settlements
c) displaced people
4. The makeshift school has one teacher for three hundred students.
a) temporary
b) poor
c) busy
5. When Syria's president refused to resign, a civil war broke out.
a) fight back
b) quit
c) apologise
6. The family fled in the darkness and hid in war-torn buildings.
a) ran away
b) fought
c) protested

Discussion

1. Have you been following this humanitarian crisis in the news? What other crises are happening around the world?
2. What often happens to displaced people who try to seek refuge by boat?
3. Whose responsibility is it to help bordering nations in a crisis like Syria's?
4. How is Syria's civil war different from other wars in history?
5. In January 2017, President Trump signed an executive order banning Syrian refugees from the US. Trump identified these refugees as a terrorist threat. How do you feel about this decision?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the massive humanitarian crisis caused by the Syrian civil war. Students discuss refugee camps and review the use of 'home' as an adverb.

LEVEL: High Int

TIME: 2-2.5 hours

TAGS: Syria, Syrian, refugee, refugee camp, World Refugee Day, migrants, war, Middle East

Pre-Reading

A. WARM-UP QUESTIONS

Individual answers.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. b | 3. a | 5. l | 7. e | 9. h | 11. k |
| 2. f | 4. g | 6. c | 8. j | 10. d | 12. i |

- Syrians who seek refuge in Iraq find refugee camps that are already filled with desperate Iraqis. Iraq has its own conflict.
- Zaatari is a large refugee camp in Jordan that seems like more than a temporary settlement. It has villages, hospitals, schools, and stores. (In fact, it is one of Jordan's largest towns.)

Grammar Review

Comprehension

A. TIMELINE

- Syrians began arriving in refugee camps in border countries.
- Border countries realised they didn't have the resources to support so many refugees.
- Many Syrians began to flee their homes.
- Syrians protested in the streets, and demanded President Assad to resign.
- * A group of teenage Syrians were arrested and tortured for writing anti-government slogans on a school wall.
- The unrest in Syria developed into a civil war.
- Rebel groups began to battle government forces.

Vocabulary Review

- | | | | | | |
|------|------|------|------|------|------|
| 1. c | 2. b | 3. b | 4. a | 5. b | 6. a |
|------|------|------|------|------|------|

Discussion

Answers will vary.

B. ASK & ANSWER

- The Arab Spring was an anti-government movement in the Middle East that began in the spring of 2011.
- Many Syrian civilians fled their homes when civil war broke out.
- It is dangerous to flee because if they get caught they might be killed, tortured, or forced to join the fight.
- Many Syrians arrive at refugee camps with no money because they have to pay smugglers or border guards to help them escape.

The Demilitarised Zone

Pre-Reading

A. Warm-Up Questions

1. Have you heard of the demilitarised zone (DMZ)?
If so, what do you know about it? What do you think the word 'demilitarised' means?
2. What kind of governments were established in North and South Korea at the end of the Korean War?
3. Why do you think the DMZ was established?
4. Have you heard of the Cold War?
What do you think this is?
5. What is a land mine?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------|--|
| _____ 1. span | a) to cut |
| _____ 2. bunker | b) to tell someone that you did something wrong |
| _____ 3. patrol | c) coming together again after a long separation |
| _____ 4. troops | d) to extend across from one side to another |
| _____ 5. support | e) an underground passage |
| _____ 6. buffer | f) showing or using great force |
| _____ 7. capture | g) a strong, underground place used for protection |
| _____ 8. admit | h) to not allow anything to move through |
| _____ 9. violate | i) to go around an area to check for trouble |
| _____ 10. violent | j) to take by force, to make a prisoner |
| _____ 11. clash | k) help |
| _____ 12. trim | l) a conflict, a fight |
| _____ 13. tunnel | m) groups of soldiers |
| _____ 14. block off | n) to break an agreement |
| _____ 15. reunion | o) something that helps to lessen the effects of a fight or comes between two fighting parties |

Reading

1. The demilitarised zone, or DMZ, **spans** the border between North and South Korea. This 2.5-by-151-mile (about 4-by-243-kilometre) strip of land is dotted with land mines and **bunkers**, and it is also crisscrossed by barbed wire. Nearly one million North Korean soldiers **patrol** the DMZ, while South Korea has some 600,000 **troops** on its side and **support** from the US military as a part of the UN Command.
2. At the end of World War II in 1945, the border between North and South Korea was the 38th parallel. The Soviet army kept control over the northern region, and North Korea developed a communist government. At the end of the Korean War in 1953, the border was moved to a line just north of the 38th parallel, and the DMZ was established on either side of the line to be a **buffer** between the two countries. A cease-fire was signed to end all acts of armed force in Korea, but a peace agreement never followed.
3. Ten years after the DMZ was created, a US helicopter was **captured** in North Korean territory. The two pilots were held for a year until the US **admitted** it had **violated** the 1953 agreement by crossing the line. Another US helicopter was shot down in 1969. The most **violent clash** occurred when North Koreans killed two US soldiers who were **trimming** tree branches in the DMZ to improve their view.
4. Conflicts in the DMZ also have taken place belowground. In 1974, a South Korean patrol found the first **tunnel** from North Korea. A second was discovered in 1975, and in 1978, UN Command troops discovered a tunnel from the North Korean side that ran for nearly one mile and 246 feet (about 1.7 kilometres) below the surface that was large enough to drive a jeep through. A steel door now **blocks off** the tunnel at the border.
5. In 2000, officials from both Koreas agreed to fix roads and railways to reconnect the two countries. They have tried to reconnect people as well. In June 2000, they agreed to allow **reunions** of some of the 1.2 million family members separated by the border. However, conflict escalated again when North Korean soldiers began planting new land mines near the border in 2016. Despite its dangers, the DMZ remains a top tourist destination as a wildlife and agricultural refuge and as a living Cold War museum.
6. Since a peace agreement was never signed, the Korean War never officially ended. In April 2018, North Korean president Kim Jong Un and South Korean president Moon Jae-in met at the DMZ's Peace House to discuss denuclearisation and an official peace treaty.

The DMZ is one of the most heavily guarded borders and is often described as 'the most dangerous place on earth'.

Comprehension

A. True or False?

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. The DMZ is a heavily protected area.
- _____ 2. North Korea has a larger army than South Korea.
- _____ 3. The Korean War ended in 1945.
- _____ 4. The DMZ was created to be a tourist attraction between North and South Korea.
- _____ 5. Transportation between North and South Korea has improved since 2000.

B. Ask & Answer

Practise asking and answering the following questions with your partner.

Then write your answers in complete sentences in your notebook.

- 1. What is the DMZ and why was it created?
- 2. How is the DMZ protected?
- 3. Explain briefly how Korea became separated.
- 4. What kind of conflict occurred between North Korea and the US in 1963?
- 5. What was the most violent clash in the DMZ and why did this happen?
- 6. What have the governments of North and South Korea done to try to reconnect their people?
- 7. Why is the DMZ a popular tourist destination?
- 8. What happened in the DMZ in April 2018?

Vocabulary Practice

Find a word from the reading that means:

#	Meaning	Word
1	the dividing line between two states, countries, or regions	
2	a place many people like to visit	
3	a long, narrow piece of material or land	
4	a type of military vehicle or car that is strong and can move easily over bad roads	
5	marked with lines that cross	
6	army	
7	wire with short, sharp points used for fences, etc.	

Discussion

1. Name several countries, other than Korea, that have been separated by civil war in the last 100 years. Also, think of several countries that have been reunited. What led to the reunification of these countries?
2. Do you know anyone that has come from a country that has been separated by civil war? If so, what impact did that separation have on his/her life?
3. Would you like to visit the DMZ? Why or why not?
4. Do you think that North and South Korea will reach an official peace agreement? Explain your answer.

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn about the demilitarised zone that divides North and South Korea. They review related vocabulary and discuss the division and reunification of different countries.

LEVEL: High Int

TIME: 1.5-2 hours

TAGS: Korea, North Korea, South Korea,
DMZ, demilitarised zone

Pre-Reading

A. WARM-UP QUESTIONS

Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|-------|-------|
| 1. d | 4. m | 7. j | 10. f | 13. e |
| 2. g | 5. k | 8. b | 11. l | 14. h |
| 3. i | 6. o | 9. n | 12. a | 15. c |

Comprehension

A. TRUE OR FALSE?

1. T
2. T
3. F – The Korean War ended in 1953.
4. F – The DMZ was created to be a buffer between North and South Korea.
5. T

B. ASK & ANSWER

1. The DMZ is a 2.5-by-151-mile strip of land dotted with land mines and bunkers and crisscrossed by barbed wire. The DMZ was established after the end of the Korean War on either side of the border between North and South Korea to be a buffer between the two countries until a peace agreement could be signed.
2. The DMZ is protected by nearly one million North Korean soldiers, while South Korea has some 600,000 troops on its side along with support from the US military as a part of UN Command.

3. At the end of World War II in 1945, the border between North and South Korea was the 38th parallel. The Soviet army kept control over the northern region, and North Korea developed a communist government. At the end of the Korean War in 1953, the border was moved to a line just north of the 38th parallel, and the DMZ was established on either side of the line to be a buffer between the two countries.
4. In 1963, a US helicopter was captured in North Korean territory. The two pilots were held for a year until the US admitted it had violated the 1953 agreement by crossing the line.
5. The most violent clash occurred when North Koreans killed two US soldiers who were trimming tree branches in the DMZ to improve their view.
6. Since June of 2000, the two governments have tried to reconnect people by allowing reunions of some of the 1.2 million family members separated by the border.
7. The DMZ is a top tourist destination as a wildlife and agricultural refuge and as a living Cold War museum.
8. In April 2018, the leaders of North and South Korea met at the Peace House in the DMZ to discuss denuclearisation and an official peace treaty.

Vocabulary Practice

- | | |
|----------------------------|-----------------|
| 1. border | 5. crisscrossed |
| 2. destination, attraction | 6. military |
| 3. strip | 7. barbed wire |
| 4. jeep | |

Discussion

Answers will vary.

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Rights & Violations

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Навчальне видання

О. С. Бойван, О. В. Ковтун, О. О. Войтович

IURA SCRIPTA. IURA NON SCRIPTA

(teacher's book)

Практикум з аспекту «Розмовна практика» для здобувачів вищої освіти
ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури
(переклад включно)», ОП «Німецька та друга іноземна мови та літератури
(переклад включно)»

Підписано до друку 26.02.2026 р.
Формат 60×84/16. Папір офсетний.
Друк – цифровий. Умовн. друк. арк. 19,93.
Тираж 300 прим. Зам. № 150.
Донецький національний університет імені Василя Стуса
21021, м. Вінниця, вул. 600-річчя, 21.
Свідectво про внесення суб'єкта видавничої справи
до Державного реєстру
серія ДК № 5945 від 15.01.2018 р.