IELTS Activity workbook

How to use this book

This book is designed to expand your vocabulary, improve your reading, writing, listening and speaking skills, by teaching you about interesting topics such as history, psychology, sociology, technology, philosophy and more.

Start by watching the video at the beginning of each unit. It is advised that you watch the video first, then read the **'Listening script'** (a transcript of the narration over the video) and underline or look up the vocabulary words you do not understand. You can find a list of the vocabulary words -complete with definitions- under the **'Vocabulary words'** section, though you are advised to research these words on your own too (this process will be explained later on).

After learning the vocabulary words, re-watch the video whilst reading the script, and see if you understand it better. Afterwards, you should be able to answer the preliminary questions.

Sometimes there will be another (more in-depth) article about the same subject -with no accompanying video- and additional vocabulary words. This is done not only to add an extra layer to the unit, but also to highlight the differences between the *spoken English* or a narrated script, and the *written English* of an article.

As you progress through the unit, you may find questions related to reading, writing, vocabulary (including synonyms and antonyms), and conversation subjects. Some sections may ask you to write your *opinion* on a subject, whilst others may ask you to examine *facts* (in a graph, for example).

If you are working in a group, there may be discussion topics which you can talk about in groups. Ideally, discussion groups should be set up so that people with differing opinions are given the opportunity to present their opinions separately in a respectful debate; this is a good way to develop your ability to express your opinion in an articulate manner.

This book can be used individually, in small groups, or as part of a larger class. Unit do not have to be followed in chronological order, nor does every exercise have to be completed. It is recommended (though not essential) that the book *is* followed chronologically however, as some vocabulary words that appear earlier may not be defined in later units, and so vocabulary absorption may be less efficient.

Defining vocabulary words:

As mentioned earlier, though this book provides definitions for the vocabulary words, it is still recommended that you find your own definitions too. The most efficient and comprehensive way to do this is to follow these five steps:

1. **Research the *etymology* of a word**
   The etymology of word shows you where the word comes from (Latin, Greek, Old English, etc), and will help you to understand similar words in the future. For example, the word *"Zoology"* comes from the Modern Latin word 'Zoologia', where 'Zoo' means 'Animas' and 'Logia' means 'To study/think' (as in the word 'Logic'). So naturally, we can guess that 'Zoology' is 'the study of animals', and words beginning with 'Zoo' are related to animals in some way, and words ending in 'ology' are likely related to a field of study.

2. **Translate the word into your own language**
   This should help to give you a direct understanding of the word in your own language. Be aware however that there may be many translations of this word, and it could be

that none of them are an *exact* translation.

3. **Find the word in a sentence**

   Learning a new word has little use if it cannot be seen in a sentence. Typing into a search engine: *"[word] in a sentence"* will bring up some examples of how the word is applied.

4. **Find some synonyms/antonyms for the word**

   Learning some synonyms (words which are similar) and antonyms (words which are opposite) will help you enormously in understanding a word, and expressing it in different ways. It will also help you learn how to paraphrase.

5. **Find homonyms for the word**

   Homonyms, broadly defined, are words which sound alike or are spelled alike, but have different meanings. It is important to know the homonyms of a word so that you understand how the word may be used in different contexts and sentences. Many words in English have numerous definitions or may be used in different ways, for example: 'Building' is a verb in continuous form ('I am building a house'), but it can also be used as a noun ('The building was very beautiful'). You could even use both forms in the same sentence ('I am building a building').

Blackbeard the pirate

Watch the video at:
https://drive.google.com/open?id=1lBhAz3uUuXkAOqeNYknubEk2WJaGqexb

- Blackbeard's real name was probably_____.
- Blackbeard was from the English port of_____.
- He sailed as second-in-command to Captain Ben Hornigold, in the spring of_____.
- As they traveled America's east coast, they plundered_____merchant ships.
- Blackbeard used **the broadsword / terror / monkeys / machine guns** as a weapon.
- Blackbeard refitted his ship with____guns, and renamed her 'Queen Anne's _____'.
- Blackbeard entered Topsail Inlet, looking for a place to hide, but his ship ran aground and .
- Gentleman Stede Bonnet decided to leave Blackbeard,_____months later, he was hanged.
- Blackbeard plundered_____barrels of sugar, claiming it was from an abandoned ship.
- The Lieutenant Governor of Virgina, sent a Naval Task force to North Carolina, to take Blackbeard_____or_____.
- Blackbeard was outnumbered **10 to 1 / 5 to 1 / 3 to 1 / 2 to 1** (circle the correct answer)
- His body was found with____sword cuts and____bullet wounds.
- Blackbeard's reign of terror lasted no more than **8 years / 5 years / 2 years** (circle the correct answer)
- During this time, he attacked____ships.

Black Beard: Listening script:

Blackbeard's early life is **shrouded** in mystery.

His real name was probably Edward Thatch, and he may have been a sailor from the English port of Bristol.

Some believe he fought in the War of Spanish Succession, at the end of which he found himself unemployed in the Caribbean in the last great age of piracy.

So he travelled to the **outlaw haven** of Nassau, and turned pirate.

In the spring of 1717, he sailed as second-in-command to the pirate captain Ben Hornigold.

They **cruised** America's East Coast, **seizing** and **plundering** 8 **merchant** ships.

That summer, Blackbeard met Stede Bonnet, known as the 'Gentleman Pirate', and took over command of his ship, 'The Revenge'.

Then he returned to **terrorise** the American **colonies** once more, capturing 15 ships in just 3 weeks.

Blackbeard used fear as a weapon, terrifying opponents into a quick **surrender**. But there's no record of him ever **torturing** or murdering any of his victims.

That autumn Blackbeard sailed to the Windward Islands. Off St.Vincent, he captured La Concorde, a French ship carrying 500 **slaves** bound for the sugar plantations.

Some **slaves** joined his crew, the rest he put **ashore**.

Blackbeard refitted the ship with 40 guns, and renamed her *'Queen Anne's Revenge'*.

He now **commanded** one of the most powerful warships in the Caribbean. With

4 ships and 250 crew, Blackbeard **rampaged** through the West Indies, capturing and

burning ships, as well as the French **colony** of Guadeloupe. Then he sailed west.

In the Gulf of Mexico, he **wrought havoc** amongst Spanish shipping, and **earned** himself a new nickname, 'El Gran Diablo' – the Great Devil.

But **despite** many prizes, **morale** was low amongst Blackbeard's crew. They hadn't had a big **haul** in months. The men wanted gold.

So Blackbeard sailed to the Florida coast, where the Spanish Treasure Fleet had been **wrecked** three years before. His men searched the wrecks for gold and silver, but **scavengers** had already taken the easy **spoils**, and they found little of value.

Blackbeard continued north to Charleston, South Carolina. In the **boldest** move of his **career**, he **blockaded** the port for 6 days, **seizing** goods, and **hostages**, from any ships entering or leaving the **harbour**. Continuing up the coast, Blackbeard entered Topsail Inlet, looking for a **hideaway**. But his flagship, the Queen Anne's Revenge, ran **aground** and sank.

Gentleman Stede Bonnet now chose to part ways with Blackbeard. Four months later he was dead - hanged in Charleston as a pirate.

Blackbeard **marooned** part of his crew, and sailed with his closest **companions** to Bath, North Carolina, where he secured a royal **pardon** from the governor as part of a pirate **amnesty**.

He and his men set up base on Ocracoke Island, but were soon back to their old ways, **plundering** two French ships out at sea.

Blackbeard claimed his **loot**, 180 barrels of sugar, came from an **abandoned** ship - but few were **fooled**.

Alexander Spotswood, Lieutenant Governor of the neighbouring colony of Virginia, now decided to deal with Blackbeard once and for all.

Flouting colonial law, he sent a **naval** task force to North Carolina with orders to take Blackbeard dead or alive.

Lieutenant Maynard of the Royal Navy and 60 men caught the pirates off-guard at Ocracoke Island.

Blackbeard was **outnumbered** 3 to 1, but he fought **skilfully** and **bravely** to the end. Finally, he was cut down by one of Maynard's men. His body was found to be covered with 20 sword cuts and 5 bullet wounds.

Blackbeard's head was cut off, and fixed to the **bowsprit** of the navy sloop, to prove he was dead.

Blackbeard's **reign** of terror lasted less than 2 years, during which he **plundered** an **estimated** 40 ships.

But his careful and **deliberate** use of terror **forged** a **legend** that would last for **centuries**.

Blackbeard: Reading material

Possibly born in Bristol in England around 1680, Edward Thatch (or Teach) may have served as a sailor or **privateer** during the War of Spanish Succession (known in America as Queen Anne's War) before turning to high seas **larceny** in the last 'Golden Age' of piracy.

Blackbeard's pirate **career** probably began in 1717 while serving as second-in-command to Captain Ben Hornigold, based in the pirate haven of Nassau in the Bahamas. Together they attacked and **plundered** merchant ships off the eastern seaboard of **colonial** America. Blackbeard later met 'gentleman pirate' Stede Bonnet, and took over **command** of his sloop, 'Revenge'.

Blackbeard continued to **terrorise** the Thirteen Colonies, attacking ships bound for eastern seaports including Boston, New York, Philadelphia, the Chesapeake and Charleston. Blackbeard then sailed to the Windward Islands, and near St.Vincent captured a French frigate, 'La Concorde', which had been converted into a **slave** ship. Some of the **slaves** joined Blackbeard's crew, the rest he put **ashore**.

Blackbeard renamed the ship 'Queen Anne's Revenge' and fitted her with 40 guns, making her one of the most powerful ships in the area. With 'Queen Anne's Revenge' at the head of his small pirate flotilla, Blackbeard attacked ships and settlements from Guadeloupe to the Gulf of Mexico. Spanish sailors nicknamed him 'the Great Devil', and he became the most **notorious** and feared pirate in the West Indies. In 1718 Blackbeard sailed to the coast of Florida, where a Spanish treasure fleet had been **wrecked** three years before.

Some pirates had made their fortune searching the **wrecks** for silver and gold, and Blackbeard's men spent several weeks diving the wrecks. But they had little success. Next, in the most **audacious** move of his pirate career, Blackbeard, with four ships, **blockaded** the port of Charleston, capital of the British **colony** of South Carolina.

For six days he stopped all ships entering or leaving the **harbour**, **plundered** them, and took their passengers and crew hostage to be **ransomed** back to the town. Moving up the east coast of America looking for a **hideaway**, Blackbeard's flagship 'Queen Anne's Revenge' ran **aground** entering a shallow inlet, and sank. By now Blackbeard's crew was over-large and unruly, and some **speculate** that Blackbeard sank his ship on purpose, to **disband** his crew and increase his own share of the **plunder** they were carrying.

Now he **marooned** the most **discontent** of his men (they were later rescued by Stede Bonnet) and sailed in a spare sloop to Bath with 60 of his best crew. At Bath, then capital of North Carolina, they accepted a royal **pardon** from the governor, as part of a general pirate **amnesty** that had been offered by the British government.

Blackbeard was not **content** with **civilian** life, and from his new base at Ocracoke Island in the Outer Banks, he soon returned to piracy, robbing two French ships out at sea. Alexander Spotswood, Lieutenant Governor of the neighbouring **colony**, Virginia, was **outraged** at the prospect of having the **infamous**, **recidivist** pirate Blackbeard operating on his doorstep. Although North Carolina was out of his **jurisdiction**, Spotswood organised a **naval**

expedition to kill or capture Blackbeard.

Led by Lieutenant Maynard, Royal Navy, the **expedition** caught Blackbeard by surprise at Ocracoke Island. In the **vicious** battle that followed, Blackbeard was finally **overpowered** and killed.

Blackbeard the pirate: Vocabulary words

shroud - *noun* a line that suspends the harness from the canopy of a parachute**;** burial garment in which a corpse is wrapped**;** (nautical) a line (rope or chain) that regulates the angle at which a sail is set in relation to the wind**;** *verb* wrap in a shroud**;** cover as if with a shroud**;**form a cover like a shroud

outlaw - *adj.* disobedient to or defiant of law**;** contrary to or forbidden by law**;** *noun* someone who has committed (or been legally convicted of) a crime**;** *verb* declare illegal; outlaw

haven - *noun* a shelter serving as a place of safety or sanctuary**;** a sheltered port where ships can take on or discharge cargo

cruise - *noun* an ocean trip taken for pleasure**;** *verb* sail or travel about for pleasure, relaxation, or sightseeing**;** travel at a moderate speed**;** drive around aimlessly but ostentatiously and at leisure**;** look for a sexual partner in a public place

seize - *verb* affect**;** take hold of; grab**;** take or capture by force**;** hook by a pull on the line**;** capture the attention or imagination of**;** take possession of by force, as after an invasion**;** take temporary possession of as a security, by legal authority**;** seize and take control without authority and possibly with force; take as one's right or possession

plunder - *noun* goods or money obtained illegally**;** *verb* steal goods; take as spoils**;** destroy and strip of its possession**;** plunder (a town) after capture**;** take illegally; of intellectual property

merchant - *noun* a businessperson engaged in retail trade

terrorise - *verb* fill with terror; frighten greatly**;** coerce by violence or with threats

colony - *noun* a group of animals of the same type living together**;**(microbiology) a group of organisms grown from a single parent cell**;**a body of people who settle far from home but maintain ties with their homeland; inhabitants remain nationals of their home state but are not literally under the home state's system of government**;** a geographical area politically controlled by a distant country**;** one of the 13 British colonies that formed the original states of the United States

surrender - *noun* the delivery of a principal into lawful custody**;** the act of surrendering (under agreed conditions)**;** a verbal act of admitting defeat**;** acceptance of despair**;** *verb* give up or agree to forgo to the power or possession of another**;** relinquish to the power of another; yield to the control of another**;** relinquish possession or control over

torture - *noun* the deliberate, systematic, or wanton infliction of physical or mental suffering by one or more persons in an attempt to force another person to yield information or to make a confession or for any other reason**;** unbearable physical pain**;** the act of distorting something so it seems to mean something it was not intended to mean**;** intense feelings of suffering; acute mental or physical pain**;**extreme mental distress**;** *verb* subject to torture**;** torment emotionally or mentally

ashore - *adv.* towards the shore from the water

command - *noun* availability for use**;** the power or authority to command**;** great skillfulness and knowledge of some subject or activity**;** an authoritative direction or instruction to do something**;** a military unit or region under the control of a single officer**;** a position of highest authority**;** (computer science) a line of code written as part of a computer program**;** *verb* make someone do something**;** be in command of**;** demand as one's due**;** exercise authoritative control or power over**;** look down on

rampage - *noun* violently angry and destructive behavior**;** *verb* act violently, recklessly, or destructively

wrought - *adj.* shaped to fit by or as if by altering the contours of a pliable mass (as by work or effort)

havoc - *noun* violent and needless disturbance

earn - *verb* acquire or deserve by one's efforts or actions**;** earn on some commercial or business transaction; earn as salary or wages

despite - *noun* contemptuous disregard**;** lack of respect accompanied by a feeling of intense dislike

morale - *noun* a state of individual psychological well-being based upon a sense of confidence and usefulness and purpose**;** the spirit of a group that makes the members want the group to succeed

haul - *noun* the act of drawing or hauling something**;** the quantity that was caught**;** *verb* transport in a vehicle**;** draw slowly or heavily

wreck - *noun* a ship that has been destroyed at sea**;** something or someone that has suffered ruin or dilapidation**;** a serious accident (usually involving one or more vehicles)**;** an accident that destroys a ship at sea**;** *verb* smash or break forcefully

scavenger - *noun* any animal that feeds on refuse and other decaying organic matter**;** a chemical agent that is added to a chemical mixture to counteract the effects of impurities**;** someone who collects things that have been discarded by others

bold - *adj.* fearless and daring**;** clear and distinct**;** very steep; having a prominent and almost vertical front**;** *noun* a typeface with thick heavy lines

career - *noun* the general progression of your working or professional life**;** the particular occupation for which you are trained**;***verb* move headlong at high speed

blockade - *noun* a war measure that isolates some area of importance to the enemy**;** prevents access or progress**;** *verb* impose a blockade on**;** obstruct access to**;** render unsuitable for passage**;**hinder or prevent the progress or accomplishment of

hostage - *noun* a prisoner who is held by one party to insure that another party will meet specified terms

harbour - *noun* a place of refuge and comfort and security**;** a sheltered port where ships can take on or discharge cargo**;** *verb*maintain (a theory, thoughts, or feelings)**;** hold back a thought or feeling about**;** keep in one's possession; of animals**;** secretly shelter (as of fugitives or criminals)

hideaway - *noun* an area where you can be alone**;** a hiding place; usually a remote place used by outlaws

aground - *adj.* on a shore or reef**;** *adv.* with the bottom lodged on the ground

maroon - *adj.* of dark brownish to purplish red**;** *noun* an exploding firework used as a warning signal**;** a dark purplish-red to dark brownish-red color**;** a person who is stranded (as on an island)**;** *verb*leave stranded on a desert island without resources**;** leave stranded or isolated with little hope of rescue

companion - *noun* one paid to accompany or assist or live with another**;** a person who is frequently in the company of another**;** a traveler who accompanies you**;** *verb* be a companion to somebody

pardon - *noun* a warrant granting release from punishment for an offense**;** the act of excusing a mistake or offense**;** the formal act of liberating someone**;** *verb* grant a pardon to**;** accept an excuse for

amnesty - *noun* the formal act of liberating someone**;** a period during which offenders are exempt from punishment**;** a warrant granting release from punishment for an offense**;** *verb* grant a pardon to (a group of people)

plunder - *noun* goods or money obtained illegally**;** *verb* steal goods; take as spoils**;** destroy and strip of its possession**;** plunder (a town) after capture**;** take illegally; of intellectual property

loot - *noun* goods or money obtained illegally**;** informal terms for money**;** *verb* take illegally; of intellectual property**;** steal goods; take as spoils

abandon - *noun* the trait of lacking restraint or control; reckless freedom from inhibition or worry**;** a feeling of extreme emotional intensity**;** *verb* stop maintaining or insisting on; of ideas or claims**;**leave someone who needs or counts on you; leave in the lurch**;** give up with the intent of never claiming again**;** forsake, leave behind**;**leave behind empty; move out of

fool - *noun* a person who lacks good judgment**;** a person who is gullible and easy to take advantage of**;** a professional clown employed to entertain a king or nobleman in the middle ages**;** *verb*make a fool or dupe of**;** indulge in horseplay**;** fool or hoax**;** spend frivolously and unwisely

Flout - *verb* treat with contemptuous disregard**;** laugh at with contempt and derision

naval - *adj.* connected with or belonging to or used in a navy

outnumber - *verb* be larger in number

skilful - *adj.* having or showing knowledge and skill and aptitude

bravely - *adv.* in a courageous manner

bowsprit - *noun* a spar projecting from the bow of a vessel

reign - *noun* royal authority; the dominion of a monarch**;** the period during which a monarch is sovereign**;** a period during which something or somebody is dominant or powerful**;** *verb* have sovereign power**;** be larger in number, quantity, power, status or importance

estimate - *noun* a judgment of the qualities of something or somebody**;** an approximate calculation of quantity or degree or worth**;** the respect with which a person is held**;** a statement indicating the likely cost of some job**;** a document appraising the value of something (as for insurance or taxation)**;** *verb* judge tentatively or form an estimate of (quantities or time)**;** judge to be probable

deliberate - *adj.* by conscious design or purpose**;** marked by careful consideration or reflection**;** with care and dignity**;** produced or marked by conscious design or premeditation**;** carefully thought out in advance**;** *verb* discuss the pros and cons of an issue**;** think about carefully; weigh

forge - *noun* a workplace where metal is worked by heating and hammering**;** furnace consisting of a special hearth where metal is heated before shaping**;** *verb* make a copy of with the intent to deceive**;** create by hammering**;** move or act with a sudden increase in speed or energy**;** move ahead steadily**;** come up with (an idea, plan, explanation, theory, or principle) after a mental effort**;** make out of components (often in an improvising manner)**;** make something, usually for a specific function

legend - *noun* a story about mythical or supernatural beings or events**;** brief description accompanying an illustration

century - *noun* a period of 100 years

privateer - *noun* a privately owned warship commissioned to prey on the commercial shipping or warships of an enemy nation**;** an officer or crew member of a privateer

larceny - *noun* the act of taking something from someone unlawfully

notorious - *adj.* having an exceedingly bad reputation

audacious - *adj.* disposed to venture or take risks**;** unrestrained by convention or propriety**;** invulnerable to fear or intimidation

ransomed - *adj.* reclaimed by payment of a ransom**;** saved from the bondage of sin

speculate - *verb* to believe especially on uncertain or tentative grounds**;** talk over conjecturally, or review in an idle or casual way and with an element of doubt or without sufficient reason to reach a conclusion**;** invest at a risk**;** reflect deeply on a subject

disband - *verb* stop functioning or cohering as a unit**;** cause to break up or cease to function

content - *adj.* satisfied or showing satisfaction with things as they are**;** *noun* the sum or range of what has been perceived, discovered, or learned**;** everything that is included in a collection**;** the proportion of a substance that is contained in a mixture or alloy etc.**;** something (a person or object or scene) selected by an artist or photographer for graphic representation**;** what a communication that is about something is about**;** the amount that can be contained**;** the state of being contented with your situation in life**;** *verb* satisfy in a limited way**;** make content

discontent - *adj.* showing or experiencing dissatisfaction or restless longing**;** *noun* a longing for something better than the present situation**;** *verb* make dissatisfied

civilian - *adj.* associated with or performed by civilians as contrasted with the military**;** *noun* a non-military citizen

outrage - *noun* a wantonly cruel act**;** the act of scandalizing**;** a disgraceful event**;** a feeling of righteous anger**;** *verb* strike with disgust or revulsion**;** force (someone) to have sex against their will**;** violate the sacred character of a place or language

infamous - *adj.* having an exceedingly bad reputation

recidivist - *noun* someone who lapses into previous undesirable patterns of behavior**;** someone who is repeatedly arrested for criminal behavior (especially for the same criminal behavior)

jurisdiction - *noun* in law; the territory within which power can be exercised**;** (law) the right and power to interpret and apply the law

expedition - *noun* a journey organized for a particular purpose**;** a military campaign designed to achieve a specific objective in a foreign country**;** an organized group of people undertaking a journey for a particular purpose**;** a journey taken for pleasure**;** the property of being prompt and efficient

vicious - *adj.* marked by deep ill will; deliberately harmful**;** (of persons or their actions) able or disposed to inflict pain or suffering**;** bringing or deserving severe rebuke or censure**;** having the nature of vice

overpower - *verb* overcome by superior force**;** overcome, as with emotions or perceptual stimuli

Choose NO MORE THAN THREE WORDS from the passage for each answer.

- Blackbeard became a pirate around the year_____.
- Blackbeard captured a slave ship, called 'La_____'.
- Spanish sailors named him 'the great_____'.
- Blackbeard named his flagship '_____ _____'.
- Blackbeard received a royal pardon from the_____of Bath, North Carolina.
- Black beard was not happy with_____life.

True or false (circle the correct answer):

- All of the slaves on 'La Concorde' joined Blackbeard's crew. **TRUE / FALSE**
- In 1720 Blackbeard sailed to the coast of Florida, where a Spanish treasure fleet had been wrecked three years before. **TRUE / FALSE**
- Blackbeard blockaded the port of Charleston for six days. **TRUE / FALSE**
- When Blackbeard returned to piracy, he robbed two French ships. **TRUE / FALSE**
- The Royal Navy caught Blackbeard at Ocracoke Island, but he was ready for them. **TRUE / FALSE**
- In the fight that followed, Blackbeard was defeated. **TRUE / FALSE.**

The outbreak of World War I (Part 1)

Watch the video at: https://drive.google.com/open?id=1K2v0NnJSrwODjN_9BwX2vsuCG2wtA5MU

The spark comes on ___th June, in the city of Sarajevo. Archduke Franz Ferdinand, heir to the Austro- Hungarian throne, is assassinated by a _____year-old Slav nationalist named Gavrilo Princip.

The Russian Tsar, Nicholas II, agreed to help **Austro-Hungary / Serbia** (circle the correct answer)

German Emperor, Wilhelm II, agreed to help **Austro-Hungary / Serbia** (circle the correct answer) Wilhelm II sees war with Russia as inevitable – and the sooner the_____, as Russian strength _____ year on year.

Germany knows war with Russia means war with Russia's ally,_____.

It has developed the Schlieffen Plan to meet this threat of a war on two fronts – first, its armies will advance rapidly through neutral_____to encircle and destroy French armies near_____, and win a quick victory.

Then its forces can move east to deal with_____, whose huge army will take much longer to mobilise.

And so_____declares war on_____.

_____million men are now marching to war across Europe.

_____and the_____remain neutral. President Wilson and the American public have no desire to get entangled in Europe's war.

A British Expeditionary Force lands in_____, while the German invasion is held up for crucial days by Belgian resistance at the fortress-city of Liège.___troops commit several massacres against_____civilians. The atrocities are inflated by Allied propaganda, and help turn public opinion in neutral countries against_____.

The British Expeditionary Force clashes with the_____army at Mons. But the British are heavily **outnumbered / outgunned.** Soon, they join the French in **retreat / surrender.**

The Allies make their stand at the River Marne,__miles outside Paris. Their desperate counterattack saves the city and drives the Germans back. Both sides suffer a **quarter / half** of a_____casualties.

The two armies then dig-in along the entire___mile front.

The outbreak of World War I: Listening script:

1914: the Great Powers of Europe are divided into two **rival alliances**: The Triple Entente: France, Britain and Russia, **united** by fear and **suspicion** of Germany, Europe's new strongest power. And the Triple Alliance: Germany, which fears **encirclement** by its **rivals**; Austro-Hungary, clinging onto a **fragile** empire; and Italy, seeking **gains** at French **expense**.

The spark comes on 28th June, in the city of Sarajevo. Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, is **assassinated** by a 19 year-old Slav nationalist named Gavrilo Princip. Austro-Hungary **accuses** its Balkan **rival** Serbia of having aided the **assassin**, and sends an **ultimatum**, demanding **humiliating concessions**. Serbia **rejects** the **ultimatum**, and Austro-Hungary **declares** war. Within hours Austrian forces are **shelling** Belgrade.

The Russian Tsar, Nicholas II, feels honour-bound to defend Serbia, a fellow Slav nation, and orders the Russian army to **mobilise**. German Emperor Wilhelm II has promised his support to Austro-Hungary. He and his generals see **conflict** with Russia as **inevitable** – and the sooner the better, as Russian strength grows year on year. Russian **mobilisation** is used to **justify** German **mobilisation**, followed by a **declaration** of war on Russia.

Germany knows war with Russia means war with Russia's **ally**, France. It has developed the Schlieffen Plan to meet this threat of a war on two fronts – first, its armies will **advance** rapidly through **neutral** Belgium to **encircle** and destroy French armies near Paris, and win a quick victory. Then its forces can move east to deal with Russia, whose huge army will take much longer to **mobilise**. And so Germany **declares** war on France. Six million men are now marching to war across Europe.

Italy, however, remains **neutral**. The terms of the Triple **Alliance** don't **bind** it to join an **offensive** war. The United States also **declares** its **neutrality**. President Wilson and the American public have no desire to get **entangled** in Europe's war.

Britain is France's ally, but at first it's not clear if it will join the war against Germany. But when German troops **invade** Belgium, whose **neutrality** Britain has **guaranteed**, an **ultimatum** is sent from London to Berlin demanding they **withdraw**. It's ignored, and Britain declares war.

OPENING MOVES IN EUROPE

A British Expeditionary Force lands in France, while the German **invasion** is held up for crucial days by Belgian resistance at the fortress-city of Liège. German troops commit several massacres against Belgian civilians. The atrocities are inflated by Allied propaganda, and help turn **public opinion** in **neutral** countries against Germany.

France, unaware of Germany's great **encircling** attack, launches Plan XVII, an **offensive** into German **territory**. But in the Battle of the Frontiers they're driven back, with enormous losses on

both sides. The British Expeditionary Force clashes with the German army at Mons. But the British are heavily **outnumbered**, and soon join the French in **retreat**.

The Allies **make their stand** at the River Marne, 40 miles outside Paris. Their desperate counterattack saves the city and drives the Germans back. Both sides suffer a quarter of a million **casualties**.

'The Race to the Sea' begins, as both sides try to **outflank** each other to the north. A series of **clashes** leads to the First Battle of Ypres, where the Allies desperately cling on and prevent a German break through. There are more heavy losses on both sides. The two armies then dig-in along the entire 350 mile front, seeking shelter from deadly machinegun fire and artillery shells. Trench warfare has begun.

Questions:

What were the two rival alliances called?

_____

Who assassinated Archduke Franz Ferdinand?

_____

What was Germany's plan to fight on two fronts called?

_____

Which countries were in the 'Triple Entente'?

_____

Which countries were in the 'Triple Alliance'?

_____

Why did Britain join the war?

_____

Where did the allies make their stand?

_____

How did WWI begin?

World War 1 started when Archduke Franz Ferdinand of Austria was **assassinated** on June 28, 1914. This was the **immediate** cause but there were a series of events which **triggered** the war.

Over 17 million people were killed in the First World War and the impact it had on the old empires and the politics of the world was enormous, but what were the causes of WW1 and how did it start?

The **immediate** cause for World War 1 was the **assassination** of the Archduke Franz Ferdinand of Austria and his pregnant wife Sophie. Archduke Franz Ferdinand of Austria was the nephew of Emperor Franz Josef and **heir** to the throne of Austria and Hungary. The **assassination** was planned by a Serbian terrorist group, called *The Black Hand*, and the man who shot Franz Ferdinand and his wife was a Bosnian revolutionary named Gavrilo Princip.

However, there were many other causes for the start of World War 1.

Before WW1 was **triggered**, a number of defence **alliances** existed between the major European countries. What this meant was that if one country **declared** war on another, the other countries would also have to enter the **conflict** because it was in the **treaty** they agreed.

Britain, France, and Russia were part of an **alliance** called the Triple Entente, while Germany aligned itself with Austria-Hungary – known as the Central Powers.

After the **assassination**, Austria-Hungary threatened war on Serbia. They set out some very **harsh** demands that Serbia must meet. Germany sided with Austria-Hungary, while Russia sided with the Serbians. At this point, Europe was at the brink of going to war.

One month after the Archduke's **assassination** – on July 28 1914 – Austria-Hungary **declared** war on Serbia with the **backing** of Germany. Germany then **declared** war on Russia on August 1, and on France on August 3.

On August 4 1914, the German troops marched on France and the route they took went through Belgium. Since Britain had agreed to **maintain** the **neutrality** of Belgium, they **immediately declared** war on Germany.

British and German forces first fought at the Battle of Mons in Belgium. This was the first of many battles between Britain and Germany on the Western Front and is when World War 1 started for Britain.

Vocabulary words:

Rival - *noun* the contestant you hope to defeat**;** *verb* be the rival of, be in competition with**;** be equal to in quality or ability

alliance - *noun* a formal agreement establishing an association or alliance between nations or other groups to achieve a particular aim**;**an organization of people (or countries) involved in a pact or treaty**;**a connection based on kinship or marriage or common interest**;** the state of being allied or confederated**;** the act of forming an alliance or confederation

ally - *noun* a friendly nation**;** an associate who provides assistance**;***verb* become an ally or associate, as by a treaty or marriage

allies - *noun* an alliance of nations joining together to fight a common enemy**;** in World War I the alliance of Great Britain and France and Russia and all the other nations that became allied with them in opposing the Central Powers**;** the alliance of nations that fought the Axis in World War II and which (with subsequent additions) signed the charter of the United Nations in 1945

united - *adj.* characterized by unity; being or joined into a single entity**;** of or relating to two people who are married to each other**;**involving the joint activity of two or more

Suspicion - *noun* being of a suspicious nature**;** the state of being suspected**;** doubt about someone's honesty**;** an impression that something might be the case

encircle - *verb* form a circle around**;** bind with something round or circular**;** be around

fragile - *adj.* vulnerably delicate**;** easily broken or damaged or destroyed**;** lacking solidity or strength and liable to break

Gain - *noun* the amount by which the revenue of a business exceeds its cost of operating**;** the amount of increase in signal power or voltage or current expressed as the ratio of output to input**;** the advantageous quality of being beneficial**;** a quantity that is added**;***verb* increase (one's body weight)**;** increase in**;** obtain advantages, such as points, etc.**;** earn on some commercial or business transaction; earn as salary or wages**;** rise in rate or price**;** reach a destination, either real or abstract**;** win something through one's efforts**;** derive a benefit from**;** obtain

expense - *noun* a detriment or sacrifice**;** amounts paid for goods and services that may be currently tax deductible (as opposed to capital expenditures)**;** money spent to perform work and usually reimbursed by an employer

assassinate - *verb* destroy or damage seriously, as of someone's reputation**;** murder; especially of socially prominent persons

Accuse - *verb* bring an accusation against; level a charge against**;**blame for, make a claim of wrongdoing or misbehavior against

ultimatum - *noun* a final peremptory demand

humiliate - *verb* cause to feel shame; hurt the pride of

Concession - *noun* a contract granting the right to operate a subsidiary business**;** the act of conceding or yielding**;** a point conceded or yielded

reject - *noun* the person or thing that is rejected or set aside as inferior in quality**;** *verb* refuse to accept or acknowledge**;** reject with contempt**;** refuse entrance or membership**;** dismiss from consideration or a contest**;** deem wrong or inappropriate**;** refuse to accept**;** resist immunologically the introduction of some foreign tissue or organ

declare - *verb* state firmly**;** declare to be**;** proclaim one's support, sympathy, or opinion for or against**;** state emphatically and authoritatively**;** make a declaration (of dutiable goods) to a customs official**;** designate (a trump suit or no-trump) with the final bid of a hand**;** authorize payments of**;** announce publicly or officially

declaration - *noun* a statement that is emphatic and explicit (spoken or written)**;** (law) unsworn statement that can be admitted in evidence in a legal transaction**;** a statement of taxable goods or of dutiable properties**;** a formal expression by a meeting; agreed to by a vote**;** a formal public statement**;** (contract bridge) the highest bid becomes the contract setting the number of tricks that the bidder must make

Shelling - *noun* the heavy fire of artillery to saturate an area rather than hit a specific target

mobilise - *verb* cause to move around**;** make ready for action or use**;** get ready for war**;** call to arms; of military personnel

mobilisation - *noun* act of assembling and putting into readiness for war or other emergency: "mobilization of the troops"**;** act of marshaling and organizing and making ready for use or action

conflict - *noun* an open clash between two opposing groups (or individuals)**;** an incompatibility of dates or events**;** opposition between two simultaneous but incompatible feelings**;** opposition in a work of drama or fiction between characters or forces (especially an opposition that motivates the development of the plot)**;** a state of opposition between

persons or ideas or interests; a hostile meeting of opposing military forces in the course of a war; a disagreement or argument about something important; *verb* go against, as of rules and laws; be in conflict

Inevitable - *adj.* incapable of being avoided or prevented; invariably occurring or appearing; *noun* an unavoidable event

justify - *verb* adjust the spaces between words; show to be right by providing justification or proof; show to be reasonable or provide adequate ground for; defend, explain, clear away, or make excuses for by reasoning; let off the hook

advance - *adj.* situated ahead or going before; being ahead of time or need; *noun* increase in price or value; an amount paid before it is earned; the act of moving forward toward a goal; a tentative suggestion designed to elicit the reactions of others; a change for the better; progress in development; a movement forward; *verb* rise in rate or price; develop further; bring forward for consideration or acceptance; move forward, also in the metaphorical sense; cause to move forward; move forward; pay in advance; develop in a positive way; increase or raise; obtain advantages, such as points, etc.; give a promotion to or assign to a higher position; contribute to the progress or growth of

neutral - *adj.* of something that is lacking hue; lacking distinguishing quality or characteristics; not supporting or favoring either side in a war, dispute, or contest; neither moral nor immoral; neither good nor evil, right nor wrong; possessing no distinctive quality or characteristics; having no net electric charge; not electrified; having no personal preference; having only a limited ability to react chemically; chemically inactive; *noun* one who does not side with any party in a war or dispute

neutrality - *noun* nonparticipation in a dispute or war; pH value of 7;tolerance attributable to a lack of involvement

Bind - *noun* something that hinders as if with bonds; *verb* form a chemical bond with; make fast; tie or secure, with or as if with a rope; wrap around with something so as to cover or enclose; provide with a binding; create social or emotional ties; cause to be constipated; bind by an obligation; cause to be indebted; fasten or secure with a rope, string, or cord; secure with or as if with ropes;stick to firmly

offensive - *adj.* unpleasant or disgusting especially to the senses;causing anger or annoyance; for the purpose of attack rather than defense; violating or tending to violate or offend against; of an offensive substitute for inoffensive terminology; morally offensive;causing or able to cause nausea; *noun* the action of attacking an enemy

Entangle - *verb* twist together or entwine into a confusing mass;entrap

invade - *verb* march aggressively into another's territory by military force for the purposes of conquest and occupation; penetrate or assault, in a harmful or injurious way; occupy in large numbers or live on a host; to intrude upon, infringe, encroach on, violate

invasion - *noun* the act of invading; the act of an army that invades for conquest or plunder; (pathology) the spread of pathogenic microorganisms or malignant cells to new sites in the body; any entry into an area not previously occupied

guarantee - *noun* a written assurance that some product or service will be provided or will meet certain specifications; a pledge that something will happen or that something is true; a collateral agreement to answer for the debt of another in case that person defaults; *verb* give surety or assume responsibility; make certain of;stand behind and guarantee the quality, accuracy, or condition of;promise to do or accomplish

Withdraw - *verb* pull back or move away or backward; remove (a commodity) from (a supply source); remove something concrete, as by lifting, pushing, or taking off, or remove something abstract; keep away from others; take back what one has said; make a retreat from an earlier commitment or activity; release from something that holds fast, connects, or entangles; lose interest; cause to be returned;withdraw from active participation; retire gracefully; break from a meeting or gathering

opinion - *noun* the reason for a court's judgment (as opposed to the decision itself); a personal belief or judgment that is not founded on proof or certainty; the legal document stating the reasons for a judicial decision; a message expressing a belief about something; the expression of a belief that is held with confidence but not substantiated by positive knowledge or proof; a vague idea in which some confidence is placed; a belief or sentiment shared by most people; the voice of the people

territory - *noun* an area of knowledge or interest; the geographical area under the jurisdiction of a sovereign state; a region marked off for administrative or other purposes

Outnumber - *verb* be larger in number

retreat - *noun* (military) withdrawal of troops to a more favorable position to escape the enemy's superior forces or after a defeat;(military) a bugle call signaling the lowering of the flag at sunset;(military) a signal to begin a withdrawal from a dangerous position; a place of privacy; a place affording peace and quiet; withdrawal for prayer and study and meditation; an area where you can be alone;*verb* make a retreat from an earlier commitment or activity; move away, as for privacy; pull back or move away or backward; move back

Casualty - *noun* a decrease of military personnel or equipment;someone injured or killed in an accident; someone injured or killed or captured or missing in a military engagement; an accident that causes someone to die

outflank - *verb* go around the flank of (an opposing army)**;** get the better of

clash - *noun* a state of conflict between persons**;** a state of conflict between colors**;** a minor short-term fight**;** a loud resonant repeating noise**;** *verb* disagree violently**;** be incompatible; be or come into conflict**;** crash together with violent impact

Immediate - *adj.* having no intervening medium**;** performed with little or no delay**;** immediately before or after as in a chain of cause and effect**;** of the present time and place**;** very close or connected in space or time

Series - *noun* (mathematics) the sum of a finite or infinite sequence of expressions**;** a periodical that appears at scheduled times**;**(sports) several contests played successively by the same teams**;**similar things placed in order or happening one after another**;** a group of postage stamps having a common theme or a group of coins or currency selected as a group for study or collection**;**(electronics) connection of components in such a manner that current flows first through one and then through the other**;** a serialized set of programs

trigger - *noun* an act that sets in motion some course of events**;** a device that activates or releases or causes something to happen**;**lever that activates the firing mechanism of a gun**;** *verb* release or pull the trigger on**;** put in motion or move to act

Heir - *noun* a person who is entitled by law or by the terms of a will to inherit the estate of another**;** a person who inherits some title or office

treaty - *noun* a written agreement between two states or sovereigns

harsh - *adj.* sharply disagreeable; rigorous**;** severe**;** unkind or cruel or uncivil**;** unpleasantly stern**;** disagreeable to the senses**;** of textures that are rough to the touch or substances consisting of relatively large particles

Backing - *noun* the act of providing approval and support**;**something forming a back that is added for strengthening**;** financial resources provided to make some project possible

maintain - *verb* state or assert**;** observe correctly or closely**;** support against an opponent**;** state categorically**;** maintain by writing regular records**;** supply with necessities and support**;** maintain for use and service**;** have and exercise**;** keep in safety and protect from harm, decay, loss, or destruction**;** keep in a certain state, position, or activity; e.g., "keep clean"

True or false:

WWI began when Archduke Franz Ferdinand was murdered on June 31st, 1914. **TRUE | FALSE**

More than 17,000,000 people died in WWI **TRUE | FALSE**

The assassination of Franz Ferdinand was planned by a group called 'The Dark Hand' **TRUE | FALSE**

The assassination of Franz Ferdinand was the *only* cause of WWI **TRUE | FALSE**

Britain, France, and Russia were part of an **alliance** called the Triple Entente **TRUE | FALSE**

Germany aligned itself with Austria-Hungary **TRUE | FALSE**

Austria-Hungary set out some very easy demands that Serbia must meet. **TRUE | FALSE**

Fill in the gaps:

Archduke Franz Ferdinand was killed on_____1914

One month later, Austria-Hungary_____on Serbia.

Germany declared war on Russia on 1st of_____.

Germany declared war on_____on 3rd of August.

August 4th 1914, German soldiers marched towards_____by going through_____.

The first battle between British and German forces was at the Battle of___in_____.

***Paraphrasing* –Rewrite the sentences without changing the meaning:**

"WWI started when Archduke Franz Ferdinand of Austria was **assassinated** on June 28, 1914."

_____

"There were a **series** of events which **triggered** the war."

_____

"They set out some very **harsh** demands that Serbia must meet."

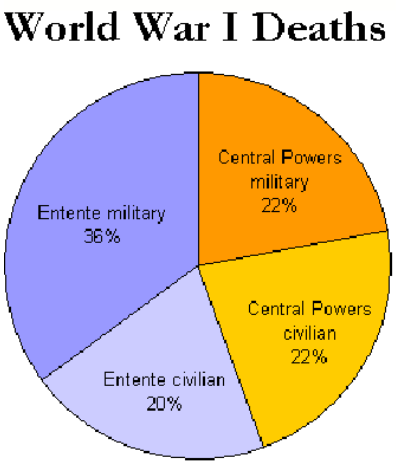
_____

"Germany sided with Austria-Hungary, while Russia sided with the Serbians."

_____

"At this point, Europe was at the brink of going to war."

Writing:



WWI resulted in quite a few casualties. There were over 17 million deaths and 20 million wounded. Below are graphs that show the breakdown of these casualties by nations.

Describe what this graph shows, in your own words:

_____

_____

_____

_____

Below are two opposing arguments to the question *"Is war ever justified?"* from debate.org



What are *your* opinions on the subject?

_____

_____

_____

The outbreak of World War I (Part 2)

Watch the video at: https://drive.google.com/open?id=10xF4VuLVhMzvAYv2_DgAlhJsjNwgY-Rh

British warships win the first naval battle of the war at Heligoland Bight, sinking _____ German cruisers. Britain has the most powerful navy in the world:_____modern battleships to Germany's_____. They now impose a naval blockade on Germany, preventing contraband goods, including_____, from reaching it by sea.

German submarines, or U-boats, have a surface range of_____miles, and can attack undetected from beneath the waves.

On the Eastern Front, Russian armies invade **East Prussia / West Ukraine**.

Ludendorff masterminds a brilliant German victory, taking_____prisoners and destroying an entire Russian army.

The Russians contribute to their own defeat by transmitting uncoded wireless messages. A second massive German victory at Masurian Lakes forces the Russians into **retreat / surrender.**

In just_____weeks, the Russian army suffers nearly a_____of a million casualties. Meanwhile Austro-Hungary's invasion of Serbia suffers a humiliating reverse at the Battle of Cer. Austro-Hungary's offensive against Russia also ends in disaster and retreat, with the loss of more than___men.

Beyond Europe, the war rages on the world's **oceans / mountains** and in far-flung European colonies.

A_____strong force attacking German South-West Africa, modern Namibia, is captured at Sandfontein. A month later, British landings at Tanga end in **victory / chaos and defeat** at the hands of a much smaller German force led by Colonel von Lettow-Vorbeck.

_____weeks later, he runs into a British naval task force at the Falkland Islands. Four of the _____German cruisers are sunk. Von Spee goes down with his flagship.

The fighting in Serbia has already cost around_____casualties on each side.

On the Western Front, the French launch their first major offensive against the German lines: but the First Battle of Champagne leads to **small / huge** gains at a cost of 90,000 casualties.

While in the Caucasus, an Ottoman offensive through the mountains in midwinter ends in disaster at Sarikamish. Turkish casualties total_____, many **frozen / starved** to death.

On the Western Front, that first Christmas is marked in some sectors by a short truce, and games of **football / cricket** in No Man's Land, the killing zone between the trenches.

Vocabulary words:

naval - *adj.* connected with or belonging to or used in a navy

modern - *adj.* characteristic of present-day art and music and literature and architecture**;** used of a living language; being the current stage in its development**;** belonging to the modern era; since the Middle Ages**;** relating to a recently developed fashion or style**;**ahead of the times**;** *noun* a typeface (based on an 18th century design by Gianbattista Bodoni) distinguished by regular shape and hairline serifs and heavy downstrokes**;** a contemporary person

impose - *verb* impose something unpleasant**;** impose and collect**;**compel to behave in a certain way

blockade - *noun* a war measure that isolates some area of importance to the enemy**;** prevents access or progress**;** *verb* impose a blockade on**;** obstruct access to**;** render unsuitable for passage**;**hinder or prevent the progress or accomplishment of

contraband - *adj.* distributed or sold illicitly**;** *noun* goods whose importation or exportation or possession is prohibited by law

surrender - *noun* the delivery of a principal into lawful custody**;** the act of surrendering (under agreed conditions)**;** a verbal act of admitting defeat**;** acceptance of despair**;** *verb* give up or agree to forgo to the power or possession of another**;** relinquish to the power of another; yield to the control of another**;** relinquish possession or control over

victim - *noun* an unfortunate person who suffers from some adverse circumstance**;** a person who is tricked or swindled

lethal - *adj.* of an instrument of certain death

torpedo - *noun* armament consisting of a long cylindrical self-propelled underwater projectile that detonates on contact with a target**;** a small explosive device that is placed on a railroad track and fires when a train runs over it; the sound of the explosion warns the engineer of danger ahead**;** a small firework that consists of a percussion cap and some gravel wrapped in paper; explodes when thrown forcefully against a hard surface**;** an explosive device that is set off in an oil well (or a gas well) to start or to increase the flow of oil (or gas)**;** any sluggish bottom-dwelling ray of the order Torpediniformes having a rounded body and electric organs on each side of the head capable of emitting strong electric discharges**;** a large sandwich made of a long crusty roll split lengthwise and filled with meats and cheese (and tomato and onion and lettuce and condiments); different names are used in different sections of the United States**;** a professional killer who uses a gun**;** *verb* attack or hit with torpedoes

range - *noun* a place for shooting (firing or driving) projectiles of various kinds**;** a variety of different things or activities**;** the limits within which something can be effective**;** a large tract of grassy open land on which livestock can graze**;** a series of hills or mountains**;** the limits of the values a function can take**;** a kitchen appliance used for cooking food**;** an area in which something acts or operates or has power or control: "the range of a supersonic jet"**;** the limit of capability**;** *verb* let eat**;** lay out orderly or logically in a line or as if in a line**;** range or extend over; occupy a certain area**;** change or be different within limits**;** have a range; be capable of projecting over a certain distance, as of a gun**;** assign a rank or rating to**;** feed as in a meadow or pasture**;** move about aimlessly or without any destination, often in search of food or employment

undetected - *adj.* not perceived or discerned

herald - *noun* (formal) a person who announces important news**;** an indication of the approach of something or someone**;** *verb* praise vociferously**;** greet enthusiastically or joyfully**;** foreshadow or presage

deadly - *adj.* (of a disease) having a rapid course and violent effect**;**causing or capable of causing death**;** of an instrument of certain death**;** involving loss of divine grace or spiritual death**;** extremely poisonous or injurious; producing venom**;** exceedingly harmful**;** *adv.*as if produced by death**;** as if dead**;** (used as intensives) extremely

blunder - *noun* an embarrassing mistake**;** *verb* utter impulsively**;**make one's way clumsily or blindly**;** commit a faux pas or a fault or make a serious mistake

disaster - *noun* an act that has disastrous consequences**;** an event resulting in great loss and misfortune**;** a state of extreme (usually irremediable) ruin and misfortune

mastermind - *noun* someone who has exceptional intellectual ability and originality**;** someone who creates new things**;** *verb* plan and direct (a complex undertaking)

contribute - *verb* contribute to some cause**;** be conducive to**;**provide**;** bestow a quality on

transmitting - *noun* the act of sending a message; causing a message to be transmitted
Definition not found for **coded**. Please try http://dictionary.reference.com/browse/coded for a definition.

retreat - *noun* (military) withdrawal of troops to a more favorable position to escape the enemy's superior forces or after a defeat**;**(military) a bugle call signaling the lowering of the flag at sunset**;**(military) a signal to begin a withdrawal from a dangerous position**;** a place of privacy; a place affording peace and quiet**;** withdrawal for prayer and study and meditation**;** an area where you can be alone**;***verb* make a retreat from an earlier commitment or activity**;** move away, as for privacy**;** pull back or move away or backward**;** move back

force - *noun* physical energy or intensity**;** a powerful effect or influence**;** a group of people having the power of effective action**;**group of people willing to obey orders**;** (physics) the influence that produces a change in a physical quantity**;** a putout of a base runner who is required to run; the putout is accomplished by holding the ball while touching the base to which the runner must advance before the runner reaches that base**;** an act of aggression (as one against a person who resists)**;** (of a law) having legal validity**;** a unit that is part of some military service**;** one possessing or exercising power or influence or authority**;** *verb* impose or thrust urgently, importunately, or inexorably**;** do forcibly; exert force**;** force into or from an action or state, either physically or metaphorically**;** cause to move by pulling**;**squeeze like a wedge into a tight space**;** take by force**;** urge or force (a person) to an action; constrain or motivate**;** move with force, "He pushed the table into a corner"**;** to cause to do through pressure or necessity, by physical, moral or intellectual means :"She forced him to take a job in the city"

casualty - *noun* a decrease of military personnel or equipment**;**someone injured or killed in an accident**;** someone injured or killed or captured or missing in a military engagement**;** an accident that causes someone to die

humiliating - *adj.* causing awareness of your shortcomings

reverse - *adj.* of the transmission gear causing backward movement in a motor vehicle**;** reversed (turned backward) in order or nature or effect**;** directed or moving toward the rear**;** *noun* (American football) a running play in which a back running in one direction hands the ball to a back running in the opposite direction**;** the gears by which the motion of a machine can be reversed**;** the side of a coin or medal that does not bear the principal design**;** an unfortunate happening that hinders or impedes; something that is thwarting or frustrating**;** a relation of direct opposition**;** turning in the opposite direction**;** *verb* change to the contrary**;** turn inside out or upside down**;** rule against**;** annul by recalling or rescinding

besiege - *verb* harass, as with questions or requests**;** surround so as to force to give up**;** cause to feel distressed or worried

rescue - *noun* recovery or preservation from loss or danger**;** *verb*take forcibly from legal custody**;** free from harm or evil

diversion - *noun* a turning aside (of your course or attention or concern)**;** an activity that diverts or amuses or stimulates**;** an attack calculated to draw enemy defense away from the point of the principal attack

bombard - *noun* a large shawm; the bass member of the shawm family**;** *verb* address with continuously or persistently, as if with a barrage**;** throw bombs at or attack with bombs**;** cast, hurl, or throw repeatedly with some missile

occupy - *verb* live (in a certain place)**;** occupy the whole of**;** engage or engross wholly**;** march aggressively into another's territory by military force for the purposes of conquest and occupation**;** require (time or space)**;** keep busy with**;** be present in; be inside of**;** be on the mind of

seize - *verb* affect**;** take hold of; grab**;** take or capture by force**;** hook by a pull on the line**;** capture the attention or imagination of**;** take possession of by force, as after an invasion**;** take temporary possession of as a security, by legal authority**;** seize and take control without authority and possibly with force; take as one's right or possession

chaos - *noun* (physics) a dynamical system that is extremely sensitive to its initial conditions**;** (Greek mythology) the most ancient of gods; the personification of the infinity of space preceding creation of the universe**;** the formless and disordered state of matter before the creation of the cosmos**;** a state of extreme confusion and disorder

defeat - *noun* an unsuccessful ending to a struggle or contest**;** the feeling that accompanies an experience of being thwarted in attaining your goals**;** *verb* win a victory over**;** thwart the passage of

wage - *noun* something that remunerates**;** *verb* carry on (wars, battles, or campaigns)

guerilla - *noun* a member of an irregular armed force that fights a stronger force by sabotage and harassment

treaty - *noun* a written agreement between two states or sovereigns

seize - *verb* affect**;** take hold of; grab**;** take or capture by force**;** hook by a pull on the line**;** capture the attention or imagination of**;** take possession of by force, as after an invasion**;** take temporary possession of as a security, by legal authority**;** seize and take control without authority and possibly with force; take as one's right or possession

hit-and-run - *adj.* involving a driver of a motor vehicle who leaves the scene of an accident**;** designed for or consisting of a brief attack followed by a quick escape

truce - *noun* a state of peace agreed to between opponents so they can discuss peace terms

temporary - *adj.* lacking continuity or regularity**;** not permanent; not lasting**;** *noun* a worker (especially in an office) hired on a temporary basis

hiatus - *noun* a missing piece (as a gap in a manuscript)**;** a natural opening or perforation through a bone or a membranous structure**;**an interruption in the intensity or amount of something

cease - *noun* (`cease' is a noun only in the phrase `without cease') end**;** *verb* have an end, in a temporal, spatial, or quantitative sense; either spatial or metaphorical**;** put an end to a state or an activity

fire - *noun* the act of firing weapons or artillery at an enemy**;** a fireplace in which a relatively small fire is burning**;** intense adverse criticism**;** the event of something burning (often destructive)**;** a severe trial**;** the process of combustion of inflammable materials producing heat and light and (often) smoke**;** once thought to be one of four elements composing the universe (Empedocles)**;** feelings of great warmth and intensity**;** *verb* bake in a kiln so as to harden**;**cause to go off**;** go off or discharge**;** drive out or away by or as if by fire**;** terminate the employment of**;** destroy by fire**;** start firing a weapon**;** call forth (emotions, feelings, and responses)**;** provide with fuel

gesture - *noun* motion of hands or body to emphasize or help to express a thought or feeling**;** something done as an indication of intention**;** the use of movements (especially of the hands) to communicate familiar or prearranged signals**;** *verb* show, express or direct through movement

goodwill - *noun* a disposition to kindness and compassion**;** the friendly hope that something will succeed**;** (accounting) an intangible asset valued according to the advantage or reputation a business has acquired (over and above its tangible assets)

joyous - *adj.* full of or characterized by joy

unarmed - *adj.* (used of persons or the military) not having or using arms**;** (used of plants or animals) lacking barbs or stings or thorns

document - *noun* anything serving as a representation of a person's thinking by means of symbolic marks**;** writing that provides information (especially information of an official nature)**;** a written account of ownership or obligation**;** (computer science) a computer file that contains text (and possibly formatting instructions) using seven-bit ASCII characters**;** *verb* support or supply with references**;**record in detail

sombre - *adj.* grave or even gloomy in character**;** lacking brightness or color; dull

combatant - *adj.* engaging in or ready for combat**;** *noun* someone who fights (or is fighting)

chivalry - *noun* courtesy towards women**;** the medieval principles governing knighthood and knightly conduct

quash - *verb* put down by force or intimidation**;** declare invalid

disciplinary - *adj.* relating to a specific field of academic study**;**relating to discipline in behavior**;** designed to promote discipline

humanity - *noun* the quality of being humane**;** all of the living human inhabitants of the earth**;** the quality of being human

endure - *verb* put up with something or somebody unpleasant**;**undergo or be subjected to**;** continue to live; endure or last**;** continue to exist**;** persist for a specified period of time**;** last and be usable**;**face or endure with courage

Paraphrasing:

“The aim is to bring Germany's economy to its knees and force it to surrender.”

_____

_____

“They herald a deadly new challenge to Britain's command of the seas.”

_____

_____

“But they blunder into disaster at the Battle of Tannenberg, where General von Hindenburg and his Chief of Staff Erich Ludendorff mastermind a brilliant German victory.”

_____

_____

“The Russians contribute to their own defeat by transmitting uncoded wireless messages.”

_____

_____

“A second massive German victory at Masurian Lakes forces the Russians into retreat.”

_____

_____

“The Germans are forced to come to the rescue, launching a diversionary attack towards Warsaw.”

_____

_____

“the war rages on the world's oceans and in far-flung European colonies.”

_____

“British troops seize control of the Ottoman port of Basra.”

_____

“Austrian troops finally capture Belgrade, but the Serbs then counterattack and drive them back once more.”

_____

_____

“…that first Christmas is marked in some sectors by a short truce, and games of football in No Man's Land.”

_____

_____

Reading Task:

Watch the video at: https://drive.google.com/open?id=1UsJrDME6Nz2c3OKX0IIkcxYZgoiMv-G4

On December 7, 1914, Pope Benedict XV suggested a **temporary hiatus** of the war for the celebration of Christmas. The warring countries refused to create any official **cease-fire**, but on Christmas the soldiers in the trenches declared their own unofficial truce.

During World War I, on and around Christmas Day 1914, the sounds of rifles firing and shells exploding faded in a number of places along the Western Front in favour of holiday celebrations in the trenches and **gestures of goodwill** between enemies.

Starting on Christmas Eve, many German and British troops sang Christmas carols to each other across the lines, and at certain points the Allied soldiers even heard brass bands joining the Germans in their **joyous** singing.

At the first light of dawn on Christmas Day, some German soldiers emerged from their trenches and approached the Allied lines across no-man's-land, calling out "Merry Christmas" in their enemies' native tongues. At first, the Allied soldiers feared it was a trick, but seeing the Germans **unarmed** they climbed out of their trenches and shook hands with the enemy soldiers. The men exchanged presents of cigarettes and plum puddings and sang carols and songs. There was even a **documented** case of soldiers from opposing sides playing a good-natured game of football.

Some soldiers used this short-lived ceasefire for a more **sombre** task: the retrieval of the bodies of fellow **combatants** who had fallen within the no-man's land between the lines.

The so-called Christmas Truce of 1914 came only five months after the outbreak of war in Europe and was one of the last examples of the outdated notion of **chivalry** between enemies in warfare. It was never repeated—future attempts at holiday ceasefires were **quashed** by officers' threats of **disciplinary** action—but it served as heartening proof, however brief, that beneath the brutal clash of weapons, the soldiers' essential **humanity endured**.

During World War I, the soldiers on the Western Front did not expect to celebrate on the battlefield, but even a world war could not destroy the Christmas spirit.

Reading questions:

- The Christmas Day truce was an official, temporary peace between the warring nations. **TRUE | FALSE**
- The truce began on Christmas eve, with soldier singing to eachother **TRUE | FALSE**
- The German soldiers were the first to appear from the trenches **TRUE | FALSE**
- The allied soldiers thought, at first, that this a trick **TRUE | FALSE**
- The soldiers gave each other presents, such as plum pudding and Christmas cake. **TRUE| FALSE**
- Some soldiers used this opportunity to retrieve their fallen comrades **TRUE | FALSE**
- The Christmas day truce occurred in 1915 **TRUE | FALSE**
- Officers encouraged future truces **TRUE | FALSE**

Vocabulary Word	Synonym	Antonym
Lethal		
Undetected		
Blunder		
Deadly		
Contribute		
Retreat		
Seize		
Joyous		
Sombre		
Goodwill		
Temporary		

Automation

Watch the video at:
https://drive.google.com/open?id=10kW03BfswfYag6Eqm9nCkL6cBbGoUtYE

Listening script:

So this is my niece. Her name is Yahli. She is nine months old. Her mum is a doctor, and her dad is a lawyer. By the time Yahli goes to college, the jobs her parents do are going to look **dramatically** different.

In 2013, researchers at Oxford University did a study on the future of work. They **concluded** that almost one in every two jobs have a high risk of being **automated** by machines. Machine learning is the technology that's responsible for most of this **disruption**. It's the most powerful branch of **artificial intelligence**. It allows machines to learn from data and **mimic** some of the things that humans can do. My company, Kaggle, **operates** on the cutting edge of machine learning. We bring together hundreds of thousands of experts to solve important problems for **industry** and **academia**. This gives us a unique **perspective** on what machines can do, what they can't do and what jobs they might **automate** or **threaten**.

Machine learning started making its way into **industry** in the early '90s. It started with **relatively** simple tasks. It started with things like **assessing** credit risk from loan applications, sorting the mail by reading handwritten characters from zip codes. Over the past few years, we have made **dramatic breakthroughs**. Machine learning is now capable of far, far more complex tasks. In 2012, Kaggle challenged its community to build an **algorithm** that could grade high-school essays. The winning **algorithms** were able to match the grades given by human teachers. Last year, we issued an even more difficult **challenge**. Can you take images of the eye and **diagnose** an eye disease called diabetic retinopathy? Again, the winning **algorithms** were able to match the **diagnoses** given by human ophthalmologists.

Now, given the right data, machines are going to **outperform** humans at tasks like this. A teacher might read 10,000 essays over a 40-year career. An ophthalmologist might see 50,000 eyes. A machine can read millions of essays or see millions of eyes within minutes. We have no chance of competing against machines on frequent, high-volume tasks.

But there are things we can do that machines can't do. Where machines have made very little progress is in tackling **novel** situations. They can't handle things they haven't seen many times before. The **fundamental limitations** of machine learning is that it needs to learn from large **volumes** of past data. Now, humans don't. We have the ability to connect seemingly **disparate threads** to solve problems we've never seen before.

Percy Spencer was a **physicist** working on **radar** during World War II, when he noticed the magnetron was melting his chocolate bar. He was able to connect his understanding of electromagnetic radiation with his knowledge of cooking in order to invent -- any guesses? -- the microwave oven.

Now, this is a particularly remarkable example of creativity. But this sort of **cross-pollination** happens for each of us in small ways thousands of times per day. Machines cannot compete with us when it comes to **tackling novel** situations, and this puts a **fundamental** limit on the human tasks that machines will **automate**.

So what does this mean for the future of work? The future state of any single job lies in the answer to a single question: To what extent is that job **reducible** to **frequent**, high-**volume** tasks, and to

what extent does it involve **tackling novel** situations? On frequent, high-**volume** tasks, machines are getting smarter and smarter. Today they grade essays. They **diagnose** certain diseases. Over coming years, they're going to **conduct** our audits, and they're going to read **boilerplate from legal contracts**. Accountants and lawyers are still needed. They're going to be needed for complex tax **structuring**, for **pathbreaking litigation**. But machines will shrink their ranks and make these jobs harder to come by.

Now, as mentioned, machines are not making progress on **novel** situations. The copy behind a marketing **campaign** needs to grab consumers' attention. It has to stand out from the crowd. Business **strategy** means finding gaps in the market, things that nobody else is doing. It will be humans that are creating the copy behind our marketing **campaigns**, and it will be humans that are developing our business **strategy**.

So Yahli, whatever you decide to do, let every day bring you a new **challenge**. If it does, then you will stay ahead of the machines.

Thank you.

Vocabulary words:

dramatic - *adj.* suitable to or characteristic of drama**;** sensational in appearance or thrilling in effect**;** used of a singer or singing voice that is marked by power and expressiveness and a histrionic or theatrical style**;** pertaining to or characteristic of drama

dramatically - *adv.* in a dramatic manner**;** with respect to dramatic value**;** in a very impressive manner

concluded - *adj.* having come or been brought to a conclusion

automated - *adj.* operated by automation

disruption - *noun* the act of causing disorder**;** an act of delaying or interrupting the continuity**;** an event that results in a displacement or discontinuity**;** a disorderly outburst or tumult

mimic - *adj.* constituting an imitation**;** *noun* someone who mimics (especially an actor or actress)**;** *verb* imitate (a person or manner), especially for satirical effect

operate - *verb* happen**;** handle and cause to function**;** direct or control; projects, businesses, etc.**;** perform surgery on**;** perform a movement in military or naval tactics in order to secure an advantage in attack or defense**;** keep engaged**;** perform as expected when applied

industry - *noun* the organized action of making of goods and services for sale**;** the people or companies engaged in a particular kind of commercial enterprise**;** persevering determination to perform a task

academia - *noun* the academic world

perspective - *noun* the appearance of things relative to one another as determined by their distance from the viewer**;** a way of regarding situations or topics etc.

automate - *verb* make automatic or control or operate automatically

threaten - *verb* to utter intentions of injury or punishment against:"He threatened me when I tried to call the police"**;** to be a menacing indication of something:"The clouds threaten rain"**;** pose a threat to; present a danger to

relative - *adj.* not absolute or complete**;** properly related in size or degree or other measurable characteristics; usually followed by `to'**;***noun* an animal or plant that bears a relationship to another (as related by common descent or by membership in the same genus)**;**a person related by blood or marriage

assess - *verb* estimate the value of (property) for taxation**;** charge (a person or a property) with a payment, such as a tax or a fine**;** place a value on; judge the worth of something**;** set or determine the amount of (a payment such as a fine)

breakthrough - *noun* making an important discovery; a penetration of a barrier such as an enemy's defense; a productive insight

algorithm - *noun* a precise rule (or set of rules) specifying how to solve some problem

challenge - *noun* a demand by a sentry for a password or identification; questioning a statement and demanding an explanation; a formal objection to the selection of a particular person as a juror; a call to engage in a contest or fight; a demanding or stimulating situation; *verb* raise a formal objection in a court of law;ask for identification; issue a challenge to; take exception to

diagnose - *verb* determine or distinguish the nature of a problem or an illness through a diagnostic analysis; subject to a medical analysis

outperform - *verb* be or do something to a greater degree

novel - *adj.* pleasantly new or different; original and of a kind not seen before; *noun* a printed and bound book that is an extended work of fiction; a extended fictional work in prose; usually in the form of a story

fundamental - *adj.* being or involving basic facts or principles; far-reaching and thoroughgoing in effect especially on the nature of something; serving as an essential component; *noun* the lowest tone of a harmonic series

limitation - *noun* an act of limiting or restricting (as by regulation);the quality of being limited or restricted; (law) a time period after which suits cannot be brought; a principle that limits the extent of something; the greatest amount of something that is possible or allowed

volume - *noun* the magnitude of sound (usually in a specified direction); a publication that is one of a set of several similar publications; the amount of 3-dimensional space occupied by an object; a relative amount; physical objects consisting of a number of pages bound together; the property of something that is great in magnitude

disparate - *adj.* including markedly dissimilar elements;fundamentally different or distinct in quality or kind

thread - *noun* a fine cord of twisted fibers (of cotton or silk or wool or nylon etc.) used in sewing and weaving; the raised helical rib going around a screw; the connections that link the various parts of an event or argument together; any long object resembling a thin line;*verb* pass through or into; remove facial hair by tying a fine string around it and pulling at the string; pass a thread through; thread on or as if on a string; to move or cause to move in a sinuous, spiral, or circular course

physicist - *noun* a scientist trained in physics

radar - *noun* measuring instrument in which the echo of a pulse of microwave radiation is used to detect and locate distant objects

cross-pollination - *noun* stimulating influence among diverse elements; fertilization by transfer of pollen from the anthers of one flower to the stigma of another

tackle - *noun* (American football) grasping an opposing player with the intention of stopping by throwing to the ground; a position on the line of scrimmage; the person who plays that position on a football team; gear used in fishing; gear consisting of ropes etc. supporting a ship's masts and sails; *verb* seize and throw down an opponent player, who usually carries the ball; put a harness; accept as a challenge

reducible - *adj.* capable of being reduced

frequent - *adj.* frequently encountered; coming at short intervals or habitually; *verb* be a regular or frequent visitor to a certain place; do one's shopping at; do business with; be a customer or client of

conduct - *noun* manner of acting or controlling yourself; (behavioral attributes) the way a person behaves toward other people; *verb*lead, as in the performance of a composition; lead musicians in the performance of; transmit or serve as the medium for transmission;direct the course of; manage or control; take somebody somewhere;behave in a certain manner

boilerplate - *noun* thick plate iron used in the production of boilers;standard formulations uniformly found in certain types of legal documents or news stories

legal - *adj.* allowed by official rules; established by or founded upon law or official or accepted rules; having legal efficacy or force; of or relating to jurisprudence; relating to or characteristic of the profession of law

contract - *noun* a variety of bridge in which the bidder receives points toward game only for the number of tricks he bid; a binding agreement between two or more persons that is enforceable by law;(contract bridge) the highest bid becomes the contract setting the number of tricks that the bidder must make; *verb* be stricken by an illness, fall victim to an illness; enter into a contractual arrangement;make smaller; become smaller or draw together; reduce in scope while retaining essential elements; make or become more narrow or restricted; compress or concentrate; squeeze or press together;engage by written agreement

structure - *noun* a thing constructed; a complex entity constructed of many parts; the manner of construction of something and the arrangement of its parts; a particular complex anatomical part; the complex composition of knowledge as elements and their combinations; the people in a society considered as a system organized by a characteristic pattern of relationships; *verb* give a structure to

groundbreaking - *adj.* being or producing something like nothing done or experienced or created before**;** *noun* the ceremonial breaking of the ground to formally begin a construction project

litigation - *noun* a legal proceeding in a court; a judicial contest to determine and enforce legal rights

campaign - *noun* an overland journey by hunters (especially in Africa)**;** a series of actions advancing a principle or tending toward a particular end**;** several related operations aimed at achieving a particular goal (usually within geographical and temporal constraints)**;** a race between candidates for elective office**;** *verb* go on a campaign; go off to war**;** run, stand, or compete for an office or a position**;** exert oneself continuously, vigorously, or obtrusively to gain an end or engage in a crusade for a certain cause or person; be an advocate for

strategy - *noun* the branch of military science dealing with military command and the planning and conduct of a war**;** an elaborate and systematic plan of action

soar - *noun* the act of rising upward into the air**;** *verb* go or move upward**;** fly upwards or high in the sky**;** rise rapidly**;** fly a plane without an engine**;** fly by means of a hang glider

tenfold - *adj.* containing ten or ten parts**;** *adv.* by ten times as much

international - *adj.* concerning or belonging to all or at least two or more nations**;** from or between other countries**;** *noun* any of several international socialist organizations

over - *adj.* having come or been brought to a conclusion**;** *adv.*throughout a period of time**;** at or to a point across intervening space etc.**;** throughout an area**;** beyond the top or upper surface or edge; forward from an upright position**;** over the entire area**;** *noun* (cricket) the period during which a given number of balls (6 in England but 8 in Australia) are bowled at the batsman by one player from the other team from the same end of the pitch

reliant - *adj.* relying on another for support

overrun - *adj.* (often followed by `with' or used in combination) troubled by or encroached upon in large numbers**;** *noun* too much production or more than expected**;** *verb* run beyond or past**;** seize the position of and defeat**;** invade in great numbers**;** flow or run over (a limit or brim)**;** occupy in large numbers or live on a host

expression - *noun* the act of forcing something out by squeezing or pressing**;** the feelings expressed on a person's face**;** expression without words**;** the communication (in speech or writing) of your beliefs or opinions**;** (genetics) the process of expressing a gene**;** a group of words that form a constituent of a sentence and are considered as a single unit**;** a group of symbols that make a mathematical statement**;** the style of expressing yourself**;** a word or phrase that particular people use in particular situations

quiver - *noun* case for holding arrows**;** the act of vibrating**;** an almost pleasurable sensation of fright**;** a shaky motion**;** *verb* shake with fast, tremulous movements**;** move back and forth very rapidly**;**move with or as if with a regular alternating motion

ai - *noun* the branch of computer science that deal with writing computer programs that can solve problems creatively**;**

donated - *adj.* given freely especially to a cause or fund

robust - *adj.* rough and crude**;** physically strong**;** strong enough to withstand or overcome intellectual challenges or adversity**;** marked by richness and fullness of flavor

beneficial - *adj.* promoting or enhancing well-being**;** tending to promote physical well-being; beneficial to health

Questions:

Vocabulary word	**Synonym**	**Antonym** (If any)
Frequent		
Conduct		
Strategy		
Campaign		
Assessing		
Threaten		
Dramatic		

- **How old is Yahli?** _____
- **What is Yahli's mother's profession?** _____
- **What is Yahli's father's profession?** _____
- **What did Oxford University research in 2013?** _____
- **Which technology is responsible for jobs being replaced?** _____
- **What does 'artificial intelligence' allow machines to do?** _____
- **What decade did 'artificial intelligence' start making its way into the industry?** _____
- **What was Perry Spencer working on during WW2?** _____
- **What did he accidentally discover?** _____

Writing:

There are many jobs which can be automated, but can you think of a job which could never be automated? Why?

_____

_____

_____

_____

Do you think machines can be more intelligent than humans? Why?

_____

_____

_____

_____

Reading:

Watch the video at: https://drive.google.com/open?id=1QmKYbIDoO6-e5NMPMLg76jYpd7ybBedf

The technology available to us has **soared** in recent years opening us up a world of opportunity and improving our lives **tenfold**. We now have access to machines and devices that can assist us in our everyday activities, making it possible to do things like to communicate **internationally** in an instant. This has led to many people believing that we are **over reliant** on this technology. Some **sceptics** go even further and say that not only will we become **over reliant** but that machines will in time **overrun** humanity as we know it, and thus control the world.

This raises the question, is there a real chance that machines could take over the world? We were so interested on the divided opinions that we decided to open it up for debate.

Most people are still relatively confident that machines will not become intelligent enough to be able to think for themselves and take over. However, the American Poet, Diane Ackerman, once said, "Artificial intelligence is growing up fast, as are robots whose **facial expressions** can elicit empathy and make your mirror neurons **quiver**." She is not alone in these thoughts with a lot of theorists supporting this view that developing **artificial intelligence** too much could be dangerous. One individual who has stood out in recent years is Tesla CEO Elon Musk. He has **donated** millions of dollars to the future of life institute – an institute that uses money to keep artificial intelligence "**robust** and **beneficial**."

The other side of the argument is that no matter how intelligent machines become, they are created by humans and they can never become as intelligent as their creators. We will leave you with the words of American writer Elbert Hubbard, who claimed that "one machine can do the work of fifty ordinary men but no machine can do the work of one extraordinary man."

What does Diane Ackerman believe about artificial intelligence?

_____

_____

What does Elbert Hubbard believe about artificial intelligence?

_____

_____

What do YOU believe about artificial intelligence? Do you believe it could be dangerous to humanity? Why?

_____

_____

Paraphrasing:

“Almost one in every two jobs have a high risk of being **automated** by machines”

_____

_____

“Over the past few years, we have made **dramatic breakthroughs**. Machine learning is now capable of far, far more complex tasks.”

_____

_____

“The **fundamental limitations** of machine learning is that it needs to learn from large **volumes** of past data. Now, humans don't.”

_____

_____

“It will be humans that are creating the copy behind our marketing **campaigns**, and it will be humans that are developing our business **strategy**.”

_____

_____

“Let every day bring you a new **challenge**. If it does, then you will stay ahead of the machines.”

_____

_____

Ghost towns

Watch the video at:
https://drive.google.com/open?id=1p4X6mbeb4erMzyXwqNAWfKVy8bPHDikJ

Throughout the world there are many **deserted** towns which are forbidden to visitors. These towns are not only unfit for humans, but also for surrounding plants and **wildlife** left behind.

These villages are toxic **wastelands** which have endured severe environmental damage over the years. These **ghost towns** look like something out of a horror movie, and are not fit even for exploring today. Let's take a look at the little towns you're not allowed to visit.

Number five: Centralia, Pennsylvania

During 1962, the government decided to **incinerate** an enormous pile of rubbish at Centralia dump. This was a very bad idea, as the town's dump was located on top of an **abandoned** coal mine, along with most of the town. After the fire consumed the rubbish, it **ignited** the leftover coal of the coalmine, and spread throughout the remaining mine.

This created carbon monoxide, which **seeped** up through the ground. Disturbingly, people in the surrounding homes began to lose consciousness after sinkholes and cracks started appearing throughout the town.

Authorities realized they could not stop the fire and **relocated** the residents. Disturbingly, the fire *still* remains in the town, and it's been notified that part of the mine could collapse at any moment, making the ground dangerous to walk on. The town's air is also deadly; blowing out sulphur steam from out of the holes, which can **suffocate** a person today. This **abandoned** town remains **off-limits** to the public.

Number four: Pripyat, Ukraine

This town was founded only two miles away from the Chernobyl nuclear power plant. The city was **renowned** for being designed by some of the best architects and wanted to be an example of how an **idealistic** vision of how communism could look.

However during 1986, parts of Chernobyl exploded after a failed safety test, resulting in radioactive waste being **unleashed** into the air. The cloud of radiation was so toxic that woodland surrounding the area simply died. Disturbingly, the Soviet government did not act straight away, and waited 36 hours before **evacuating** the town of Pripyat. At this stage many residents were showing **symptoms** of radiation poisoning, and 31 people died.

Within one month of the Chernobyl accident, the World Health Organization and Greenpeace **predicted** that the long term death toll could eventually be as high as 90,000.

Today the town is less radioactive than going through an airport security scanner three times, however studies of the local wildlife show that radiation poisoning is still happening; birds have significantly smaller brains, trees grow smaller, and there are fewer insects.

Number three: Whitman, Western Australia

Whitman was the largest town located on Australia's only blue **asbestos** mine. During the 1940s, mining began to boom in the area and continued for more than 30 years. However a connection was made between **asbestos** dust and lung disease, and the Australian government closed down the mine. Sadly, this was too late as the **asbestos** had already done **irreversible** damage to the town and its residents.

It was discovered that people who lived in the area were 20 to 83 percent more likely to die from cancer than the rest of the population, and out of 20,000 people who lived in Whitman, 2000 died from **asbestos**-related diseases.

Amazingly, the government considered cleaning up Whitman, but soon decided it would be safer to relocate the people and abandon the town altogether. Throughout the decades, the local government used Asbestos as construction material on roads, pipelines, airstrips and even golf courses, which has now been banned.

People even brought Asbestos into their homes to use as sand pits to reduce dust around the house. **Fibres** found in **asbestos** can easily be **inhaled**, and can **pierce** a lung, causing **inflammation** and releasing **mutations** that promote tumour growth.

Just a brief **exposure** to **asbestos** can cause mesothelioma and lung cancer.

Number two: Picher, Oklahoma

After the discovery of lead and zinc **deposits** in 1914, the town of Picher was born. As both metals were needed during World War one, the town soon grew in population.

The town's community was made up of mostly miners, and eventually pitcher became the largest **exporter** of zinc and lead in the world. However, during the 1970s, dark times hit the town, and the mining that the town had survived on left behind a toxic by-product called “Chad”, a chalky substance. This stuff was poisonous, and there was an estimated one 178 million tons of it.

Chad was infused in the mill sand and was piled around the town. The local townspeople initially had no idea that chad was poisonous and, would use the substance to fill up the driveways, and even children's sandboxes.

Shockingly, families would even have picnics on the chad piles. The high school track team would train on them, and children rode their bikes on the chalky substance.

It was not until the 1990s when they discovered it was a health risk, containing lead, and a staggering 46 percent of the children tested positive to high levels of lead.
Eventually the town was evacuated with residents being relocated.

Even though the air meets the government's minimum **standards**, the town is still toxic, and windy days can still blow large amounts of lead throughout the city.

Disturbingly, in 2015 over 1,000 **migratory** birds were discovered dead from zinc poisoning across the town of Picher.

Number one: Treece, Kansas

During the early 20th century, lead, zinc and iron **ore** deposits were discovered, leading to the creation of Treece. The town of Treece supplied most of the **ore** during World Wars. Years later during the 1970's, much of the town's environment had been destroyed, and Treece's air had turned deadly.

Disturbingly, children who once lived in the town and had played in the **contaminated** swimming holes would go home with reddish skin. Their parents would assume it was sunburn. However, they later found that they had received chemical burns.

Treece residents began to suspect the lead was poisoning them. Blood tests eventually proved them right, and the town was declared unfit for humans. Today the town is surrounded by millions of tons of lead and zinc mining waste.

Similar to the town of Picher, mountains of chat flank the town, as winds blow the dust throughout the city. Years of mining has left the earth **unstable**, leading to hundreds of cave-ins, and trees is still being decontaminated.

Vocabulary words

Desert - *adj.* located in a dismal or remote area; desolate**;** *noun* arid land with little or no vegetation**;** *verb* leave someone who needs or counts on you; leave in the lurch**;** desert (a cause, a country or an army), often in order to join the opposing cause, country, or army

wildlife - *noun* all living things (except people) that are undomesticated

wasteland - *noun* an uninhabited wilderness that is worthless for cultivation

incinerate - *verb* become reduced to ashes**;** cause to undergo combustion

Abandon - *noun* the trait of lacking restraint or control; reckless freedom from inhibition or worry**;** a feeling of extreme emotional intensity**;** *verb* stop maintaining or insisting on; of ideas or claims**;**leave someone who needs or counts on you; leave in the lurch**;** give up with the intent of never claiming again**;** forsake, leave behind**;**leave behind empty; move out of

ignite - *verb* cause to start burning; subject to fire or great heat**;**arouse or excite feelings and passions**;** start to burn or burst into flames

seep - *verb* pass gradually or leak through or as if through small openings

relocate - *verb* move or establish in a new location**;** become established in a new location

Suffocate - *verb* feel uncomfortable for lack of fresh air**;** be asphyxiated; die from lack of oxygen**;** suppress the development, creativity, or imagination of**;** become stultified, suppressed, or stifled**;**impair the respiration of or obstruct the air passage of**;** struggle for breath; have insufficient oxygen intake**;** deprive of oxygen and prevent from breathing

off-limits - *adj.* barred to a designated group

renowned - *adj.* widely known and esteemed

idealistic - *adj.* of high moral or intellectual value; elevated in nature or style**;** of or relating to the philosophical doctrine of the reality of ideas

Unleash - *verb* release or vent**;** turn loose or free from restraint**;**release from a leash

evacuate - *verb* excrete or discharge from the body**;** empty completely**;** create a vacuum in (a bulb, flask, reaction vessel)**;** move out of an unsafe location into safety**;** move people from their homes or country

symptom - *noun* anything that accompanies X and is regarded as an indication of X's existence**;** (medicine) any sensation or change in bodily function that is experienced by a patient and is associated with a particular disease

predict - *verb* make a prediction about; tell in advance**;** indicate by signs

Asbestos - *noun* a fibrous amphibole; used for making fireproof articles; inhaling fibers can cause asbestosis or lung cancer

irreversible - *adj.* incapable of being reversed

Fibre - *noun* a leatherlike material made by compressing layers of paper or cloth**;** the inherent complex of attributes that determine a persons moral and ethical actions and reactions**;** a slender and greatly elongated solid substance

inhale - *verb* draw in (air)**;** draw deep into the lungs in by breathing

Pierce - *noun* 14th President of the United States (1804-1869)**;** *verb*make a hole into**;** penetrate or cut through with a sharp instrument**;**cut or make a way through**;** move or affect (a person's emotions or bodily feelings) deeply or sharply**;** sound sharply or shrilly

inflammation - *noun* arousal to violent emotion**;** a response of body tissues to injury or irritation; characterized by pain and swelling and redness and heat**;** the act of setting something on fire**;** the state of being emotionally aroused and worked up

mutation - *noun* a change or alteration in form or qualities**;**(genetics) any event that changes genetic structure; any alteration in the inherited nucleic acid sequence of the genotype of an organism**;**(biology) an organism that has characteristics resulting from chromosomal alteration

exposure - *noun* the act of subjecting someone to an influencing experience**;** abandoning without shelter or protection (as by leaving as infant out in the open)**;** presentation to view in an open or public manner**;** the act of exposing film to light**;** vulnerability to the elements; to the action of heat or cold or wind or rain**;** aspect re light or wind**;** the disclosure of something secret**;** the intensity of light falling on a photographic film or plate**;** a picture of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material**;** the state of being vulnerable or exposed

Deposit - *noun* the act of putting something somewhere**;** a payment given as a guarantee that an obligation will be met**;** the phenomenon of sediment or gravel accumulating**;** money given as security for an article acquired for temporary use**;** money deposited in a bank**;** a facility where things can be deposited for storage or safekeeping**;**matter that has been deposited by some natural process**;** a partial payment made at the time of purchase; the balance to be paid later**;**the natural process of laying down a deposit of something**;** *verb* put into a bank account**;** fix, force, or implant**;** put (something somewhere) firmly

export - *noun* commodities (goods or services) sold to a foreign country**;** *verb* cause to spread in another part of the world**;** sell or transfer abroad

standard - *adj.* commonly used or supplied**;** regularly and widely used or sold**;** established or widely recognized as a model of authority or excellence**;** conforming to or constituting a standard of measurement or value; or of the usual or regularized or accepted kind**;** conforming to the established language usage of educated native speakers**;** *noun* any distinctive flag**;** an upright pole or beam (especially one used as a support)**;** a basis for comparison; a reference point against which other things can be evaluated**;** the value behind the money in a monetary system**;** a board measure = 1980 board feet**;** the ideal in terms of which something can be judged

migratory - *adj.* used of animals that move seasonally**;** habitually moving from place to place especially in search of seasonal work

Ore - *noun* a monetary subunit in Denmark and Norway and Sweden; 100 ore equal 1 krona**;** a mineral that contains metal that is valuable enough to be mined

contaminated - *adj.* rendered unwholesome by contaminants and pollution**;** corrupted by contact or association**;** contaminated with infecting organisms

decontaminate - *verb* rid of contamination

unstable - *adj.* highly or violently reactive**;** disposed to psychological variability**;** lacking stability or fixity or firmness**;** subject to change; variable**;** affording no ease or reassurance**;** suffering from severe mental illness

Word	**Definition**	**Synonyms**
Deserted		
	Left behind	Deserted
	Wild animals	Fauna
Ignite		
	As things should be	Perfectionistic
Export		Spread out
	May fall or break at any time	

Writing tasks:

Answer the following questions *in your own words.*

What happened in 1962 in Centralia?

Why was the government's decision to burn the rubbish such a bad idea?

What happened in 1986 at the Chernobyl power plant? Why?

What effects of the Chernobyl disaster can be seen in Prypiat today? Why is this bad?

Why is asbestos so dangerous?

Which of the five abandoned towns would you *least* like to visit? Why?

Diarists of the Second World War

Most people have heard of Anne Frank and her 'frank' and personal account of living in hiding during the Second World War, but have you heard of Rutka Laskier, Yoko Moriwaki, Tanya Savicheva or Petr Ginz? Probably not, but all of these young people also wrote personal accounts of their experiences in the war. Read on to find out more.

Ghetto Life

Life for Polish Jews was particularly hard during the war. They were the first nation invaded by the Nazis and the Jewish citizens of the country soon found themselves rounded up and sent to live in enclosed communities known as ghettos.



Miriam Cheszczewascki was 15 years old in 1939, when she began to write about being interred in the Radomsko ghetto. Her father ran a Jewish school where Hebrew was taught. This school later became an active part of the ghetto community. Both Miriam's father and brother were murdered by the Nazis while the family lived in the ghetto. Her father, David, was killed for refusing to board a deportation train and her brother, Nahum, had been actively involved in the Zionist cause. Miriam's early diary focuses on the events between the summer of 1939 and the occupation of her town, Radomsko, in September 1939. The later entries come from 1941 and describe the events of the war and ghetto life.

On 24th October 1942, Miriam and her mother surrendered to a Polish police officer. They had been hiding for a week in a lavatory while the ghetto was being cleared by the Nazis. They were starving and exhausted and agreed to be transported along with the other Jews of Radomsko. Miriam probably died at Treblinka concentration camp in 1942.

A month before her deportation, Miriam had written: "It may seem silly, but only a step away from death I still worry about my diary. I would not want for it to meet a miserable end in an oven or on a rubbish heap. I wish somebody could find it - even if it be only a German - and would read it. I wish that these scribblings, though they record barely a fraction of the cruelties, would one day serve as a true and faithful document of our times."



After the war, the notebooks containing her diary were given to her old teacher, Stefania Heilbrunn, who took them to Israel. Miriam had wanted her diary to be saved and to be read and now that dream has come true. Parts

of the diary have been published in Hebrew, Yiddish, Polish and English and the original notebook was donated to Yad Vashem, Israel's official memorial to the Holocaust.



Rut 'Rutka' Laskier

Rut 'Rutka' Laskier – (1929 – 1943), also wrote about her teenage years spent in a ghetto in Poland. She was brought up in Gdansk in Northern Poland. When the Nazi party came to power in Germany in 1933, her family, along with many others, fled to the south of Poland, away from the German border.



They settled in Bedzin, where her grandparents came from and were eventually forced into the Bedzin ghetto when it was created in 1939. In 1943, at the age of 14, Rutka started a sixty- page diary, reporting on her own daily life as well as the horrors of the ghetto. During the period in which she wrote the diary, Rutka began to fear that she would not survive the war. She asked a Catholic friend to help her hide the diary beneath the floor boards of the house she was living in. When the ghettos were cleared, the friend, Stanislawa Sapinska, returned to the house to retrieve it. The diary remained with her for 64 years until finally being published in 2006. Rutka died in the camp at Auschwitz in 1943. Rutka's mother and brother also died in the Holocaust. Like Anne Frank, only Rutka's father survived the war and remarried.

A Czech Childhood Cut Short:

Petr Ginz (1928 – 1944) was a Czechoslovakian boy of partial Jewish heritage. Ginz was somewhat of a child prodigy: he was a keen speaker of Esperanto, a language derived from a number of other European languages; and he had written five novels by the time he was 14.

The law in Czechoslovakia declared that children of mixed Jewish and Christian marriages should be transported to work camps at the age of 14. Ginz was transported to a concentration camp at Theresienstadt and wrote and studied extensively while there. At the camp, he started and ran the Vedem newspaper, chronicling life for the other inmates. He died at the age of sixteen in 1944 when he was transported to Auschwitz and sent to the gas chambers there. His diary for 1941 – 1942, written in a matter of fact manner about the time before his transportation, has been published in a

number of languages, including Esperanto.

Diaries from Elsewhere

While teenage diaries of the Holocaust are the most prevalent, there were some diaries produced in other war-torn parts of the world as well. Both Japan and Russia suffered huge civilian and humanitarian crises during the Second World War.

'Japan's Anne Frank'

Yoko Moriwaki was a young Japanese girl who grew up in the city of Hiroshima. As a school project, she began to record her daily life and activities in April 1945. She recorded her pride in her school and her country, the planes she saw flying overhead and lists of the classes she was taking. The diary is a snapshot of an ordinary life lived during extraordinary times. Her diary comes to an abrupt end on 6th August 1945, when, on a school trip to complete community work, Yoko was caught up in the nuclear bombing of her city. Years later, her father added one last, sad entry in her diary. A section of the text reads: "At 8:15 in the morning, you bore the full brunt of that terrible atomic blast … Finally, you drew your last lonely breath at 11:24 that evening, uttering the words, 'Isn't Mother here yet?'" Her brother survived the blast and made publication of the volume possible.



Hiroshima after the atomic blast.

Caught up in the Siege

Some of the most poignant texts written during the war years are very short. Tatyana 'Tanya' Nikolayevna Savicheva (1930 – 1944) was a young Russian who wrote her diaries during the Siege of Leningrad in 1944. The siege was conducted by the Germans, who prevented Russian supplies from reaching the city of Leningrad, now known as St. Petersburg. Beginning in 1941, the blockade lasted until the Russians were able to break through and create a supply corridor in 1944. The siege had lasted 872 days by the time it came to a halt; over 1.5 million Russian civilians and soldiers had died of starvation and hypothermia in the cold Russian winters.

Tanya kept two diaries at first, but the larger of these was burned when no more wood was available to keep her family warm. The surviving notebook is a small book that simply records the dates of her family members' deaths. The last



Tanya Savicheva's Diary

entry reads: "The Savichevs are dead/ Everyone is dead/ Only Tanya is left." Tanya Savicheva was one of 140 children rescued from Leningrad in August 1942. She was taken to a hospital in Shatki as an evacuee in 1944, but later died of intestinal tuberculosis. Stone versions of eight pages from her diary detailing the loss of her family, one by one, make up part of the 'Flower of Life' Memorial in St. Petersburg.

‘Dear Diary’

Research one of the events of the Second World War mentioned in the article. You might choose to write about the Siege of Leningrad, the Holocaust, the ghettos, or the bombings of Hiroshima and Nagasaki. Create a fact file about the event you research.

ghetto

enclosed (enclose)

interred (inter)

deportation

prodigy

chronicling (to chronicle)

civilian

humanitarian

poignant

blockade

Hebrew

Zionist

Yad Vashem

Esperento

Hiroshima

1. Where were Polish Jews sent to live once the Nazis took over Poland?

2. What eventually happened to Miriam Cheszczewascki and her family?

3. How did Miriam's diary come to be published?

4. What did Rutka Laskier's family do when the Nazis came to power in Germany in 1933?

5. How did Rutka's diary survive the war? Who kept it?

6. List three things you learn about Petr Ginz from the article.

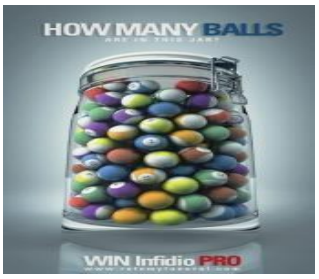
7. State two things Yoko Moriwaki wrote about in her diary.

8. What was the Siege of Leningrad? How many people are estimated to have died in it?

Psychology

Warm up topic:

How many balls are in this jar?

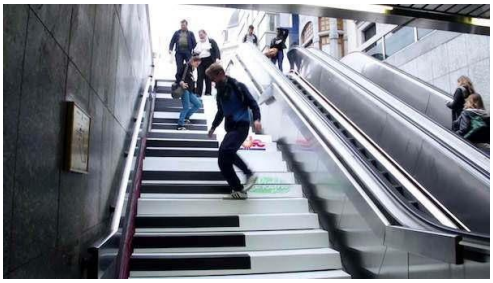


Introductory discussion topic: **Interesting facts**

- Posting a **calorie chart** in fast food restaurants leads people to choose *less healthy* foods.
- Getting paid for doing something you like, can make you *less creative*.
- If you announce your goals to others, you tend to *lose* **motivation**.
- Music is the language of emotion; the type of music you listen to affects the way you **perceive** the world around you.
- The emotion 'Love', is –technically speaking- indistinguishable from **obsessive compulsive disorder.**
- Studies have shown that happiness is **contagious**, and that if your friends are happy, you are more likely to be happy too. This shows that, by making others happy, you are more likely to be happy yourself.
- 90% of people send text/instant messages to say things that they cannot say in person.
- Your decisions are more **rational** when they're thought in another language.
- Intelligent people tend to **underestimate** themselves, whereas ignorant people tend to **overestimate** their abilities.
- People between the ages of 18-33 have the highest levels of **stress**. After the age of 33, **stress** levels tend to decrease.
- Money spent on doing things, rather than having things, tends to be remembered as the better investment.
- Feeling ignored has the same chemical effect on the brain as an injury.
- When you try to remember an event, you're actually remembering the last time you tried to remember it, rather than the event itself.
- When somebody says "Can I ask you a question?", you tend to immediately begin to **recall** all of the bad things that you've done recently.
- The **average** teenager today has the same level of anxiety as the average psychiatric patient in the 1950's.
- Scientists have shown that most internet trolls are **narcissistic**, **sadistic** and **psychopathic** in nature.

Reading task:

Odd psychology experiments that help define human nature



The Piano Stairs Experiment

Technically, this might be a really brilliant advertising campaign, but the message behind it is very important. An initiative by Volkswagen, called *The Fun Theory*, wanted to prove that people's behaviours can change for the better, by making **mundane** activities fun.

They decided to turn a staircase in Stockholm, Sweden, into a working piano to see if people would be more willing to take the stairs. At the end of the day 66% of the people in the station took the stairs that day, and had fun with it; proving that fun is the best way to get people to change their ways.

The Smoky Room Experiment



In this experiment, participants were told to sit in a room to fill out questionnaires. Suddenly the room filled with smoke, and they wanted to see what the participants would do. There were 3 variations of the experiment:
1) where the unsuspecting participant was alone in the room 2) Three unsuspecting participants were in the room together and 3) There was one unsuspecting participant and 2 actors, who were told to ignore the smoke.

When the participants were alone, 75% left the room calmly to report smoke. In the condition where there were 3 participants, only 40% reported the smoke. In the final condition, where the actors ignored the smoke, only 10% of participants reported it.

This experiment proved how much people rely on the responses of others to guide their behaviour. When something is happening and no one is responding to it, they take their cues from others and assume that a response isn't needed. When they're **solo**, they make their own decision.

The Asch Conformity Experiment

This is another example of our **tendency** to **conform** to social situations. Conducted in the 1950's, a subject was placed in a room of actors. The person conducting the experiment asked the group to identify the longest line. The actors purposely chose the incorrect line in order to see if the subject would go along with the group, or act independently and answer honestly.

The results proved that in the majority of cases, people tend to **conform** to the group.

The Halo Effect Experiment

In this experiment, conducted in 1920, a psychologist ask commanding officers in the military to rate their **subordinates** based on certain **characteristics**. He wanted to know if our impressions of one quality, let's say intelligence, would then bleed into our **perceptions** of other characteristics such as leadership, **loyalty** or honesty.

He found that if people have a good impression of one **characteristic**, then that has a *halo effect* on other qualities. For example, if someone is attractive, then we assume that they're also kind, smart and funny (when they might not necessarily be). The same goes the opposite way. If we don't find them attractive, then we think they may be dumb, mean and unpleasant.

False Consensus Experiment

In this study, students were asked to walk around a college campus with a sign that said "Eat at Joe's." The researchers then asked the students to **estimate** how many other people would agree to wearing the sign. The students that agreed to wear the sign **initially** thought that others would agree as well. Those who refused, felt that the majority of people would refuse as well.

The result of the experiment proves something called the *False Consensus Effect.*This means that no matter our beliefs, options or behaviours, we feel that the majority of other people agree with us and will act the same way we do.



The "Violinist in the Metro" Experiment

In 2007, **acclaimed** violinist Josh Bell posed as a street musician at a busy Washington D.C subway station.

Normally, he sells out concert theatres, at $100 a seat, and plays a Stradivarius worth $3.5 Million. Except, no one cared.

No one stopped to listen to the music, or look closely enough at the musician to recognize him. The only people that stopped to listen, were kids. The experiment begged the question on whether we'd recognize true beauty, when we're told that it's supposed to be beautiful (i.e. in a concert hall), and if we actually appreciate the beauty in the world around us.

The Marshmallow Test Experiment

Conducted in the late 1960's and 70's, children aged 4-6 were placed in a room with a treat (either a marshmallow or a cookie). They were told by the administrator that they'd get a second treat, if the first treat remained on the table for 15 minutes.

Follow-up studies were conducted with the same kids, years later, and it was discovered that the ones that could delay **gratification**, did better academically (better SAT scores, higher education levels, better jobs, etc…). This suggests that the ability to wait for **gratification** is an essential skill for life and something that is formed early on.

The Milgram Experiment



You might be familiar with this one. Conducted in 1961 at Yale, psychologist Stanley Milgram wanted to know how willing people were to **obey** an **authority** figure, even though the request conflicted with their morals. Participants were told to play the role of "teacher" and **administer** shocks to the "student," every time an answer was given incorrectly, by the **administrator/authority** figure. In reality no one was being shocked, it was just recordings.

What he found was that even though the recordings were begging for the shocks to stop, the participants continued with the experiment, increasing the voltage and administering more and more lethal shocks, only because an authority figure told them to. What this proved was that people are willing to go against their **consciences** if they're being told to do so by an **authority** figure.



The Robbers Cave Experiment

In this **controversial** experiment, researchers placed 22 boys between 11-12 with similar backgrounds, into two groups at the Robbers Cave Park in Oklahoma.

The boys spent the first week of the experiment **bonding** with the other members of their group, and only their group.

The second week, they were told that there was a second group and that they were in direct competition for resources and prizes. This seeded **discord** between the groups and things got violent. In the third, and final week, they boys were told to work together with the other group, and these shared tasks led to a **truce**.

What this proved was that unless we're told to hate/compare ourselves to others, there is no **ingrained** sense of competition or **animosity**. Hate is taught.

The Stanford Prison Experiment



Can't leave this one off. This is easily one of the most **corrupt** and **morally bankrupt** experiments done, ever. Done back in 1971 at Stanford, a fake prison was created in the basement. For the experiment, 24 males were divided at random into the roles of prisoners and guards for two weeks. The test subjects that were assigned the guard duties, fell into the roles so well that the started abusing their classmates. The experiment was cancelled after 6 days. This shows that people will easily change their behaviour, when in a position of power.

Vocabulary words:

Calorie chart	**Motivation**	**Perceive**
Obsessive compulsive disorder	**Contagious**	**Rational**
Underestimate	**Overestimate**	**Stress**
Recall	**Average**	**Narcissistic / Narcissism**
Sadistic / Sadism	**Psychopathy / Psychopathic**	**mundane**
Solo	**tendency**	**conform**
subordinates	**characteristics**	**perceptions**
Loyalty	**estimate**	**initially**
Acclaimed	**gratification**	**obey**
administer	**authority**	**conscience**
controversial	**bonding**	**discord**
Truce	**ingrained**	**animosity**
Corrupt	**morally bankrupt**	

Word	Synonyms	Use in a sentence
Perceive		
Overestimate		
Recall		
Average		
Mundane		
Solo		
Conform		
Loyalty		
Obey		

Paraphrasing:

“Posting a **calorie chart** in fast food restaurants leads people to choose *less healthy* foods.”

_____

_____

“When somebody says “Can I ask you a question?”, you tend to immediately begin to **recall** all of the bad things that you’ve done recently.”

_____

_____

“People’s behaviours can change for the better, by making **mundane** activities fun.”

_____

“People rely on the responses of others to guide their behaviour.”

_____

“The results proved that in the majority of cases, people tend to **conform** to the group.”

_____

“If people have a good impression of one **characteristic**, then that has a *halo effect* on other qualities. For example, if someone is attractive, then we assume that they’re also kind, smart and funny (when they might not necessarily be).”

_____

_____

“Unless we’re told to hate/compare ourselves to others, there is no **ingrained** sense of competition or **animosity**. Hate is taught.”

_____

_____

Writing:

Which one of the experiments do you find most interesting, and why?

People tend to conform to a group. Do you believe that you tend to follow the crowd, or make your own decisions? Why?

Do you believe that the ability to delay gratification is a useful skill to have? Why? Is it a skill you have?

The perception of time

Watch the video at: https://drive.google.com/open?id=1p-ahQ2Udqvw_UKZw_04fNuMsbRs6Cvha

Time... makes sense in small pieces. But when you look at huge stretches of time, it's almost impossible to wrap your head around things. So, let's start small-- with minutes, hours, days. You probably spent the last 24 hours mostly sleeping and working, and you probably wasted a good chunk of yesterday on the Internet. Days become weeks, weeks become months, and then we have a year.

Let's look at 2017. France started to train eagles to hunt terrorist drones. A Czech nuclear power plant held a bikini **contest** to pick their new intern, and people on the Internet made a challenge out of eating bleach. You know, the usual stuff.

Let's go back further. A kid born in the first year of the 21st Century is 18 years old now. But the century is still young, even if you're not. It was largely shaped by the attacks on 9/11, which led to the war in Afghanistan and the invasion of Iraq.

In March 2011, the Syrian Civil War began, and is still ongoing after seven years. Most of us were born in the 20th century, which had the two most devastating wars in human history, and the Cold War. For the first time ever, we could destroy ourselves with nuclear weapons, and we almost did, but we also had a **space race** and left Earth for the first time.

The Internet was also invented, which led to memes , but also to Facebook and Twitter, so all in all, we're not sure if this was a *good* development. The average human lives about 79 years, which covers a good chunk of recent history.

The oldest living person on Earth is currently Celino Jaramillo, who was born in 1896, which means that his birth was closer to Napoleon ruling Europe, than to the current day. Only 250 years ago, the Industrial Revolution turned the world into a progress machine. Farmers became workers, and knowledge became easier to **distribute**. Around this time, we started the **progress** that is causing climate change today. Not that long ago, actually.

The Theory of **Evolution** changed how we saw ourselves and the world we live in. Newton wrote down his theory of gravity. We discovered distant stars, and very close **bacteria**.

The 15th century was very **eventful**. Columbus's "discovery" of America, and the fall of Constantinople marked the end of the Middle Ages.

War was all the rage in the Middle Ages, but the number one killer was disease. The Black Plague killed every third European in just six years. Around 2,000 years ago, we set the **arbitrary** Year 1 of our calendar that most of the world follows today. But to a Roman, the world was already **ancient**. The Great Pyramids were constructed 4,500 years ago. So, to a Roman, the pyramids were older than the Romans are to us today. So long ago, that there were still living **mammoths** on Earth.

A lot of history happened before that, even. Around 7,000 years ago, humans began writing things down.

About 12,000 years ago, human organization exploded. We built our first temple, and

around the world, mankind began farming, which enabled the rise of larger **communities**. Our dominance over planet Earth really begins here. Homo sapiens sapiens, the modern human, evolved at least 200,000 years ago.

50,000 years ago, the **Cognitive** Revolution expanded our minds and **innovation**. Back then, we shared Earth with at least five other human species that either died out or were killed by us.

At least 2 million years ago, our **ancestors** already had control over fire and **constructed** tools from wood and stone.

And six million years ago, the last common **ancestors** of chimpanzees and humans existed.

So this graph is all of human history. Our close relative, Homo erectus, survived 10 times longer than we have existed.

This tiny part is the human **era**. We have to zoom in a lot to even *see* your lifetime. Still, all of human history is not that long.

65 million years ago, the age of the dinosaurs ended in an enormous explosion. The dinosaurs ruled the Earth for over 165 million years. 27 times as long as all humans. That's so long, that it means a T- rex that lived at 65 million years ago is closer to us today than to a live Stegosaurus. Dinosaurs in the form of **mighty** chickens are still around today.

Animal life on this planet started 600 million years ago. The earliest animals were fish and other small simple sea creatures, then came insects, then **reptiles** and finally, around 200 million years ago, **mammals** joined the party.

Life itself began much further back. There is evidence that it appeared up to 4.1 BILLION years ago. For at least 3.5 billion years, life consisted only of single-celled organisms. 4.5 billion years ago, the Sun was born from a gigantic **imploding** gas cloud. 60 million years later, Earth formed.

In those early years, **frequent bombardment** by **comets** and **asteroids** supplied the Earth with large oceans. But as far as the whole universe goes, our solar system is pretty new. 13.75 billion years ago, the universe was born. And about half a billion years later, our own galaxy formed from billions of stars.

But what came before the Big Bang? The truth is... We don't know, and maybe we never will. And there you have it... The past.

Now let's take a look at what we know about the future. In roughly 1 billion years, the Sun will be so hot that life on Earth becomes impossible. The death of the Sun 4 billion years later marks the end of life in the solar system. If we want to have a chance to survive, we need to have **ventured** to the stars. And what happens after that? In the next 100 billion years, most of the biggest stars around will die. The universe becomes dimmer and dimmer, illuminated only by smaller red and white dwarfs. But they too will eventually burn out and one day... the last star in the universe will die. The universe will turn dark, and at some point, even black holes will evaporate and die. When they do our, universe will reach its final stage: Heat death.

Nothing changes anymore; the universe is dead, forever. Now, you're feeling some pretty weird feelings right now, aren't you?

We are, too. It's only natural. The good news is this is all far, far away. The only time that actually matters is now. That cute girl or boy you like, ask them out! Time is **precious**. Make it count!

Vocabulary words:

contest - *noun* a struggle between rivals**;** an occasion on which a winner is selected from among two or more contestants**;** *verb* to make the subject of dispute, contention, or litigation

distribute - *verb* give out**;** administer or bestow, as in small portions**;**make available**;** be mathematically distributive**;** be distributed or spread, as in statistical analyses**;** spread throughout a given area**;**cause to become widely known**;** distribute or disperse widely**;** to arrange in a systematic order**;** cause to be distributed

progress - *noun* the act of moving forward toward a goal**;** a movement forward**;** gradual improvement or growth or development**;***verb* develop in a positive way**;** form or accumulate steadily**;** move forward, also in the metaphorical sense

evolution - *noun* (biology) the sequence of events involved in the evolutionary development of a species or taxonomic group of organisms**;** a process in which something passes by degrees to a different stage (especially a more advanced or mature stage)

bacteria - *noun* (microbiology) single-celled or noncellular spherical or spiral or rod-shaped organisms lacking chlorophyll that reproduce by fission; important as pathogens and for biochemical properties; taxonomy is difficult; often considered plants

eventful - *adj.* full of events or incidents**;** having important issues or results

arbitrary - *adj.* based on or subject to individual discretion or preference or sometimes impulse or caprice

ancient - *adj.* very old**;** belonging to times long past especially of the historical period before the fall of the Western Roman Empire**;** *noun*a person who lived in ancient times**;** a very old person

mammoths- *noun.* any large, elephant-like mammal of the extinct genus Mammuthus, from the Pleistocene Epoch, having hairy skin and ridged molar teeth.

communities. -*noun, plural*. a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

Cognitive - *adj.* of or being or relating to or involving cognition

innovation - *noun* the act of starting something for the first time; introducing something new**;** a creation (a new device or process) resulting from study and experimentation**;** the creation of something in the mind

ancestor - *noun* someone from whom you are descended (but usually more remote than a grandparent)

construct - *noun* an abstract or general idea inferred or derived from specific instances**;** *verb* draw with suitable instruments and under specified conditions**;** make by combining materials and parts**;**create by organizing and linking ideas, arguments, or concepts**;**create by linking linguistic units**;** reassemble mentally**;** put together out of components or parts

era - *noun* a major division of geological time; an era is usually divided into two or more periods**;** a period marked by distinctive character or reckoned from a fixed point or event**;** (baseball) a measure of a pitcher's effectiveness; calculated as the average number of earned runs allowed by the pitcher for every nine innings pitched

mighty - *adj.* having or showing great strength or force or intensity**;***adv.* (Southern regional intensive) very

reptile - *noun* any cold-blooded vertebrate of the class Reptilia including tortoises turtles snakes lizards alligators crocodiles and extinct forms
mammal - *noun* any warm-blooded vertebrate having the skin more or less covered with hair; young are born alive except for the small subclass of monotremes and nourished with milk

implode - *verb* burst inward

frequent - *adj.* frequently encountered**;** coming at short intervals or habitually**;** *verb* be a regular or frequent visitor to a certain place**;** do one's shopping at; do business with; be a customer or client of

bombardment - *noun* the act (or an instance) of subjecting a body or substance to the impact of high-energy particles (as electrons or alpha rays)**;** an attack by dropping bombs**;** the heavy fire of artillery to saturate an area rather than hit a specific target**;** the rapid and continuous delivery of linguistic communication (spoken or written)

comet - *noun* (astronomy) a relatively small extraterrestrial body consisting of a frozen mass that travels around the sun in a highly elliptical orbit
asteroid - *adj.* shaped like a star**;** *noun* any of numerous small celestial bodies composed of rock and metal that move around the sun (mainly between the orbits of Mars and Jupiter)

venture - *noun* any venturesome undertaking especially one with an uncertain outcome**;** a commercial undertaking that risks a loss but promises a profit**;** an investment that is very risky but could yield great profits**;** *verb* proceed somewhere despite the risk of possible dangers**;** put at risk**;** put forward, of a guess, in spite of possible refutation

precious - *adj.* of high worth or cost**;** obviously contrived to charm**;** characterized by feeling or showing fond affection for**;** *adv.*extremely

Questions:

What did France do in 2017?

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Which major events occurred in the 20th century?

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What was the 'space race'?

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What is the normal lifespan of a person today?

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Who was the oldest person on Earth, at the time this video was produced?

_____

What occurred 250 years ago?

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What is this causing today?

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What was the biggest killer in the middle ages?

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What animal was still alive during the time of the Pyramids?

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How many years ago did humans start writing?

When did modern humans evolve?

Vocabulary word	Synonym
Contest	
Distribute	
Progress	
Bacteria	
Innovation	
Construct	
Era	
Mighty	
Frequent	
Venture	
Precious	

Paraphrasing:

“When you look at huge stretches of time, it's almost impossible to wrap your head around things”

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“You probably wasted a good chunk of yesterday on the Internet”

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“Knowledge became easier to **distribute**.”

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“The 15th century was very **eventful**.”

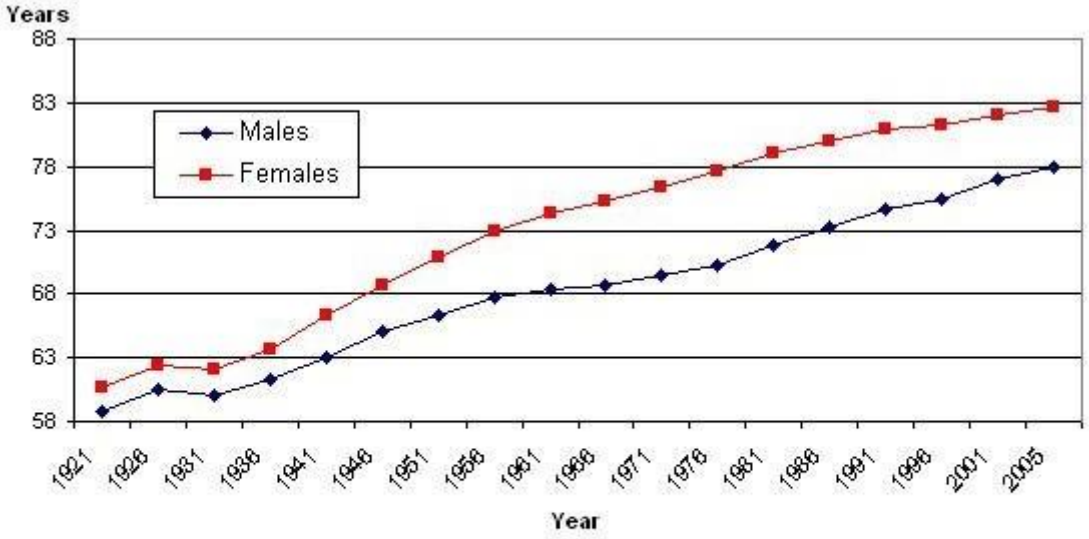
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“As far as the whole universe goes, our solar system is pretty new.”

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Life expectancy at birth, by sex, Canada, 1956 to 2005



Source: *1921 to 1981: Nagnur D. Longevity and Historical Life Tables, 1921 to 1981 (Abridged), Statistics Canada, Catalogue 98-506, 1986;*
1986: Duchesne D, Nault F, Gilmour H, Wilkins R. Vital Statistics Compendium 1996, Statistics Canada, Catalogue 84-214, 1999;
1991 to 2005: CANSIM Table 102-0511, Life expectancy, abridged life table, at birth and at age 65, by sex, Canada, provinces and territories, annual.

Write about how life expectancy has changed since 1921

Speaking:

What reasons are there for why life expectancy continues to rise? Make notes and discuss.

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Record Number of Americans Give Up Citizenship

If you have a US passport, you're taxed on **all / most / none** of your income, regardless of where you live.

There are **3 / 4 / 5** countries that base tax on Citzenship.

1) The United States

2) Eritrea and,

3)_____.

There are a number of banks now in the UK who are actually writing to their client base asking **if they're an American / if they pay tax.**

If they don't provide this information they can be **deported / heavily fined / arrested.**

There are_____million Americans living abroad.

Americans abroad are treated like **heroes / second-class citizens**.

The number of expatriates it's at its **highest / lowest** level that it's ever been. They **are / are not** doing it to avoid taxes.

The cost of renouncing citizenship is: **$2350 / $2900** for the pleasure of announcing your US citizenship, it used to be **$200 / $400 / $800**

Reading task:

It's a highly **coveted** passport that represents freedom and opportunity to millions of people worldwide, yet more Americans than ever are **renouncing** their U.S. citizenship.

A record number of Americans 1,337 **relinquished** their passports in the first three months of 2015, according to the U.S. government. That's up 18 percent from last year at this time, according to an analysis by Bloomberg News, and nearly 40 percent of the total 3,415 Americans who gave up their passports in 2014.

"It was a **gut wrenching** experience that I do not think I will ever be over," former American Ruth Freeborn told reason.com. Freeborn says she is an average, stay-at-home mother who married a Canadian man and moved to Canada to help care for his elderly parents. She blames the Foreign Account Tax Compliance Act (FATCA) for forcing her into a decision she didn't want to make.

FATCA, which was **enacted** by Congress in 2010, was designed to target rich Americans who use foreign accounts to avoid paying U.S. taxes, but it impacts **ex-patriots** at all income levels. FATCA requires that foreign financial institutions report financial accounts held by U.S. taxpayers to the Internal Revenue Service (IRS), the U.S. government agency responsible for tax collection. The United States taxes its citizens on all income, regardless of where it is earned or where a person lives. This can lead to complicated and **time-consuming** paperwork that some ex-patriots complain has been made even more **burdensome** by FATCA.

"The cost of compliance with the complex tax treatment of non-resident U.S. citizens and the potential penalties I face for incorrect filings and for holding non-U.S. securities forces me to consider whether it would be more **advantageous** to give up my U.S. citizenship," Stephanos Orestis, a American living in Norway, wrote in a March 23 letter to the Senate Finance Committee. "The thought of doing so is highly **distressing** for me since I am a born and bred American with a love for my country."

More than 7 million Americans live abroad, according to the IRS. Many of those who have chosen to **renounce** their citizenship have limited ties to the United States. Some were born here but have lived elsewhere their entire lives. Anyone born in the U.S. automatically receives citizenship, as do people born abroad to American parents.

Eduardo Saverin, the Brazilian-born billionaire co-founder of Facebook, trimmed his tax bill when he **relinquished** his U.S. citizenship in 2012. "I am obligated to, and will pay hundreds of millions of dollars in taxes to the U.S. government," said Saverin in a statement at the time. "I have paid and will continue to pay any taxes due on everything I earned while a U.S. citizen." As Saverin learned, giving up U.S. citizenship doesn't come cheap. There's the $2,350 renunciation fee and an exit tax that can climb into the millions of dollars.

But some who have **renounced** have found there's an emotional cost to giving up U.S. citizenship, which often goes to the core of Americans' identity. American-born Patricia Moon, who lives in Canada, renounced her citizenship not long after FATCA was enacted. "I was terrified we'd lose all our money," Moon, who became a Canadian citizen in 2008, told the Guardian. But the decision to give up her American passport wasn't an easy one. "It was like cutting off my right arm."

1. There was a lot of support for the FATCA legislation at the time.

true false not stated

2. All US citizens have to pay tax to the IRS.

true false not stated

3. The co-founder of facebook cut his tax bill by giving up US citizenship.

True false not stated

4. People born in the US to non-US parents automatically become US citizens.

true false not stated

5. The costliest part of renouncing citizenship is the fee you are charged.

true false not stated

6. Many find it emotionally tough to give up their citizenship.

true false not stated

<u>Vocabulary words:</u>

Coveted	**renouncing**	**relinquished**	**gut wrenching**
enacted	**ex-patriots**	**time-consuming**	**burdensome**
advantageous	**distressing**		

Ethical dilemmas

One way to improve our ethics is to example arguments on both sides of common ethical dilemmas.
Here are nine. For space, the arguments are truncated but hopefully this article will still serve its purpose: to encourage people to not overweight expediency relative to other considerations, including universal, cosmic justice.

1. Terminate an employee with cancer?
You're a manager at a nonprofit. Your supervisee has been a planned-giving fundraiser there for five years. Four years ago, his performance was poor because he was undergoing chemotherapy. Since then, it's improved to average but, in the past few months has declined severely again—He's raised only half as much money as before. He explains that his cancer has recurred and has spread to his lymph nodes, so he's in the middle of a six-month round of chemotherapy and his prognosis is not good. He says he prefers to keep working but if you terminate him, he won't file a claim under the Americans with Disabilities Act. He is his family's sole source of income and his non-profit salary is modest and so he has little in savings. He's just getting by. Do you retain him?
So what would you do? And would your decision be different if it were a small company? A large company? The government?

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An argument for retaining him: Most organizations but especially nonprofits espouse putting people above profits. To let him go when he's been an acceptable performer and now has to endure treatment for recurred cancer would be hypocritical, especially since you know he is his family's sole support and he's saved little because he's worked for nonprofits. From a pragmatic standpoint, letting him go would hurt the organization's morale. Besides, with his cancer having recurred and in his lymph nodes, it's unlikely he'd want or be able to stay employed for very long. Retaining him would be an appropriate "cost of doing business."

An argument against retaining him: Less money raised means less services to the many needy people the nonprofit services. He's only one person. Yes he's an employee but the wise person makes decisions mainly based on what will do the most good, not giving extra consideration to the person in front of you. You can mitigate the toll to staff morale by telling the employees the ethical basis for letting him go and giving them ample opportunity to process it. To help him financially, you might give a generous severance package. That would still save much money compared with keeping him on.

2. Do you abort your child with Down's Syndrome?

You're four months pregnant and an ultrasound reveals your baby will have Down's Syndrome. Do you keep the baby or abort?

So what would you do?

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An argument for keeping the baby: To abort a Down's child is to kill a future person who likely can live a decent life. And from a selfish perspective, Down's children often are unusually sweet.

An argument for aborting the baby: Having a Down's child will dramatically impede your career and personal life. And if you abort that child, you can choose to have another, who likely will be normal. In either case, you're bringing one child into the world. Why not bring one who will live a more enriched life and allow you to live yours?

3. Do you cut into a lane?

Every day, your commute back home requires you to exit from a two-lane road onto a freeway. To do so, you must be in the right lane. But that right lane backs up for two miles, adding 20 minutes to your daily commute. You're tempted to stay in the left lane, which moves much more quickly and then, right before the freeway on-ramp, cut ahead of the cars that have been waiting the 20 minutes. Do you cut in?

So what would you do?

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An argument for cutting in: Unlike some of the drivers, you're exhausted from a full work day and when you get home, you're going to have the equanimity to listen to them, break up their fights, be present for your spouse, and so on. To sit in that gridlock for that 20 minutes every day makes you a worse spouse and parent.

An argument for staying in the right lane: Many other people also would be more effective human beings if they didn't have to sit in that right lane for 20 minutes. Even if your rationale is more compelling than some of theirs, the lesson you give to the other drivers—that selfishness pays—imposes too great a social cost.

4. Is a salesperson ethically obliged to reveal his product's core weakness?

You sell new Chevys. A prospect is deciding between a Chevy Cruze and a Mazda 3. S/he tells you that reliability is the #1 criterion in choosing the car. “I hate getting into my car to go to work and then it won’t start. Or the vulnerability of being on the side of the road waiting for a tow truck." S/he thinks the Chevy is more reliable than the Mazda. You think s/he's wrong but aren’t sure. You’re thinking of checking Consumer Reports and letting the customer know what you find.

So what would you do? Would the customer’s gender, attractiveness, or age, affect your decision?

Would your decision be different if the salespersons were pitching for donations for a charity even though s/he suspects a competing charity does more good with the money?

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An argument for checking and reporting: If you do find that the Mazda is more reliable, you'll likely save the prospect much anxiety—S/he'll buy the Mazda, which s/he'll feel more confident in. And the car will, in fact, be less likely to break down. Of course, you can cite any benefits the Chevy has over the Mazda.

An argument for not checking and reporting: It's unrealistic to expect a salesperson to do research that will likely eliminate the possibility of a sale. If that would be the case, the Chevy salesperson probably will sell few cars. That will both cut the dealer's income and result in the salesperson getting fired and being less likely to obtain another job to support the family. If in a subsequent job interview, s/he is asked why s/he lost the job and says, "Because I keep doing research for prospective customers that reveals that my company's cars are inferior," s/he may never get hired for a sales job and have to train for a new career. It is ethical for a salesperson to not do such research for the customer but rather, listen to their needs and point out any relevant advantages the Chevy has over the Mazda.

5. When you're desperate, is it worth lying to land a job?

You're a soft-skilled employee. You're not technical and have gotten by on being organized and well-liked. After having been laid off, you've looked hard for a job but it's now been 10 months and you've received no offers. You've exhausted your savings and are just two months from being unable to pay the rent. You could move back in with your parents but then your child would have to change schools, to a worse school. You know that the longer you're unemployed, the harder it will be to convince an employer to hire you—You're increasingly viewed as having been picked-over—No one else wants to hire you so why should they. So you're wondering if you should lie on your resume and say you're working and ask your friend if it's okay to list him as your boss.

So what would you do?

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An argument for lying: Many jobs require just soft-skills and you're good at them and so you deserve a job; but with that gap in employment, it's really hard to land one. So if you leave that gap on your resume, you'll lose your apartment and have to live with your parents, which will be hard on them. Furthermore, your child will have to change schools, which will mean she'll get a worse education and be around worse kids, not to mention she'd lose all her current friends. The small lie is more than compensated for by the benefit.

An argument against lying: You're being unfair to the honest job applicant who thereby would be denied the job. Yes, it's possible that person needs the job less than you do, but that's far from certain. Also, the fact that you've not been selected despite 10 months of trying suggests that you may not be as worthy an employee as you think you are. It's wiser to look inward and to get some honest feedback so that you can improve your skills or change careers to one in which you'd more readily be hired.

6. Is there ever justification for hiding money from your spouse?

You've been married for five years and live in a city with high cost of living. You made nearly all the income and because that has been a real strain, you begged your spouse to find a job: "The stress is killing me!" But it has been to no avail. Your spouse made only half-hearted efforts, which not surprisingly failed. You were quite sure your spouse sabotaged efforts to land a job because s/he didn't want to work. After three years, you were increasingly sure that the marriage won't last and so you hid $25,000 by giving it to your mom for safekeeping. Now you're divorcing and although $75,000 remains in a joint account. a friend tells you to put that $25,000 back in the pot to be divided with your spouse in the divorce settlement. So what would you do?

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An argument for putting that $25,000 into the pot: When you decided to marry, you knew the law requires that, in divorce, your spouse get half the money, no matter who earned it. And even if, before marrying, you didn't know your spouse would earn no income, if that indeed was a deal breaker, you should have initiated divorce when you realized that, which would have allowed both of you to more quickly move on to a mutually agreeable relationship.

An argument for not putting the $25,000 into the pot: From a universal justice perspective, you deserve that money. You earned it and your spouse, who claimed, in marrying you to love you forever, despite your begging, 'The stress is killing me," refuses to work, and unless your income is unusually high, it's untenable, after taxes, to live in a major city or suburb on just one income. From that cosmic justice perspective, it is unjust for that non-earner to get $12,500 on top of having been supported for five years, plus the $37,500 s/he'd get from the joint account's assets.

7. On a dating website, is it ever ethical to make yourself seem younger than you are?

You're older, been single a long time, and are lonely. You're frustrated that it seems that all the good potential romantic partners want someone younger. You think, "If only they'd give me a chance, they'd see I bring a lot to a relationship even if I have wrinkles." So you're wondering if, like many people, your profile should say you're younger than you and include only a distant photo so your age isn't apparent.

So what would you do?

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An argument for lying about your age: What really counts is what's inside and if you have to lie to overcome unreasonable ageism, why not? That would result both in you and the other person getting into a good relationship that wouldn't otherwise have occurred.

An argument against lying: People should be allowed to make choices based on the truth. If a person wants a younger partner because of chemical attraction, is afraid that an older spouse will be culturally different, or get sick sooner, that's their right. Also, lying about age builds your relationship on a lie, which typically leads to more lies. And all that assumes you don't get discovered. It's likely that at the first date, if you look older than your stated age or fuzzy picture implies, the person will distrust you and probably discontinue the relationship even if s/he otherwise enjoyed your company.

8. Is it always right to be a whistleblower?

Your coworkers routinely pad their expense accounts. Do you blow the whistle?

So what would you do? Would your decision be different if it were your boss padding his or her expense account? Would it matter if it were a small company, large company, non-profit, or government agency? Why?

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An argument for telling your boss: Except in unusual circumstances, stealing is unethical. A society in which property is unjustifiably wrested, cannot survive. Even if the company makes plenty of money and underpays you, that's insufficient justification for stealing. The appropriate response is to ask for a raise and/or look for an employer that will treat you better.

An argument for not telling your boss: A few employees padding an expense account has minimal impact on most organizations' bottom line. And study after study shows that whistle-blowers normally lose their jobs and have a hard time finding new work. For a relatively venial sin, is it worth jeopardizing your and your family's financial security? Besides, many organizations and their leaders make far more money than the workers—That's unjust. Not ratting on your coworkers is a mere bit of justifiable Robin-Hooding, income redistribution.

9. If you're terminal, do you ever have an obligation to end your life?
You have stage 4 cancer and have poor quality of life. So you're wondering if you should off yourself. What would you do?

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An argument in favor: Even with co-pays, your family is probably losing its financial security paying for your care, for example in assisted-living or home nursing and domestic help. And the more care people get, the more expensive insurance premiums will be for everyone. Plus, there's a shortage of doctors, nurses, etc. If it's spent on hopeless cases, there's not enough access for people who could profit more. That's something every war medic knows: Triage is necessary to make the biggest difference. And you know that if you continue with treatment, chances are you'll need expensive palliative surgery, drugs, etc, and still only live a short, low-quality time. You're well aware that most people spend the most health care dollars in their life's last six months.

An argument against: You can't be expected to be that self-sacrificial. You're entitled to live as long as you decide is worth it. Society has enough money to pay for good health care. If it chooses to spend on other things, that doesn't mean you have an obligation to kill yourself. Give yourself a break. You're suffering enough in your illness. You shouldn't feel the need to donate your life. The savings to the system would be trivial, and with regard to your family's spending down their resources, shouldn't they have the freedom to decide what to do with their money?

10. Is it ethical to start a business that sells the frivolous, for example, party favors?

You're thinking of opening a store that sells party goods: Thanksgiving party decorations, New Years hats and horns, cute plates and napkins. In short, you want to compete with Party City stores and Amazon by providing well curated stuff, all available to be seen and touched, and with salespeople to help with party planning.

So, if your friend said that he or she wanted to start a party goods store, how would you feel about their ethics?

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Against: You're devoting your efforts to the silly. When millions of people are starving, being abused and so on, how can you waste your time on crepe paper and noisemakers? And almost all that stuff is made in China, workers paid so little and with bad working conditions--and you, unlike big corporations, can't check on worker conditions. And when you're trying to push those pointy party hats and noisemakers with ads or with "good" salespeople, you're pushing people to part with good money on crap, when the money could be so much more wisely spent.

In favor: Selling anything has pros and cons. To argue against selling party good is to argue against selling anything. The environmental degradation is modest compared with most things people spend money on. And if those party favors aren't sold, the workers in China or whereever, lose their jobs. And the cost of buying party favors is minor, unlike for example, those commercials that push luxurymobiles. In selling party favors, you're giving people clear pleasure with no downsides, unlike alcohol, tobacco, and yes, weed. Do you really want a world so bleak that they can't decorate their room for a Holiday party? And that party favor store, unlike on Amazon, can provide personalized service, for example, helping the person plan the party, not just what party favors they need but perhaps tips on invitation lists, seating arrangements, etc.