

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний університет кораблебудування
імені адмірала Макарова

ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ
Кафедра прикладної лінгвістики

Н. М. ПОНОМАРЕНКО

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
З ЧИТАННЯ ТЕКСТІВ НАУКОВОГО СТИЛЮ
ДЛЯ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ**

для студентів 4 курсу
галузі знань В *Культура, мистецтво та гуманітарні науки*
спеціальності В11 *Філологія*
за спеціалізацією В11.10 *Прикладна лінгвістика*
освітньої програми «*Прикладна лінгвістика*»

Рекомендовано Методичною радою НУК



ВИДАВНИЦТВО
НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ
КОРАБЛЕБУДУВАННЯ
ІМ. АДМІРАЛА МАКАРОВА

2026

Автор Н. М. Пономаренко, старший викладач кафедри прикладної лінгвістики Національного університету кораблебудування імені адмірала Макарова

Рецензент Н. М. Філіппова, кандидат філологічних наук, доцент кафедри прикладної лінгвістики, професор Національного університету кораблебудування імені адмірала Макарова

Рекомендовано Методичною радою НУК імені адмірала Макарова

Пономаренко Н. М.

- П56 Методичні рекомендації з читання текстів наукового стилю для розвитку критичного мислення для студентів 4 курсу галузі знань В Культура, мистецтво та гуманітарні науки спеціальності В11 Філологія за спеціалізацією В11.10 Прикладна лінгвістика освітньої програми «Прикладна лінгвістика» / Н. М. Пономаренко. – Миколаїв : НУК, 2026. – 108 с.

Методичні рекомендації спрямовані на допомогу студентам у самостійній роботі для сприяння розвитку критичного мислення, перевірки засвоєння ними лексичного запасу слів та граматичного матеріалу.

Методичні рекомендації розроблені відповідно до програми навчальної дисципліни «Англійська мова» та призначені для фахівців першого (бакалаврського) рівня вищої освіти галузі знань В Культура, мистецтво та гуманітарні науки спеціальності В11 Філологія за спеціалізацією В11.10 Прикладна лінгвістика освітньої програми «Прикладна лінгвістика».

УДК 811.111:378.22(076)

© Н. М. Пономаренко, 2026

© Національний університет кораблебудування
імені адмірала Макарова, 2026

3MICT

PREFACE.....	5
MODULE 1: PRESS AND MEDIA – “THE ARCHITECTURE OF TRUTH”.....	7
Unit 1.1: The Spectrum of Bias.....	7
Unit 1.2: The Death of Privacy & The Paparazzi.....	16
Unit 1.3: Fake News & Deepfakes.....	24
MODULE 2: POLITICS – “RHETORIC AND POWER”.....	31
Unit 2.1: The Art of Persuasion.....	31
Unit 2.2: Political Systems: The Crown vs. The Constitution.....	35
Unit 2.3: Geopolitics and Diplomacy – The Art of Influence.....	39
MODULE 3: HISTORY OF THE USA AND THE UK – “NARRATIVES OF THE PAST”.....	43
Unit 3.1: Colonialism and Empire.....	43
Unit 3.2: The American Dream: Myth or Reality?.....	46
Unit 3.3: The Troubles (Ireland) & Brexit.....	49
MODULE 4: CRIME AND PUNISHMENT – “ETHICS OF JUSTICE”.....	53
Unit 4.1: The Psychology of a Criminal.....	53
Unit 4.2: Capital Punishment – The Ultimate Penalty.....	57
Unit 4.3: Cybercrime and Surveillance – The Panopticon.....	60

MODULE 5: SCIENCE AND TECHNOLOGY –
“BRAVE NEW WORLD”.....64
Unit 5.1: Artificial Intelligence & The Workforce –
The Great Churn.....64
Unit 5.2: Bioethics – Cloning & Gene Editing.....69
Unit 5.3: Space Exploration vs. Climate Change –
The Great Filter.....73
MODULE 6: RELATIONSHIPS –
“SOCIETY AND THE SELF”.....79
Unit 6.1: Modern Family Dynamics.....79
Unit 6.2: Gender Roles and Equality – Breaking the Ceiling....84
Unit 6.3: Digital Intimacy – Love in the Time of Algorithms...88
REFERENCES.....93
APPENDICES.....98

PREFACE

The skill of processing complex information involves more than just fact-finding in higher educational and professional contexts. It also means assessing the validity of information, spotting hidden premises, and developing an argument based on evidence. At advanced levels of proficiency, fluency in language becomes inseparable from cognitive fluency. The basis on which this coursebook is founded is the belief that critical thinking is not an ability but skills which can be practiced and perfected. It is designed to help students to move away from the passive reading of English texts to their active analysis.

The methodology employed here is consistent with fundamental principles of critical analysis since a critical analysis is a process of analyzing information including:

- identifying lines of reasoning where students are asked to analyze the structure of arguments as presented in texts, be it a political speech or a legal brief.
- analysis of evidence with the incorporation of divergent resources (such as “Media Bias” and “Historical Narratives”), which forces learners to evaluate evidence critically, to distinguish between fact and assertion, and to uncover bias.
- analysis and reflection, which is achieved through output activities such as debates, case studies, and simulations, where learners need to analyze different viewpoints and reflect on their own personal biases.

This manual deals with the metacognitive component of the learning process. Students are stimulated to reflect upon their personal cognitive processes through the exposure to subjects such

as the psychology of digital interaction, bioengineering ethics, etc. The links between reading comprehension and systematic output (Moot Courts, Editorial Boards, etc.) ensure simultaneous improvement in vocabulary and problem-solving capabilities. This approach promotes language learning, done for a twofold objective: it enhances communication skills while, at the same time, fostering the independent, reflective, and analytical thinking that is crucial for success in a complex and globalizing world.

MODULE 1: PRESS AND MEDIA – “THE ARCHITECTURE OF TRUTH”

Unit 1.1: The Spectrum of Bias

The Architecture of Truth: Why Media Literacy is a Survival Skill

In the 20th century, the flow of information was controlled by “gatekeepers” – editors, publishers, and broadcasters who decided on what was newsworthy. While this system was far from being perfect, it provided a certain level of accountability. Nowadays, however, as many sociologists state, we have entered “**post-truth era**”. In this digital time, the traditional barriers to publication have vanished, leading to an unprecedented democratization of information, but also to the rapid **proliferation** of misinformation. The primary challenge for the modern consumer is no longer access to information, but rather the ability to discern credibility amidst the noise. Media manipulation has evolved beyond simple propaganda. It now operates through subtle mechanisms such as **framing** and **omission**. Framing refers to *how* a story is told – the specific angle or adjectives used to influence perception. For instance, when a journalist describes a group of people as “freedom fighters” versus “insurgents”, they impose the emotional response on the reader before they have even processed the facts.

Furthermore, the technology we use to access news is not neutral. Social media algorithms are designed to maximize engagement, not accuracy. They prioritize content that triggers strong emotional reactions, e.g., fear, anger, or outrage. This creates “**echo chambers**”, digital bubbles where users are exposed

only to opinions that reinforce their existing beliefs. Within these chambers, **confirmation bias** thrives as we uncritically accept information that aligns with our worldview while dismissing contradictory evidence as “fake news”.

Another pervasive tactic is “**clickbait**” and sensationalism. In the battle for the attention economy, nuance is often the first casualty. Headlines are devised to exploit curiosity gaps, often distorting the actual content of the article. This leads to a society that is “informed” by headlines but ignorant of the details.

Therefore, media literacy is no longer just an academic skill. It is a civic imperative, which requires a shift from passive consumption to active inquiry. Readers must learn to practice **lateral reading** – leaving a site to see what other sources say about it – rather than reading vertically (staying on the page). We must ask: *Who funded this message? What is the author’s agenda? What is missing from this story?* Otherwise, if we lack these critical faculties, we risk becoming pawns in a game where our attention is the product and our perception is the battlefield.

(adapted from Center for Media Literacy)

Activity A. Critical Reading & Analysis

Read the text. Choose the best answer to each question from the five choices (A–E). For each question, explain why your chosen answer is correct and why one other option is a “distractor” (incorrect but plausible). Quote the text to support your reasoning.

1. The term “gatekeepers” refers to:
 - a) government censors who block internet access.
 - b) professionals who filter and curate information for the public.
 - c) software programs that prevent fake news from spreading.
 - d) readers who refuse to accept new information.
 - e) social media influencers with large followings.

2. The author mentions “freedom fighters” and “insurgents” primarily to:
- a) provide a historical example of a specific conflict.
 - b) criticize the decline of vocabulary standards in modern journalism.
 - c) illustrate how word choice can manipulate the reader’s perception.
 - d) show that modern journalism is more accurate than in the 20th century.
 - e) define the difference between military and civilian groups.
3. According to the passage, social media algorithms are designed to do all of the following EXCEPT:
- a) maximize user engagement and time spent on the platform.
 - b) prioritize accurate reporting and factual integrity.
 - c) trigger strong emotional responses like fear or anger.
 - d) create digital bubbles that isolate users.
 - e) reinforce the existing beliefs of the user.
4. The phrase “nuance is often the first casualty” implies that:
- a) war reporting has become too dangerous for journalists.
 - b) complex details are lost in favor of sensationalism and simplicity.
 - c) editors are firing journalists who write long articles.
 - d) readers prefer long-form essays over short headlines.
 - e) fake news is easier to spot than real news.
5. Which of the following best describes the author’s recommendation for “lateral reading”?
- a) reading an article from start to finish without distraction.
 - b) reading only the headlines to get a quick overview of events.
 - c) trusting the “About Us” page of a website to verify its credibility.
 - d) opening multiple tabs to verify a source’s claims against other reliable sources.
 - e) ignoring news that causes a strong emotional reaction.

Activity B. Vocabulary in Context

Match the concepts from the text with their practical examples.

Concept	Example Situation
1. Gatekeeping	a) A newspaper headline reads: “Young vandals attack national treasure” vs. “Climate activists stage desperate plea for planet”.
2. Framing	b) A Facebook user only sees posts from friends who agree with their political views, leading them to believe “everyone thinks like this”.
3. Echo chamber	c) A reader ignores a fact-check article because it contradicts their belief that a specific politician is corrupt.
4. Confirmation bias	d) Before sharing a shocking article, a student opens three new tabs to see if reputable sources are reporting the same story.
5. Lateral reading	e) An editor decides NOT to publish a story about a minor protest because it doesn’t fit the newspaper’s agenda.

Activity C. Deep Comprehension & Analysis

Answer the following questions. Be ready to justify your answer with quotes from the text.

1. The author claims that social media algorithms are “not neutral”. What is the economic motivation behind this lack of neutrality, and what is its psychological cost?
2. Explain the difference between vertical reading and lateral reading. Why is the vertical approach considered dangerous in the “post-truth era”?
3. How does the proliferation of misinformation make it harder to hold power accountable?

Case Study: The Van Gogh Protest

Read the following three texts.

Text 1: Just Stop Oil activists throw soup at Van Gogh's Sunflowers

Protesters then glue themselves to wall beneath painting at National Gallery in London

Activists from Just Stop Oil have thrown tomato soup over Vincent van Gogh's Sunflowers at the National Gallery in London. There were gasps, roars and a shout of "Oh my gosh!" in room 43 of the gallery as two young supporters of the climate protest group threw the liquid over the painting, which is protected by glass, just after 11am.

They removed jackets to reveal Just Stop Oil T-shirts before gluing themselves to the wall beneath the artwork, which is one of the gallery's most important treasures. "What is worth more, art or life?" said one of the activists, Phoebe Plummer, 21, from London. She was accompanied by 20-year-old Anna Holland, from Newcastle. "Is it worth more than food? More than justice? Are you more concerned about the protection of a painting or the protection of our planet and people? The cost of living crisis is part of the cost of oil crisis, fuel is unaffordable to millions of cold, hungry families. They can't even afford to heat a tin of soup". National Gallery staff quickly cleared the room. The gallery has since confirmed the painting was not harmed, saying in a statement that after the protesters threw "what appears to be tomato soup" over the painting, "the room was cleared of visitors and police were called. Officers are now on the scene. There is some minor damage to the frame but the painting is unharmed".

For the past two weeks, the group has been staging sit-down protests on roads around central London, infuriating drivers and commuters, but Friday's action appeared to be an escalation of its tactics. The protest sparked mixed reactions and plenty of anger. Sophie Wright, 43, from Surrey, initially condemned the action but

changed her mind when she learned the painting was unlikely to have been permanently damaged. “I support the cause and by the looks of it they are considered protests, with a purpose of raising awareness and shocking [people],” she said. “So long as they don’t hurt people or put people in danger, then I support them”.

But a witness, who declined to give his name, said he could understand their cause but worried about targeting “a beautiful piece of art, which is the best of humanity”. He added: “They may be trying to get people to think about the issues but all they end up doing is getting people really annoyed and angry. The typical unthinking individual who doesn’t think about the big issues of the planet is not the kind of person who walks around the National Gallery”.

Alienating people from their cause was a concern, said Alex De Koning, a Just Stop Oil spokesperson, who spoke to the Guardian outside the gallery after the room was cleared. “But this is not The X Factor,” he added. “We are not trying to make friends here, we are trying to make change, and unfortunately this is the way that change happens”.

The activists were subsequently arrested by Met police officers for criminal damage and aggravated trespass and taken into custody at a central London police station. The canvas of the painting is protected with a glass screen, a factor Just Stop Oil said they had taken into account. The picture is one of the most famous images in the world, painted by the Van Gogh when he lived in the south of France. The image, like so much of the Dutch artist’s work, celebrates the beauty of ordinary everyday objects – a flower, a chair, a shoe. In 1987, one of the series was sold for \$39m.

(Damien Gayle, *The Guardian*)

Text 2: Anti-oil environmentalists pour tomato soup on van Gogh 'Sunflowers' painting

2 environmentalists arrested by London police, but van Gogh painting 'unharmmed', National Gallery says

A pair of climate protesters hurled tomato soup on a Vincent van Gogh painting at London's National Gallery on Friday – the latest in a series of attempts to vandalize famous artwork to speak against oil. London's Metropolitan Police said officers arrested two people on suspicion of criminal damage and aggravated trespass. The duo were supporters of the activist group Just Stop Oil, which engages in publicity stunts to bring the public's attention to climate change. Video shows the pair dropping an outer layer of clothing, revealing their Just Stop Oil T-shirts and taking out the cans of soup. The painting is enclosed in glass and aside from minor damage to the frame, the artwork is “unharmmed”, the National Gallery said in a statement. “Human creativity and brilliance is on show in this gallery, yet our heritage is being destroyed by our Government's failure to act on the climate and cost of living crisis”, Just Stop Oil said in a statement not long after the footage went viral.

“What use is art when we face the collapse of civil society?” the group continued. “The art establishment, artists and the art-loving public need to step up into Civil Resistance if they want to live in a world where humans are around to appreciate art”.

Sunflowers were the subject of two series of paintings by van Gogh, and pieces of art from the floral set sell for tens of millions of dollars. This is not Just Stop Oil's first public assault on van Gogh – the revered painter is a common target of climate activists' attention. In June, a pair of activists with Just Stop Oil glued their hands to the frame of a van Gogh painting at a London gallery to protest the government's climate policies. Louis McKechnie, 21, and Emily Brocklebank, 24, glued themselves to van Gogh's 1889 painting “Peach Trees in Blossom”, which hangs at the Courtauld Gallery at Somerset House in London. “A piece of art receives this protection

and state concern. Whilst people's in Ethiopia, Somalia, India, Pakistan, the USA, Australia (to name a few) who are suffering from climate change NOW get ignored and left", the group wrote. "What's more important? This painting? Or a future?!"

(Timothy Nerozzi, *Fox News*)

Text 3: UK climate change protesters throw soup at van Gogh's 'Sunflowers'

Climate change protesters threw soup over Vincent van Gogh's painting "Sunflowers" at London's National Gallery on Friday, causing minor damage to the frame.

A video posted by the Just Stop Oil campaign group, which has been holding protests for the last two weeks in the British capital, showed two women throwing two tins of Heinz tomato soup over the painting, one of five versions on display in museums and galleries around the world. They then glued themselves to a wall. "There is some minor damage to the frame but the painting is unharmed", the gallery said in a statement. Police said both women had been arrested for criminal damage and aggravated trespass. "Specialist officers have now un-glued them and they have been taken into custody at a central London police station", a statement on Twitter said.

The National Gallery, which says it houses one of the greatest collections of paintings in the world, said the 'Sunflowers', which dates to 1888, was one of its most popular. "It is the painting that is most often reproduced on cards, posters, mugs, tea-towels and stationery. It was also the picture that Van Gogh was most proud of", the gallery says on its website. Just Stop Oil said the painting has an estimated value of more than \$84 million. The protest is the latest by the group's activists and comes after days in which they blocked roads around parliament and government departments to Britain halts all new oil and gas projects. Last Sunday, police said that more than 100 people had been arrested after a weekend of protest-related activity by environmental groups.

(Michael Holden, *Reuters*)

Activity D. The Matrix of Bias (Group Work)

Analyze the three texts side-by-side. Complete the table to see how “Framing” works in practice.

Feature	The Guardian (Left-Leaning)	Fox News (Right-Leaning)	Reuters (Neutral / Wire)
Headline keywords			
Who is quoted first? (The voice of authority)			
Expressive vocabulary used			
Context provided			

Activity E. Critical Thinking: How word choice dictates emotion.

1. “Protest” vs. “Stunt”: *The Guardian* uses the word “action” or “protest”. *Fox News* uses the phrase “publicity stunts”. *Question*: How does the word “stunt” delegitimize the political message of the group?

2. “Threw” vs. “Hurled”: *Reuters* says they “threw” the soup. *Fox News* says they “hurled” the soup. *Question*: “Hurled” implies violence and aggression. Is this justified given that the object was liquid? Why did the editor choose this specific verb?

3. The “Victim”: Look at how the painting is described. *Fox News*: “...the revered painter is a common target of assault”. *Question*: *Fox News* personifies the painting (uses words like “assault” usually reserved for people). What emotional reaction is this designed to trigger in the reader?

Activity F. The “Missing Voices” Analysis

According to the theory text, we must ask: “What is missing from this story?”

- In *The Guardian*: Is there enough focus on the potential damage to cultural heritage? Do we hear from the art restorers?

- In Fox News: Is there any explanation of *why* the activists are doing this? Is the “cost of living” argument mentioned at all?

Task: Work in groups, discuss which article provides the most *complete* picture, and which one relies most heavily on *omission*.

Activity G. Role-Play: The Editorial Board

Scenario: You are the editorial team for a new online media outlet targeting Gen Z (young adults). You have the raw facts from Reuters. Write a headline and the first paragraph (lead) for the story. Constraint: You must decide on a frame:

- Group A: Frame the activists as heroes saving the future.
- Group B: Frame the activists as privileged criminals destroying culture.
- Group C: Attempt absolute neutrality (like Reuters).

Read your headlines and leads aloud. The class must guess your assigned frame.

Activity H. Reflective Essay (Homework)

“In the coverage of the Van Gogh protest, the media did not just report the news; they created it”. Discuss this statement using the concepts of Framing and Clickbait. Use examples from the texts read in class to support your argument. (250–300 words).

Unit 1.2: The Death of Privacy & The Paparazzi

Text A. The Public Interest

Is it in the Public’s Interest?

The most common justification that journalists make for their work is that it is “in the public interest”. It is this notion that underscores the moral authority of journalism to ask hard questions of people in power, to invade the privacy of others and to test the limits of ethical practice. But what exactly is the public interest? Put simply, the public interest is about what

matters to everyone in society. It is about the common good, the general welfare and the security and well-being of everyone in the community. The public interest is not just what the readers, listeners or viewers want. It is about issues that affect everyone, even if many of them are not aware of it.

The first task is to separate what is in the public interest from those things members of the public are interested in; they are not necessarily the same. Many people may be interested in celebrity and popular culture, and less interested in the dull realities of public services. But the potential for dramatic impact on peoples' lives makes the provision of basic services – *transport, education, health* – absolutely vital matters of public concern. Just because the public is interested in something has nothing to do with whether it is in the public interest. The public interest is in having a safe, healthy and fully-functioning society. In a democracy, journalism plays a central role in that. It gives people the information they need to take part in the democratic process. To win the trust of the public journalists must hold governments and other institutions to account and they must act and behave ethically. However, sometimes a journalist may have to resort to *subterfuge* to expose wrongdoing. Such acts of deception are normally to be avoided, but if it is necessary to deliver justice it may be justified in the wider public interest.

The Privacy Test

Privacy is the critical test of ethical journalism. Journalists should not intrude into the private lives of ordinary people. But people who are public figures – politicians, corporate leaders, or people who exploit their public image for their livelihood – are sometimes people whose private affairs may have an important impact on their public duties. Media intrusion exposes hypocrisy and dishonesty. But whenever it is used it must be clearly explained and linked to the wider public interest.

The Impact Test

One important way of testing whether there is a public interest in journalistic work is to evaluate what the impact of publication

will be. How will publication affect the people – who will suffer and who will benefit? Does wider society benefit from publication? This is a difficult and delicate judgment. The decision must be taken by the editor, or the highest available authority. Normally publications should seek to correct significant wrongs, promote the well-being of the public, and raise public awareness of important issues. Even when journalists have to do work that does not fit well with their obligations to be open, they can preserve their integrity when they can justify acting in the public interest.

(abridged from Wendy Collinson, *Ethical Journalism Network*)

Activity A. Critical Reading & Analysis

Read the text “The Public Interest” carefully. Choose the best answer to each question from the five choices (A–E). Be ready to explain your choice using evidence from the text.

1. In paragraph 5, the word “subterfuge” most nearly means:
 - a) rigorous fact-checking methods.
 - b) deception used to achieve a goal.
 - c) legal permission from a court.
 - d) open and transparent communication.
 - e) technical surveillance equipment.
2. The author mentions “transport, education, health” (paragraph 3) primarily to:
 - a) list the most profitable industries for media coverage.
 - b) criticize the government for failing to provide these services.
 - c) provide examples of “dull realities” that are nevertheless vital to the common good.
 - d) illustrate topics that the general public finds most entertaining.
 - e) argue that journalists should become experts in public policy.

3. According to the section “The Privacy Test,” media intrusion into private lives is arguably justifiable in all of the following situations EXCEPT when:

- a) the subject is a corporate leader or politician.
- b) the subject uses their public image to earn a living.
- c) the private behavior reveals hypocrisy regarding public duties.
- d) the subject is an ordinary person living a private life.
- e) the investigation serves a clear democratic function.

4. The phrase “does not fit well with their obligations to be open” (final paragraph) implies that:

- a) journalists are legally required to reveal their sources in court.
- b) using hidden cameras or undercover methods contradicts the journalistic value of transparency.
- c) editors often force journalists to lie against their will.
- d) the public prefers mystery over factual reporting.
- e) it is impossible to be an ethical journalist in the modern world.

5. Application Question: Based on the author’s definition of “public interest,” which of the following headlines would most likely JUSTIFY an invasion of privacy?

- a) “Famous Actor Seen Dining with Mystery Woman in Paris”.
- b) “Minister of Health Found Secretly Owning Shares in Tobacco Company”.
- c) “Royal Family Member Wears Same Dress Twice”.
- d) “Pop Star’s Secret Wedding Photos Revealed”.
- e) “Reality TV Star Arguing with Spouse in Private Garden”.

Case Study: “History Repeating Itself”: The Human Cost of Media Intrusion

Text B. 'Put simply, it is bullying':

Prince Harry's full statement on the media

Prince says he has been 'a silent witness' to Meghan's private suffering for too long'

As a couple, we believe in media freedom and objective, truthful reporting. We regard it as a cornerstone of democracy and in the current state of the world – on every level – we have never needed responsible media more. Unfortunately, my wife has become one of the latest victims of a British tabloid press that wages campaigns against individuals with no thought to the consequences – a ruthless campaign that has escalated over the past year, throughout her pregnancy and while raising our newborn son. There is a human cost to this relentless propaganda, specifically when it is knowingly false and malicious, and though we have continued to put on a brave face – as so many of you can relate to – I cannot begin to describe how painful it has been. Because in today's digital age, press fabrications are repurposed as truth across the globe. One day's coverage is no longer tomorrow's chip-paper.

Up to now, we have been unable to correct the continual misrepresentations – something that these select media outlets have been aware of and have therefore exploited on a daily and sometimes hourly basis. It is for this reason we are taking legal action, a process that has been many months in the making. The positive coverage of the past week from these same publications exposes the double standards of this specific press pack that has vilified her almost daily for the past nine months; they have been able to create lie after lie at her expense simply because she has not been visible while on maternity leave. She is the same woman she was a year ago on our wedding day, just as she is the same woman you've seen on this Africa tour.

For these select media this is a game, and one that we have been unwilling to play from the start. I have been a silent witness to her private suffering for too long. To stand back and do nothing would be contrary to everything we believe in. This particular legal action hinges on one incident in a long and disturbing pattern of behaviour by British tabloid media. The contents of a private letter were published unlawfully in an intentionally destructive manner to manipulate you, the reader, and further the divisive agenda of the media group in question. In addition to their unlawful publication of this private document, they purposely misled you by strategically omitting select paragraphs, specific sentences, and even singular words to mask the lies they had perpetuated for over a year.

There comes a point when the only thing to do is to stand up to this behaviour, because it destroys people and destroys lives. Put simply, it is bullying, which scares and silences people. We all know this isn't acceptable, at any level. We won't and can't believe in a world where there is no accountability for this. Though this action may not be the safe one, it is the right one. Because my deepest fear is history repeating itself. I've seen what happens when someone I love is commoditised to the point that they are no longer treated or seen as a real person. I lost my mother and now I watch my wife falling victim to the same powerful forces.

We thank you, the public, for your continued support. It is hugely appreciated. Although it may not seem like it, we really need it.

(Prince Harry, *The Guardian*)

Activity B. Rhetorical Analysis: Loaded Language

Read Prince Harry's full statement on the media given above. Harry uses highly charged, emotive language to describe the actions of the press. This is a technique known as "Loaded Language". Find the specific words or phrases in the text that correspond to the neutral definitions below. Analyze how Harry's choice of words changes the emotional impact.

Neutral definition / Concept	Harry's choice of words (quote)	Intended emotional effect on reader
1. A series of articles	"A ruthless campaign"	Suggests organized, violent intent; portrays the couple as victims of a war
2. Persistent reporting		
3. False information		
4. Criticized / attacked		
5. Turned into a product		

Activity C. Critical Comprehension: Understanding Metaphors & Context

Answer the questions focusing on the underlying meaning of idioms and references.

1. "One day's coverage is no longer tomorrow's chip-paper". Context: Traditionally, British fish and chips were wrapped in old newspapers, implying that news was disposable and quickly forgotten. Question: How has the "digital age" changed this concept, according to Harry? Why does he consider this change dangerous?

2. "I've seen what happens when someone I love is commoditised..." Question: What does it mean to "commoditise" a human being? How does this concept relate to the business model of tabloids (selling copies/clicks)?

3. "The Double Standard" Question: Harry points out a contradiction in the media's behavior ("The positive coverage

of the past week... exposes the double standards”). What is the contradiction he describes?

Activity D. Identifying Media Manipulation Tactics

Harry accuses the media of specific unethical techniques. Match the technique mentioned in the text with its description.

Accusation in Text	Description of the Tactic
1. Strategic omission	a) Taking a private item (like a letter) and publishing it to harm the owner’s reputation.
2. Repurposing fabrications	b) Leaving out specific sentences or words to change the meaning of a text to fit a biased narrative.
3. Unlawful publication	c) Old lies or unverified rumors are picked up by other outlets globally and presented as new facts.
4. The “Game”	d) Treating serious human lives as entertainment or a sport to be played for profit.

Activity E. The “Devil’s Advocate” (Evaluation & Bias)

Critical thinking requires analyzing the author’s agenda, even if we sympathize with them.

Discussion Prompt: Prince Harry portrays himself and Meghan solely as victims (“bullying”, “silent witness”, “suffering”). However, the Royal Family relies on the media for public support and relevance.

1. Is Harry’s statement entirely “objective”, or is he also using Framing?

2. Identify 2 examples of Pathos (emotional appeal) in the text that are designed to make the reader feel pity or anger on his behalf.

Activity G. Role Play: The Editorial Meeting

Context: It is 10:00 AM in the newsroom of *The Guardian*. You have obtained exclusive photos. You must decide whether to publish them on the Front Page, Page 15, or Not at All.

The “Scoop” (The Scenario): A famous politician, known for his strict “family values” campaign and anti-drug stance, has a 19-year-old daughter. A freelance photographer has sent you photos of the daughter appearing drunk and smoking cannabis at a private university party. She is not a politician herself. The photos were taken through a window from the street.

Task Procedure:

1. Divide into groups of three. Decide who will play which role:
 - Student A: The Editor-in-Chief (“The Shark”)
 - Student B: The Legal Advisor (“The Shield”)
 - Student C: The Ethics Officer (“The Conscience”)
2. Refer to Appendix B to find the role cards, read your specific goals, stance, and arguments. Study your role card individually for 2 minutes.
3. Discuss for 7 minutes. Use the phrases: *“I see your point, but...”*, *“Is this ethically justifiable?”*, *“Consider the legal ramifications...”*.
4. Vote for the decision. The Editor has the final say, but must justify the decision to the class.

Unit 1.3: Fake News & Deepfakes

The biggest threat of deepfakes isn’t the deepfakes themselves. It was late 2018, and the people of Gabon hadn’t seen their president, Ali Bongo, in public for months. Some began to suspect that he was ill, or even dead, and the government was covering it up. To stop the speculation, the government announced that Bongo had suffered a stroke but remained in good health. Soon after, it released a video of him delivering his customary New Year’s address. Rather than assuaging tensions, the video did precisely the opposite. Many people, thinking Bongo looked off in the footage, immediately suspected it was a deepfake – a piece of

media forged or altered with the help of AI. One week later, the military launched an unsuccessful coup, citing the video as part of the motivation. Subsequent forensic analysis never found anything altered or manipulated in the video. That didn't matter. The mere idea of deepfakes had been enough to accelerate the unraveling of an already precarious situation.

A new report from Deeptech Labs found no known instances in which deepfakes have actually been used in disinformation campaigns. What's had the more powerful effect is the knowledge that they could be used that way. "Deepfakes do pose a risk to politics in terms of fake media appearing to be real, but right now the more tangible threat is how the idea of deepfakes can be invoked to make the real appear fake", says Henry Ajder, one of the authors of the report. US tech companies and policymakers have focused almost exclusively on the ease with which the technology can make fake things look real. But it's the second that troubles experts more. While the barriers to creating deepfakes may be falling rapidly, calling the veracity of something into question requires no tech at all. "It gives another weapon to the powerful: to say 'It's a deepfake' about anything that people who are out of power are trying to use to show corruption", says Aviv Ovadya, a disinformation expert.

Sam Gregory, the program director of Witness, offers an example. In Brazil, citizens and activists now worry that any video they film of an officer killing a civilian will no longer be sufficient grounds for investigation. This fear that real evidence can plausibly be dismissed as fake has become a recurring theme in workshops he hosts around the world. "It gives another weapon to the powerful: to say 'It's a deepfake' about anything that people who are out of power are trying to use to show corruption, to show human rights abuses". Solving these problems will require understanding both types of threat. "At a high level, you want to make it as easy as possible to show that a real thing is real and that a fake thing is fake", says Ovadya. Many research groups, and

tech companies like Facebook and Google, have focused on tools for exposing fakes. Gregory says tech giants should integrate both kinds of checks directly into their platforms. But tech companies also need to employ human content moderators, and media organizations need to train journalists and fact checkers on both detection and verification as well.

“Technical models cannot interpret the content of the faked video across cultural contexts”, says Britt Paris, an information studies expert. Altered videos of Nancy Pelosi and Jim Acosta went viral. Both were “cheapfakes” rather than deepfakes – their speed had simply been tampered with to mislead viewers. “There would be no way to catch these fakes with technical methods for catching deepfakes”, Paris says. Instead, journalists had to debunk them – which meant people had to trust the journalists.

All the experts agree that the public needs greater media literacy. “There is a difference between proving that a real thing is real and actually having the general public believe that the real thing is real”, Ovadya says. The ultimate goal is not to instill overall skepticism but to build “social, educational, inoculating infrastructure” for neutralizing the impact of deepfakes. “What [disinformation actors] really want is not for you to question more, but for you to question everything”, he says. “That is the antithesis of what we’re looking for”.

(abridged from *The biggest threat of deepfakes isn't the deepfakes themselves* by Karen Hao, MIT Technology Review)

Activity A. Vocabulary & Contextual Meaning

Read the text carefully. The following words are crucial for understanding the author's argument. Match the words from the text with their definitions within the context of the article.

Word	Definition
1. Assuaging (para 1)	A. Evaluating the truthfulness or accuracy of something.
2. Precarious (para 1)	B. Direct evidence that can be touched or clearly seen; real.
3. Tangible (para 2)	C. Making an unpleasant feeling less intense; calming.
4. Veracity (para 3)	D. The direct opposite of something.
5. Antithesis (para 7)	E. Not securely held or in position; likely to fall or collapse.

Activity B. Critical Comprehension: The Paradox of Deepfakes

Choose the best answer. Be ready to explain your choice by referring to specific lines in the text.

1. The “Gabon Incident” involving President Ali Bongo illustrates that:

- a) Deepfake technology is now advanced enough to fool military leaders.
- b) A video does not need to be fake to cause political instability; people just need to believe it is fake.
- c) Forensic analysis is the only reliable way to stop a coup d'état.
- d) The government used AI to cover up the President's death.

2. According to the text, why do experts worry more about the “second threat” (making the real appear fake)?

- a) Because creating deepfakes is still too expensive for most people.
- b) Because this threat requires no technology, only the sowing of doubt.

- c) Because US policymakers have already solved the first problem.
 - d) Because deepfakes are illegal, but lying about them is not.
3. Why does Britt Paris argue that “technical models” (AI detection tools) are insufficient for catching “cheapfakes”?
- a) Cheapfakes are too high-quality for current software to detect.
 - b) AI cannot understand cultural context or simple edits like speed changes.
 - c) Tech giants like Google refuse to share their detection tools.
 - d) Cheapfakes are created by humans, not computers.
4. The text uses the example of police violence in Brazil to illustrate that:
- a) Human rights activists are increasingly using AI to enhance their footage.
 - b) The burden of proof has shifted: video evidence alone is no longer enough to guarantee an investigation.
 - c) Police officers are using deepfake technology to frame innocent civilians.
 - d) Workshops on media literacy are ineffective in Latin America.
5. According to Aviv Ovadya, why is the strategy of “questioning everything” dangerous for society?
- a) Because it is mentally exhausting for the average news consumer.
 - b) Because it leads to total apathy, where truth becomes irrelevant – which is exactly what disinformation actors want.
 - c) Because it prevents journalists from doing their jobs effectively.
 - d) Because it encourages people to rely solely on government announcements.

Activity C. Deep Analysis: The “Liar’s Dividend”

The text introduces a concept often called the “Liar’s Dividend” (though not named explicitly). Read the quote below and answer the analysis questions.

Quote: “It gives another weapon to the powerful: to say ‘It’s a deepfake’ about anything that people who are out of power are trying to use to show corruption”. (Aviv Ovadya)

1. Imagine a police officer is filmed accepting a bribe on a smartphone. How could the officer use the argument above to escape punishment? Why might the public believe the officer over the video evidence in 2026?

2. The text mentions human rights activists in Brazil. If video evidence is no longer trusted, what alternative methods can activists use to prove crimes?

Activity D. Evaluation & Debate: The “Skepticism Trap”

Read the final paragraph carefully. The author concludes with a warning: “What [disinformation actors] really want is not for you to question more, but for you to question everything”.

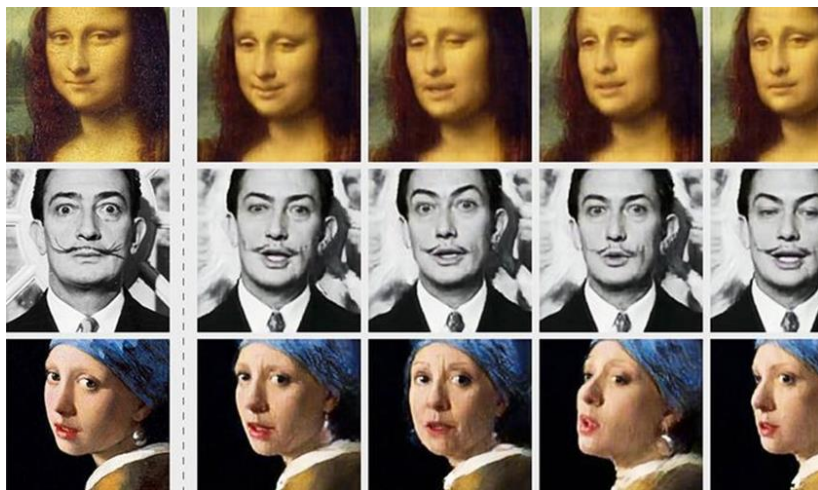
Discussion Prompts:

1. Why is “questioning everything” considered the *antithesis* (opposite) of the goal? Isn’t critical thinking about questioning things?

2. If we cannot trust our eyes (video) and we cannot trust technical models (AI detection), who *can* we trust? (Consider the role of journalists mentioned in the text).

Activity E: Visual Analysis

The image below demonstrates a technology known as “Few-Shot Adversarial Learning” (often popularized by tools like Deep Nostalgia or Samsung’s AI labs). It takes a single static image (the “source”) and animates it using the facial landmarks of a moving driver video.



This technology is widely used for entertainment (e.g., making ancestors “smile” in old photos) and art (museums bringing historical figures to life). Discuss: How can this specific technology – which requires only one photo to create a video – be weaponized?

Independent Research (Homework)

Find a recent article on this topic from an authentic English source, summarize it, and present a 3-minute critique to the class.

MODULE 2: POLITICS – “RHETORIC AND POWER”

Unit 2.1: The Art of Persuasion

Read the four excerpts below. They span 77 years of history. Pay attention to the rhythm, vocabulary choice, and repetition.

Text A: The Mobilizer (Winston Churchill, 1940)

Context: Speech to the House of Commons after the evacuation of Dunkirk during WWII.

“We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender”.

(Winston Churchill, *International Churchill Society*)

Text B: The Idealist (John F. Kennedy, 1961)

Context: Inaugural Address during the Cold War.

“In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it – and the glow from that fire can truly light the world. And so, my fellow Americans: ask not

what your country can do for you – ask what you can do for your country”.

(John F. Kennedy, Words from the past:
Inauguration speech library)

Text C: The Orator (Barack Obama, 2008)

Context: “Yes We Can” speech after the New Hampshire primary.

“We have been told we cannot do this by a chorus of cynics... We’ve been asked to pause for a reality check. We’ve been warned against offering the people of this nation false hope. But in the unlikely story that is America, there has never been anything false about hope. For when we have faced down impossible odds, when we’ve been told we’re not ready or that we shouldn’t try or that we can’t, generations of Americans have responded with a simple creed that sums up the spirit of a people: Yes, we can. It was a creed written into the founding documents that declared the destiny of a nation: Yes, we can. It was whispered by slaves and abolitionists as they blazed a trail towards freedom: Yes, we can”.

(Barack Obama, *American Rhetoric*)

Text D: The Populist (Donald Trump, 2017)

Context: Inaugural Address (“American Carnage”).

“Mothers and children trapped in poverty in our inner cities; rusted-out factories scattered like tombstones across the landscape of our nation... This American carnage stops right here and stops right now. We are one nation – and their pain is our pain. Their dreams are our dreams; and their success will be our success. We share one heart, one home, and one glorious destiny. The oath of office I take today is an oath of allegiance to all Americans”.

(Donald Trump, Words from the past:
Inauguration speech library)

Activity A. Decoding the Devices

Match the rhetorical device with its definition and the example from the texts above.

Device	Definition	Example from Text (A–D)
1. Anaphora	The repetition of a word or phrase at the beginning of successive clauses.	
2. Chiasmus	A reversal in the order of words in two otherwise parallel phrases (A–B becomes B–A).	
3. Tricolon	A series of three parallel words, phrases, or clauses (The Rule of Three).	
4. Epistrophe	The repetition of a word at the end of successive clauses.	
5. Simile	A direct comparison between two unlike things using “like” or “as”.	
6. Metaphor	A figure of speech where a word or phrase is applied to an object or action to which it is not literally applicable (without “like”).	
7. Parallelism	The use of components in a sentence that are grammatically the same; or similar in their construction, sound, or meaning.	

Activity B. Stylistic Comparison (Critical Thinking)

Compare Text B (JFK) and Text D (Trump).

1. JFK uses abstract nouns (*devotion, endeavor*). Trump uses concrete imagery (*tombstones, rusted-out factories*). Why does Trump choose such “visual” language? Who is his target audience compared to JFK’s?

2. JFK’s tone is elevated and formal. Trump’s tone is urgent and blunt. How does the sentence length in Text D contribute to this sense of urgency?

Activity C. Spot the Fallacy

Study the theory note below. Read the debate excerpts below. Identify which logical fallacy is being used in the **bold** response. Explain your reasoning.

Theory Note:

A **fallacy** (specifically a logical fallacy) is a flaw or error in reasoning that renders an argument invalid or weak. The types of fallacies:

- **Ad Hominem:** Attacking the opponent's character instead of their argument.
- **Straw Man:** Misrepresenting an opponent's argument to make it easier to attack (creating a "dummy" to knock down).
- **Red Herring:** Introducing an irrelevant topic to divert attention.
- **False Dichotomy:** Presenting only two options when more exist (e.g., "You are either with us or against us").

Scenario 1: Healthcare Reform

Candidate A: "We need to look at the data from European countries. A state-funded healthcare system could reduce costs for the average family".

Candidate B: ***"My opponent wants to ban all private insurance and force you to wait six months just to see a doctor! They want a faceless government bureaucrat to decide if you are 'sick enough' to get treatment"***.

Scenario 2: Climate Change

Moderator: "Senator, explain your vote against the new environmental protection bill".

Senator: ***"Well, frankly, I don't think we need lectures on the environment from a man (Candidate A) who cheated on his wife and has been divorced three times"***.

Scenario 3: Gun Control

Activist: "We are asking for stricter background checks for assault weapons".

Politician: ***"If we let them pass this law, next week they will come to your house and confiscate all your hunting rifles and leave you defenseless against criminals"***.

Scenario 4: Education Budget

Candidate A: “We are facing a deficit, so I propose a 5 % cut to the education budget to balance the books”.

Candidate B: *“So, you are saying you hate children and want them to be uneducated?”*

Activity D. The “Spin Doctor” Game

Work in pairs. You are political strategists. Task: Your candidate has just proposed a controversial policy: **“Banning private cars in the city center on weekends”**.

1. Student A (The Attacker): Create a Straw Man argument to attack this policy (e.g., “They want to imprison you in your homes!”).
2. Student B (The Defender): Create a slogan using a Tricolon to support the policy (e.g., “Cleaner air, safer streets, happier families”).

Unit 2.2: Political Systems: The Crown vs. The Constitution

Text A: Parliamentary Sovereignty and the Unwritten Constitution

(1) Unlike the United States, the United Kingdom does not have a single written document called “The Constitution”. Instead, the British constitution is **uncodified**, derived from a mixture of statutes, court judgments, and conventions. At the heart of this system lies the principle of **Parliamentary Sovereignty**.

(2) Parliamentary Sovereignty makes Parliament the supreme legal authority in the UK, which can create or end any law. Generally, the courts cannot overrule its legislation and no Parliament can pass laws that future Parliaments cannot change. This stands in stark contrast to the US system, where the Supreme Court can strike down laws deemed unconstitutional.

(3) The UK system is often described as a “constitutional monarchy”. The Monarch (the King or Queen) is the **Head of State**,

but their powers are largely symbolic. While the Monarch must give **Royal Assent** to all bills before they become law, by convention, this assent has not been refused since 1707. Real power lies with the **Head of Government** (the Prime Minister) and the Cabinet.

(4) Crucially, the Executive is not separated from the Legislature; it is drawn from it. The Prime Minister is traditionally the leader of the party with a majority in the House of Commons. This “fusion of powers” usually allows the government to pass laws efficiently, provided they maintain party discipline.

(Abridged from *UCL Social & Historical Sciences*)

Text B: The Electoral College: A Compromise of 1787

(1) When Americans go to the polls in a general election, they are not voting directly for the President. They are voting for a slate of electors who have pledged to support a specific candidate. This system is known as the **Electoral College**.

(2) The Founding Fathers established it in the Constitution as a compromise between the election of the President by a vote in Congress and the election of the President by a popular vote of qualified citizens. The process consists of 538 electors. To win the presidency, a candidate requires a majority of 270 electoral votes.

(3) Each state is allocated a number of electors equal to the number of its Senators (always two) plus the number of its Representatives in the House (based on population). For example, California has 55 votes, while Wyoming has 3 (See Figure 1).

(4) In 48 states, the system operates on a “**winner-takes-all**” basis. The candidate who wins the popular vote in a state – even by a tiny margin – receives *all* of that state’s electoral votes. This structure creates the phenomenon of “**Swing States**” (or battleground states), where the population is divided, and candidates spend most of their time and money. It also allows for a “misfire” scenario: a candidate can win the national popular vote but lose the election in the Electoral College, a situation that has occurred five times in US history.

USA MAP VOTING

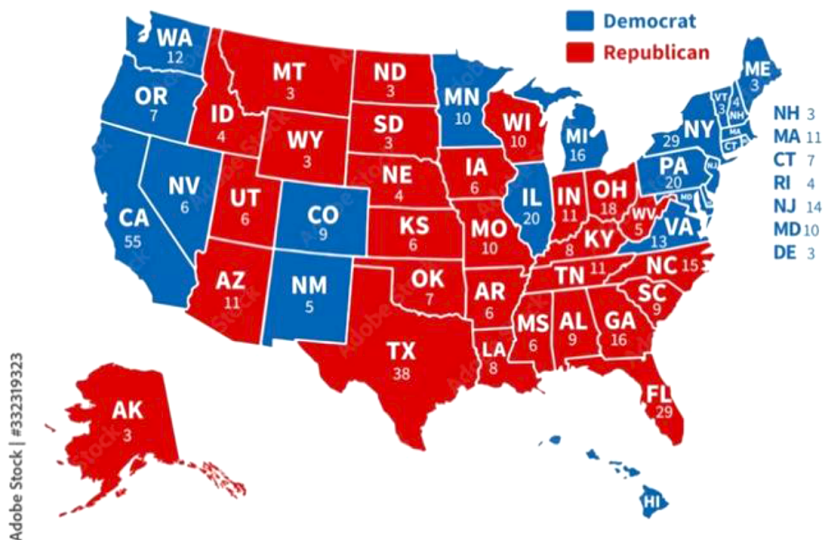


Figure 1. USA Map Voting

(Abridged from the *US National Archives & Records Administration – NARA*)

Activity A. True, False, or Not Given?

Read the texts and mark the statements. If False, explain why.

1. In the UK, the Supreme Court has the power to declare an Act of Parliament invalid if it violates human rights.
2. The US Electoral College was created because the Founding Fathers did not trust the public to vote directly.
3. The British Monarch has refused to sign a law (Royal Assent) multiple times in the 20th century.
4. A US Presidential candidate needs exactly 50 % of the popular vote to win the election.
5. The UK Prime Minister is a member of the Legislature (Parliament) before becoming part of the Executive.

Activity B. Multiple Choice

Choose the correct definition for the bolded terms found in the texts.

1. “Uncodified” (Text A, para 1) suggests that:
 - a) The laws are illegal and not recognized.
 - b) The constitution is not written down in a single document.
 - c) The legal system is chaotic and random.
 - d) The constitution is kept secret from the public.
2. “Fusion of powers” (Text A, para 4) refers to:
 - a) The combination of the Church and the State.
 - b) The overlapping roles of the Executive and Legislative branches.
 - c) The alliance between the US and the UK.
 - d) The power shared between the Monarch and the Prime Minister.
3. “Swing States” (Text B, para 4) are best described as:
 - a) States that always vote for the Republican party.
 - b) States with a high number of electors (like California).
 - c) States where the outcome is uncertain and could be won by either party.
 - d) States that want to leave the Union.

Activity C. Critical Thinking

Answer in 2–3 sentences.

1. Text B mentions that a US candidate can win the popular vote but lose the presidency. How does this challenge the concept of “One Person, One Vote”?
2. Based on Text A, the UK government can pass laws very “efficiently”. What is the potential danger of a system where the government is rarely blocked by the courts or the Upper House?
3. Text A distinguishes between the “Head of State” (Monarch) and “Head of Government” (PM), whereas in the US, the President fills both roles. Based on your reading, what might be the psychological or political advantage of having a Head of State who is neutral and not a politician?

4. Text A suggests the UK system allows for efficient law-making due to the “fusion of powers”. In contrast, the US “Separation of Powers” (Text B) is designed to slow things down. In a national emergency, which system creates a greater risk: a government that acts too fast (UK) or a government that cannot agree to act at all (US)?

5. Text B explains the “winner-takes-all” nature of the Electoral College. If you were a Presidential candidate, would you bother visiting a state that historically always votes for the opposing party? How does this system potentially leave millions of voters in “safe states” ignored?

Activity D. Debate: “Monarchy: Tradition or Anachronism?”

Context: A referendum is proposed to abolish the Monarchy in the UK.

Motion: *“This House believes that the Monarchy is an expensive tourist attraction that creates a class-obsessed society”.*

Directions:

1. Split into Team Royalist (Opposition) and Team Republican (Proposition).
2. Use the cues to develop 2-minute speeches (see Appendix B).
3. Use connecting words: *conversely, notwithstanding, fundamentally, albeit.*

Unit 2.3: Geopolitics and Diplomacy – The Art of Influence

Soft Power in a Hard World

(1) In international politics, power is typically defined as the ability to affect others to get the outcomes one wants. Historically, this has been associated with “**Hard Power**” – the use of coercion (sticks) or payment (carrots). A country with a large military and a strong economy can bully smaller nations into submission or buy their allegiance. However, there is a third way to wield

influence, one that is often overlooked but increasingly vital in the information age: **“Soft Power”**.

(2) Soft power is not about forcing others to do what you want; it is about getting them to *want* what you want. It is the ability to **co-opt** rather than coerce. This power rests on the attraction of a country’s culture, its political ideals, and its policies. When you admire a country’s values (like democracy or free speech) or are fascinated by its culture (movies, literature, universities), you are more likely to support its diplomatic goals voluntarily.

(3) Sceptics often dismiss soft power as ephemeral or “fluffy”. Yet, history proves otherwise. The United States won the Cold War not just because of its nuclear arsenal, but because people behind the Iron Curtain wanted to wear Levi’s jeans, listen to jazz, and vote in free elections. The Berlin Wall did not fall under artillery fire; it fell under the weight of **cultural aspiration**.

(4) Today, the battle for soft power is fierce. Nations invest billions in “public diplomacy”. China establishes Confucius Institutes globally to promote its language; South Korea exports K-Pop and drama to cultivate a cool, modern image; the UK leverages the BBC and its universities. However, soft power is fragile. It takes years to build **credibility** but only moments to lose it. Propaganda is not soft power. If a country’s actions (like starting an unjust war or suppressing dissent) contradict its messaging, its soft power evaporates, revealing it as mere hypocrisy.

(5) In a world of dispersed power, where non-state actors and digital networks matter as much as armies, the country that tells the better story often wins. As the information age matures, the “paradox of plenty” emerges: there is so much information that attention becomes the scarcest resource. Therefore, credibility is the ultimate currency.

(Adapted from Joseph S. Nye Jr., *Project Syndicate*)

Activity A. Vocabulary in Context

Match the words from the text with their definitions.

Words	Definitions
1. Coercion (para 1)	A. The quality of being trusted and believed in.
2. To co-opt (para 2)	B. Lasting for a very short time; fleeting.
3. Allegiance (para 1)	C. To assimilate or win over into a larger group / culture (often peacefully).
4. Ephemeral (para 3)	D. Loyalty or commitment to a superior or a group.
5. Credibility (para 4)	E. The practice of persuading someone to do something by using force or threats.

Activity B. Critical Thinking

Answer the questions based on the text.

1. The text mentions “sticks” (coercion) and “carrots” (payment). Give a real-world geopolitical example of each.
2. According to paragraph 3, what played a bigger role in ending the Cold War: missiles or blue jeans? Do you agree?
3. The author says, “Propaganda is not soft power”. What is the key difference?

(Hint: Look at the word “credibility”).

Activity C: The “Nation Branding” Task Force

Context: You are a specialized diplomatic team hired by the Ministry of Foreign Affairs of a specific country. Your country has a “reputation problem” or simply lacks visibility. You need to design a **Soft Power Strategy** to increase its global influence without using the military.

Step 1: Choose a Country (or create a fictional one):

- *Example A:* Japan (Aging population, wants to attract young tech talent).
- *Example B:* Saudi Arabia (Oil-dependent, wants to be seen as a modern tourist hub – “Vision 2030”).
- *Example C:* Brazil (Environmental concerns, wants to be a leader in Green Diplomacy).

Step 2: The Strategy Meeting (Group Work – 15 mins)

Develop a 3-point plan using the “Assets” of Soft Power mentioned in the text (Culture, Values, Policies).

- Cultural Pillar: What do we export? (Food, Music, Sport, Language?)

- *Idea*: “We will launch a global scholarship program for...”

- Political Values: What do we stand for? (Peace, Innovation, Tradition?)

- *Idea*: “We will host a Global Summit on...”

- Foreign Policy: How do we help the world? (Aid, Technology, Peacekeeping?)

- *Idea*: “We will donate our new medical technology to...”

Step 3: The Pitch (Presentation) Present your strategy to the “Prime Minister”. Use persuasive language. *Useful Phrases*:

- “Our goal is to shift the global perception from [X] to [Y]”.

- “We intend to leverage our cultural heritage to...”

- “This initiative will foster goodwill and long-term allegiance”.

Independent Research (Homework)

Find a recent article on this topic from an authentic English source, summarize it, and present a 3-minute critique to the class.

MODULE 3: HISTORY OF THE USA AND THE UK – “NARRATIVES OF THE PAST”

Unit 3.1: Colonialism and Empire

Text A: The Imperial Justification (1897)

(1) It seems to me that there are three distinct stages in our Imperial history. We began to be, and we ultimately became, a great Imperial Power in the eighteenth century, but, during the greater part of that time, the colonies were regarded, not only by us, but by every European Power that possessed them, as possessions valuable in proportion to the pecuniary advantage which they brought to the mother country...

(2) We have now reached the third stage in our history, and the true conception of our Empire. What is that conception? As regards the self-governing colonies we no longer talk of them as dependencies. The sense of possession has given place to the sentiment of kinship.

(3) We feel now that our rule over these territories can only be justified if we can show that it adds to the happiness and prosperity of the people, and I maintain that our rule does, and has, brought security and peace and comparative prosperity to countries that never knew these blessings before. In carrying out this work of civilization we are fulfilling what I believe to be our national mission, and we are finding scope for the exercise of those faculties and qualities which have made of us a great governing race... You cannot have omelettes without breaking eggs; you cannot destroy the practices of barbarism, of slavery,

of superstition, which for centuries have desolated the interior of Africa, without the use of force.

(abridged from Joseph Chamberlain,
The True Conception of Empire)

Text B: The Post-Colonial Critique (2017)

(1) The British like to believe that they are the ones who brought India into the modern age. But the reality is that the British empire in India was effectively a hit-and-run job... At the beginning of the 18th century, India's share of the world economy was 23 %, as large as all of Europe put together. By the time the British departed India, it had dropped to just over 3 %. The reason was simple: India was governed for the benefit of Britain. Britain's rise for 200 years was financed by its depredations in India.

(2) Many argue that the empire built the railways. But the railways were not built to help Indians travel; they were built to extract resources from the hinterland to the ports for British profit, and to deploy troops to quell rebellions. Indian passengers paid higher rates than British freight.

(3) It is often argued that the British brought political unity to India. But in doing so, they sowed the seeds of division. The British policy of 'divide and rule' fomented religious tensions between Hindus and Muslims that eventually led to the tragic Partition of 1947. The British did not leave behind a united India; they left behind a partitioned, bleeding land.

(abridged from Shashi Tharoor,
The myth of the benevolent British empire, The Guardian).

Activity A. True, False, or Not Given?

1. Chamberlain (Text A) admits that the early stages of the Empire were driven by financial gain ("pecuniary advantage").

2. Tharoor (Text B) argues that the British railway system in India was cheaper for passengers than for transporting goods.

3. Chamberlain (Text A) believes that the use of violence (“force”) is counter-productive to civilization.

4. Tharoor (Text B) claims that the Partition of 1947 was an accidental result of British incompetence.

5. Chamberlain (Text A) asserts that British rule has introduced peace and security to regions that were previously desolate and barbaric..

Activity B. Multiple Choice (Rhetorical Analysis)

1. Chamberlain’s metaphor “You cannot have omelettes without breaking eggs” serves to:

- a) Encourage culinary arts in the colonies.
- b) Justify violence and casualties as a necessary cost of progress.
- c) Criticize the inefficiency of the colonial administration.
- d) Explain the economic trade of food products.

2. Tharoor cites the economic drop from 23 % to 3 % primarily to:

- a) Show that Indians were bad at managing their economy.
- b) Prove that the British Empire was an engine of extraction, not development.
- c) Illustrate the effects of the Industrial Revolution globally.
- d) Praise the British for modernizing Indian trade.

3. In Text A, the phrase “pecuniary advantage” refers to:

- a) The strategic military position of a colony.
- b) The cultural exchange between nations.
- c) The financial profit or monetary gain derived from the colonies.
- d) The moral superiority of the empire.

4. Tharoor uses the phrase “hit-and-run job” (Text B) to characterize the Empire as:

- a) An efficient and speedy administrative system.
- b) A traffic accident that was quickly resolved.
- c) An operation that extracted value quickly and left without taking responsibility for the damage.
- d) A temporary military intervention.

5. The word “fomented” in Text B (“fomented religious tensions”) implies that the British:

- a) Tried to mediate and solve the conflict.
- b) Ignored the tensions until it was too late.
- c) Actively encouraged or instigated the conflict to maintain control.
- d) Were unaware of the religious differences in India.

Activity C. “History Rewritten”

Analyze how the CAUSE and EFFECT of the same event are described differently.

Task: Look at the descriptions of the “Amritsar Massacre” (1919) (where British troops fired on civilians).

- 1920 British Report: *“General Dyer fired on a mob to disperse an illegal gathering and prevent a second Mutiny. Order was restored”.*
- 2020 Modern Textbook: *“General Dyer ordered troops to fire on unarmed families attending a festival, aiming to inflict terror. It catalyzed the independence movement”.*

Discussion Questions:

1. In the 1920 text, the shooting *caused* “Order”. In the 2020 text, the shooting *caused* “Independence movement”. How does changing the “effect” change the moral judgment of the event?
2. Compare “mob” vs. “families”. How does this word choice affect the reader’s sympathy?

Unit 3.2: The American Dream: Myth or Reality?

The Fading of the Dream

(1) The “American Dream” is a fuzzy concept, but for economists, it has a precise definition: absolute income mobility. Simply put, it is the probability that a child will earn more money than their parents did at the same age. For most of US history, this was a virtual guarantee.

(2) According to research by Raj Chetty and his team at *Opportunity Insights*, children born in 1940 had a 92 % chance of earning more than their parents. It was almost impossible *not* to move up. However, for children born in the 1980s (who are now in their prime working years), that probability has fallen to 50 %. It is now a coin toss.

(3) The decline is not due to a lack of economic growth, but rather the distribution of that growth. While the GDP has risen, the benefits have concentrated at the very top. This stagnation for the middle class means that for the first time, a generation is staring at the prospect of being poorer than the one before it. The escalator of social mobility has broken down.

(Adapted from Raj Chetty, *The Fading American Dream*)

Text B: The Immigrant Paradox

(1) While native-born Americans grow increasingly cynical about their prospects, immigrants tell a different story. A comprehensive survey found that 77 % of immigrants say they have achieved their “American Dream” or are working towards it, compared to a much lower percentage of US-born citizens.

(2) Why the discrepancy? Sociologists point to the “frame of reference”. For a lawyer in New York, the high cost of housing and student debt feels like a failure of the system. But for an immigrant from a destabilized economy, the US offers stability, rule of law, and educational access that simply did not exist back home.

(3) Furthermore, immigrants define the “Dream” differently. While native-born Americans increasingly define it in material terms (owning a home, wealth), immigrants are more likely to define it as “freedom of choice” and “opportunity for children”. Thus, the American Dream is arguably being kept alive not by those whose ancestors invented it, but by those who have just arrived.

(Adapted from Smith, *Most think the 'American dream' is within reach for them*)

Activity A. True, False, or Not Given?

1. According to Text A, “absolute income mobility” measures whether a person is in the top 1 % of earners.
2. Text A claims that the US economy has stopped growing entirely since the 1980s.
3. According to Text B, immigrants generally have lower levels of student debt than native-born Americans.
4. Text B suggests that immigrants prioritize “freedom” over “wealth” when defining the American Dream.
5. According to Text A, a child born in 1940 was almost certain to earn more than their parents.

Activity B. Multiple Choice (Vocabulary & Inference)

1. The phrase “coin toss” in Text A (para 2) implies that social mobility is now:
 - a) A form of gambling illegal in most states.
 - b) Dependent entirely on luck rather than hard work.
 - c) Uncertain, with only a 50/50 chance of success.
 - d) A cheap commodity.
2. The “frame of reference” mentioned in Text B helps explain why:
 - a) Immigrants are better at mathematics.
 - b) Two groups can experience the same reality but perceive it differently based on their past.
 - c) Housing is more expensive in New York than elsewhere.
 - d) Sociologists prefer to study immigrants.
3. Which factor is cited in Text A as the main cause for the fading dream?
 - a) High taxes.
 - b) Laziness of the younger generation.
 - c) Unequal distribution of economic growth.
 - d) The influx of migrants.
4. In Text B, the word “discrepancy” (para 2) refers to:
 - a) A serious legal crime.

- b) The significant difference or inconsistency between the views of immigrants and native-born citizens.
- c) The decrease in immigration numbers.
- d) The similarity in cultural values.
- 5. The metaphor “The escalator... has broken down”

(Text A) suggests that:

- a) Public transport infrastructure in the US is failing.
- b) The automatic economic mechanism that used to lift every generation up has stopped working.
- c) People are too lazy to climb the stairs of success.
- d) The economy is in a permanent recession.

Activity C. Roundtable Discussion: “Is the Ladder Broken?”

Scenario: You are guests on a podcast titled *The Future of America*. The host has asked the question: “*Should we stop selling the ‘American Dream’ to the world if we can’t deliver it to our own citizens?*”

Procedure:

1. Split into groups of 3–4.
2. Assign roles (see Appendix B).
3. Debate for 10–15 minutes. Try to reach a consensus or agree to disagree.

Unit 3.3: The Troubles (Ireland) & Brexit

Text A: The Fragile Peace (The Good Friday Agreement)

(1) For three decades (1968-1998), Northern Ireland was gripped by a sectarian conflict known euphemistically as “The Troubles”. At its core, it was a battle over sovereignty. **Unionists** (mostly Protestant) wanted Northern Ireland to remain part of the United Kingdom. **Nationalists** and **Republicans** (mostly Catholic) fought for a united Ireland. Paramilitary groups like the

IRA and the UVF brought terror to the streets, resulting in over 3,500 deaths.

(2) The violence largely ended with the **Good Friday Agreement (GFA)** in 1998. This diplomatic masterpiece relied on a clever ambiguity. It allowed people in Northern Ireland to identify as British, Irish, or both. Crucially, because both the UK and Ireland were members of the European Union, the physical border between them could be removed. Military checkpoints were dismantled, and the economy flourished across an invisible line. The border became purely political, not physical.

(Adapted from *BBC News*)

Text B: The Brexit Paradox

(1) The 2016 Brexit vote shattered the delicate equilibrium of the Good Friday Agreement. When the UK decided to leave the EU Single Market and Customs Union, it created a logical paradox. To protect the EU market, goods entering from the UK (now a “third country”) must be checked.

(2) However, placing customs cameras or border posts on the island of Ireland would be a violation of the GFA and a magnet for paramilitary attacks. This created a “Trilemma”: the UK wanted to leave the EU, keep the UK whole, and have no border in Ireland. It is impossible to have all three.

(3) The solution was the **Northern Ireland Protocol** (later the Windsor Framework), which effectively placed a trade border in the Irish Sea. This meant Northern Ireland stayed aligned with EU economic rules while the rest of the UK diverged. This enraged Unionists, who felt they were being economically annexed by the EU and separated from their motherland. History, it seems, has a way of weaponizing geography.

(Adapted from Edward Burke, *Chatham House*)

Activity A. True, False, or Not Given?

1. The Good Friday Agreement required all citizens of Northern Ireland to choose strictly between British or Irish citizenship.
2. The “Troubles” were strictly a religious war with no political dimension.
3. The Northern Ireland Protocol places customs checks at the ports between Northern Ireland and Great Britain (the island).
4. The Republic of Ireland voted to leave the European Union alongside the UK in 2016.
5. Unionists generally supported the Northern Ireland Protocol because it protected their economy.

Activity B. Multiple Choice

1. The word “euphemistically” in Text A (para 1) suggests that the term “The Troubles”:
 - a) Accurately describes the scale of the war.
 - b) Is a harsh and offensive term.
 - c) Is a mild or vague word used to describe a horrific reality.
 - d) Was invented by the media.
2. What is the “Trilemma” mentioned in Text B?
 - a) The conflict between Catholics, Protestants, and Atheists.
 - b) The impossibility of simultaneously having Brexit, a united UK market, and no hard Irish border.
 - c) The three demands of the IRA.
 - d) The economic choice between the Dollar, the Pound, and the Euro.
3. Why did the removal of the physical border work in 1998?
 - a) Because the UK military defeated the paramilitaries.
 - b) Because both countries shared the same currency.
 - c) Because common EU membership made customs checks unnecessary.
 - d) Because a giant wall was built instead.

4. In Text A, the phrase “clever ambiguity” implies that the peace treaty:

- a) Was poorly written and confusing for lawyers.
- b) Intentionally used flexible language to allow both sides to feel they had won.
- c) Was a secret deal hidden from the public.
- d) Solved the religious conflict but not the political one.

5. The concluding phrase “weaponizing geography” (Text B) suggests that:

- a) The UK is planning to build military bases in Ireland.
- b) Geography exams are becoming more difficult.
- c) Physical borders and location are being used as tools of political conflict and pressure.
- d) The Irish Sea is dangerous for trade ships.

Activity C. Project: “How History Shapes Modern Borders”

The Task: You are geopolitical analysts. Prepare a 5-minute presentation investigating how a historical event creates modern political tension. Choose ONE of the following Case Studies (or stick to Ireland):

- 1. The Irish Sea Border: How a 300-year-old colonization (Plantation of Ulster) affects where we check sausage imports today.
- 2. The Cyprus Green Line: A divided capital (Nicosia) inside the EU.
- 3. The 38th Parallel (Korea): A border frozen in the Cold War.

Presentation Structure (Must include):

- 1. The Historical “Seed”: What event caused the division? (e.g., The Partition of Ireland 1921).
- 2. The “Ghost” Border: How does the border affect people’s lives today? (Psychologically or economically).
- 3. Visual Evidence: Find a map or a photo that illustrates the divide (e.g., the “Peace Walls” in Belfast or the “Ghost City” in Cyprus).
- 4. Vocabulary Checklist: Use at least 3 words from the Unit (*Sovereignty, Sectarian, Protocol, Friction, Checkpoint*).

MODULE 4: CRIME AND PUNISHMENT – “ETHICS OF JUSTICE”

Unit 4.1: The Psychology of a Criminal

In Cold Blood (1966) by Truman Capote is considered the pioneering work of the “New Journalism” genre. It details the brutal 1959 murder of the Clutter family in Kansas. Capote spent six years researching the case and interviewing the killers, Perry Smith and Dick Hickock, to reconstruct their psychological profiles with the depth of a novel but the accuracy of journalism.

Task: Read the character profiles below and analyze the contrast between the two criminals.

Text A: The Changeling (Perry Smith)

Like Mr. Clutter, the young man breakfasting in a café called the Little Jewel never drank coffee. He preferred root beer. Three aspirin, cold root beer, and a chain of Pall Mall cigarettes – that was his notion of a proper “chow-down”.

Perry Smith was a man of extreme contradictions. His tiny feet, encased in black boots, were dainty, almost feminine; yet his upper body was heavy, muscled like a weightlifter’s. He was in constant pain. His legs, badly mangled in a motorcycle wreck years ago, still plagued him with sudden, burning spasms. He practically lived on aspirin. He was a changeling. He had been a rough-and-tumble child, a half-breed Cherokee whose mother had died of alcohol and whose father was a lone wolf. He was a dreamer who carried a dictionary to improve his vocabulary, marking words like “thanatoid” and “ubiquitous”. He believed in fate.

Yet, regarding the murder, his confession was chilling in its disconnect. He later told the detective: “I didn’t want to harm the man. I thought he was a very nice gentleman. Soft-spoken. I thought so right up to the moment I cut his throat”. Psychiatrists later debated if he suffered from a “mental eclipse” – a sudden dissociation where reality vanished.

(Excerpted from Truman Capote,
In cold blood. pp. 15, 55, 245)

Text B: The Pragmatist (Dick Hickock)

Dick Hickock was the literal opposite. If Perry was a creature of shadow, Dick was all surface. He was small, with a face that seemed to have been halved like an apple, then glued back together slightly off-center – the result of a car accident in 1950. The collision had left his eyes on different levels, giving him a gaze that was at once lopsided and cynical. Dick considered himself a “normal” person. He had parents who loved him, he had been a high-school athlete, he had no “ghosts” haunting him. He prided himself on being a realist, a pragmatist. He was the “brains”; Perry was just the “muscle”. For Dick, the crime was a business proposition. A “cinch”. A “perfect score”. He felt no bond with the victims, nor did he feel any particular hatred. They were merely obstacles to the money. He had told Perry: “We’re gonna go in there and splatter those walls with hair”. The doctors found no signs of psychosis in Dick. Instead, they saw a “severe character disorder”. He knew the difference between right and wrong; he simply didn’t care. As one doctor noted, he displayed “a complete absence of guilt or remorse”.

(Excerpted from Truman Capote,
In cold blood. pp. 31, 212, 278)

Activity A. Literary Vocabulary in Context

Capote uses sophisticated imagery. Match the bolded words/phrases from the text with their definitions.

Words / phrases	Definition
1. “He was a changeling” (Text A)	A. A person who is guided more by practical considerations than by ideals.
2. “A mental eclipse” (Text A)	B. Something that is very easy to do; a sure thing.
3. “Halved like an apple... off-center” (Text B)	C. (Folklore metaphor) A child believed to have been secretly substituted by fairies; here, implying someone who doesn’t fit in, a multifaceted outsider.
4. “A pragmatist” (Text B)	D. A state of dissociation; a temporary loss of rational thought or awareness.
5. “A cinch” (Text B – slang)	E. Asymmetrical; permanently damaged or distorted.

Activity B. Critical Thinking: The “Trigger” Theory

Capote argues that the murder would not have happened if these two men hadn’t met. It required both chemical elements to cause the explosion.

Question: Based on the texts, why did Dick *need* Perry? Why couldn’t Dick commit the murder alone? (Hint: Look at Text B’s description of Dick as “brains” vs. Text A’s “explosive” nature).

Activity C. The Criminal Profile

Context: *You are a profiler for the Behavioral Science Unit. You must classify the subjects based on the evidence provided in the excerpts.*

Task: *Fill in the comparison table.*

Feature	Perry Smith (Subject A)	Dick Hickock (Subject B)
Dominant Personality Trait		
Physical Stigmata (Marks)		
Attitude Towards Victims		
Psychiatric Label (Text)		
Motive		

Activity D. Physiognomy & Bias (Critical Thinking)

Physiognomy is the pseudoscience of judging character from facial features. Capote creates a contrast between the “monster” inside and the human outside.

Analyze Prisoner 14747 (Right): Capote describes him as a “dreamer” who lived on aspirin and poetry. Look at his eyes. Does he look like a cold-blooded killer or a lost child? How does this visual contradiction help explain why the public was so fascinated by him? Analyze Prisoner 14746 (Left): Capote describes him as “all surface” and a “pragmatist”. Does his expression convey the “absence of guilt” mentioned by the psychiatrist?

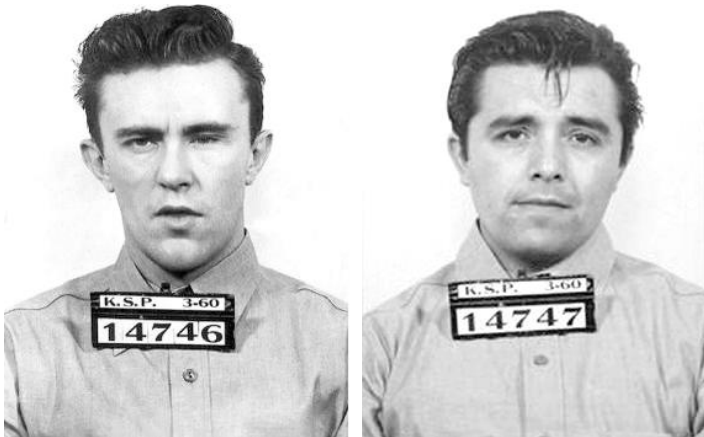


Figure 2. Mugshots of Dick Hickock (Left) and Perry Smith (Right)

Activity E. The Ethics of 'Non-Fiction Novels'

Truman Capote interviewed these men for years while they awaited execution. He befriended them to get their story.

Discussion Question: Capote needed them to die so his book would have an ending. Is it ethical for a writer or a journalist to build a career on the tragedy of others? Does 'In Cold Blood' humanize monsters, or does it exploit victims?

Unit 4.2: Capital Punishment – The Ultimate Penalty

Text A: The Argument For – Retribution and Justice

(1) The constitutionality of the death penalty rests on two principal social purposes: **retribution** and **deterrence**. Retribution is no longer the dominant objective in modern penology, but neither is it a forbidden objective nor one inconsistent with our respect for the dignity of men. Indeed, the decision that capital punishment may be the appropriate sanction in extreme cases is an expression of the community's belief that certain crimes are themselves so grievous an affront to humanity that the only adequate response may be the penalty of death.

(2) Whatever the arguments may be against capital punishment, both on moral grounds and in terms of accomplishing the purposes of punishment, the death penalty has been employed throughout our history. Ideally, it serves as a **deterrent** – a warning to potential criminals that the cost of taking a life is the forfeiture of their own. Furthermore, there is the concept of “just deserts”: society has a moral obligation to protect the safety and welfare of its citizens, and this obligation is threatened when the state fails to impose a punishment proportionate to the crime.

(Adapted from the Majority Opinion
in *Gregg v. Georgia*, 1976)

Text B: The Argument Against – The Risk of Error and Arbitrariness

(1) The death penalty is an intolerable denial of civil liberties and is inconsistent with the fundamental values of our democratic system. It violates the constitutional ban against “cruel and unusual punishment” (The Eighth Amendment). The state should not arrogate unto itself the right to kill human beings, especially when it kills with premeditation and ceremony.

(2) Beyond the moral argument lies the procedural nightmare. The system is inherently fallible. Since 1973, more than

190 people have been released from death row with evidence of their innocence. An execution is **irrevocable**; unlike a prison sentence, a miscarriage of justice here cannot be corrected. Moreover, the application of the penalty is **arbitrary** and discriminatory. Statistics demonstrate that the death penalty is disproportionately imposed on the poor, the uneducated, and racial minorities, and is more likely to be sought if the victim is white. It is not a system of justice; it is a “lethal lottery”.

(Adapted from the *American Civil Liberties Union (ACLU)*)

Activity A. True, False, or Not Given?

1. Text A argues that retribution is effectively the same thing as revenge.
2. Text B claims that the death penalty violates the US Constitution.
3. Text A provides statistical evidence proving that the death penalty lowers crime rates.
4. Text B suggests that wealthy defendants are less likely to be sentenced to death.
5. According to Text A, capital punishment is considered the appropriate response for all felony crimes.

Activity B. Multiple Choice (Legal Terminology)

1. In Text A, the phrase “just deserts” refers to:
 - a) A dry, arid landscape suitable for prisons.
 - b) The idea that a punishment should be deserved and proportionate to the severity of the crime.
 - c) The dessert served to inmates before execution.
 - d) A legal loophole allowing criminals to escape.
2. In Text B, the word “irrevocable” implies that:
 - a) The decision can be appealed many times.
 - b) The punishment is painful.
 - c) The action cannot be changed, reversed, or recovered once completed.
 - d) The cost of the execution is very high.

3. Text B describes the system as a “lethal lottery” to highlight:
 - a) The randomness and unfairness of who gets executed vs. who gets life in prison.
 - b) The method used to select the executioner.
 - c) The gambling debts that often lead to crimes.
 - d) The precise mathematical calculation of justice.
4. In Text B, the phrase “arrogate unto itself” suggests that the state:
 - a) Humbly asks the citizens for permission.
 - b) Claims or seizes a power (the right to kill) without proper justification or right.
 - c) Follows standard democratic procedures.
 - d) Delegates responsibility to local courts.
5. The phrase “grievous an affront” in Text A describes a crime that is:
 - a) A minor violation of social etiquette.
 - b) A financial crime involving taxes.
 - c) So severe and damaging that it insults the very essence of humanity.
 - d) Easily forgiven by the community.

Activity C. Moot Court: “The State vs. Miller”

The Case Scenario: The State of “Texahoma” has passed a new law making the death penalty mandatory for anyone convicted of selling drugs that lead to a fatal overdose. *Mr. Miller* sold heroin to a user who died. Miller did not intend to kill him. He was sentenced to death. He is appealing to the Supreme Court, arguing this is “Cruel and Unusual Punishment” (disproportionate to the crime).

Note: The State of “Texahoma” is a fictitious name of a state used specifically for educational or legal simulations (Moot Court).

Procedure:

1. Split into:

Group A (The Petitioners/Defense): Lawyers for Mr. Miller.

Group B (The Respondents/State): Lawyers for the State of Texahoma.

Group C (The Justices): The Judges who will ask hard questions and decide.

2. Preparation (15 mins): Use the arguments from Text A and Text B to build your case.

Defense Argument: Miller didn't kill anyone directly. Death is too harsh (Disproportionate). Risk of error.

State Argument: The drug crisis is a war. Deterrence is needed. He knew the risks.

3. The Hearing (20 mins):

Defense Opening (3 min): "Your Honors, we argue that..."

State Opening (3 min): "The State argues that..."

Justices' Q&A: The Judges must interrupt with questions (e.g., "*Counsel, are you saying drug dealers aren't responsible for death?*").

4. The Verdict: The Justices vote and explain their reasoning using the vocabulary (Retribution, Deterrence, Arbitrary).

Activity D. The Opinion Essay *Write a 250-word essay on the following prompt: "Does the risk of executing an innocent person outweigh the need for retribution in society? Discuss with reference to the concept of 'irreversibility'".*

Unit 4.3: Cybercrime and Surveillance – The Panopticon

Text A: The Whistleblower (Edward Snowden)

(1) In a hotel room in Hong Kong, a 29-year-old former CIA employee named Edward Snowden handed over thousands of classified documents to journalists, revealing the extent of global surveillance programs run by the NSA (National Security Agency). The documents exposed **PRISM**, a program that allowed the government to tap directly into the servers of nine leading internet companies, including Google, Facebook, and Apple, to extract audio, video, photographs, e-mails, and connection logs.

(2) Snowden’s disclosures shattered the public’s assumption of digital privacy. He argued that he was not a traitor, but a **whistleblower** acting in the public interest. “I do not want to live in a society that does these things”, he stated. “I do not want to live in a world where there is no privacy and therefore no room for intellectual exploration and creativity”.

(3) Critics, however, argue that his actions caused irreparable damage to national security, handing vital intelligence to adversaries like Russia and China. They claim that **indiscriminate** data collection is a necessary evil in the age of terrorism – a “haystack” that intelligence agencies must build in order to find the “needle”.

(Adapted from Ewen MacAskill & Glenn Greenwald,
The Guardian)

Text B: The Rise of Hacktivism

(1) While cybercriminals traditionally hack for profit (theft, fraud), a different breed has emerged: the **hacktivist**. Merging “hacking” with “activism”, these individuals use digital tools to promote political ends. The most famous collective, **Anonymous**, operates without a leader, united only by a loose philosophy of free speech and anti-censorship.

(2) Their methods often involve **DDoS attacks** (Distributed Denial of Service), which flood a target’s website with traffic until it crashes. Supporters view this as the digital equivalent of a sit-in protest – a valid form of **civil disobedience**. Detractors, however, label it “cyber-terrorism” or digital vigilantism.

(3) The ethical line is blurry. When hacktivists target oppressive regimes or expose child pornography rings, they are hailed as heroes. But when they leak the private data of ordinary citizens or disrupt hospitals, they are condemned as criminals. In the digital Wild West, they are the self-appointed sheriffs, accountable to no one but themselves.

(Adapted from David Kushner, *The New Yorker*)

Activity A. True, False, or Not Given?

1. Text A confirms that Google and Facebook willingly sold user data to the NSA for profit.
2. Edward Snowden's primary stated motivation was to help foreign governments (Russia/China) gain an advantage.
3. According to Text B, "Anonymous" has a strict hierarchy with a commander-in-chief.
4. Text B suggests that DDoS attacks can be compared to physical protests like sit-ins.
5. Critics in Text A admit that mass data collection is ethically perfect, but technologically difficult.

Activity B. Vocabulary in Context (Multiple Choice)

1. In Text A, the word "indiscriminate" describes data collection that:
 - a) Is carefully targeted at specific criminals.
 - b) Is done without making distinctions, affecting everyone.
 - c) Is illegal under international law.
 - d) Is highly expensive.
2. In Text A, a "whistleblower" is best defined as:
 - a) A person who hacks into government servers from the outside.
 - b) A referee in a sports game.
 - c) An insider who exposes illegal or unethical activity within an organization.
 - d) A spy working for a foreign government.
3. In Text B, "vigilantism" refers to:
 - a) Law enforcement carried out by the police.
 - b) Law enforcement undertaken without legal authority by self-appointed groups.
 - c) The act of staying awake to watch for hackers.
 - d) A computer virus protection software.

4. The phrase “irreparable damage” in Text A implies that the harm caused to national security:
 - a) Can be easily fixed with new software.
 - b) Is permanent and cannot be restored or repaired.
 - c) Was minor and insignificant.
 - d) Was accidental.
5. In Text B, “detractors” are people who:
 - a) Actively support the hacktivists.
 - b) Are victims of cybercrime.
 - c) Criticize or speak against the actions of the group.
 - d) Design the websites being attacked.

Activity C. Essay Writing: “The Glass House”

The Prompt: *“Governments argue that mass surveillance is necessary to prevent terrorism. Privacy advocates argue it destroys democracy. Is it possible to have total security without sacrificing privacy?”*

Task Requirements:

1. Write an Opinion Essay (250-300 words).
2. Use the structure: *Introduction (Thesis) → Argument for Security → Argument for Privacy → Synthesis/Conclusion.*

Independent Research (Homework)

Find a recent article on this topic from an authentic English source, summarize it, and present a 3-minute critique to the class.

MODULE 5: SCIENCE AND TECHNOLOGY – “BRAVE NEW WORLD”

Unit 5.1: Artificial Intelligence & The Workforce – The Great Churn

Text A: The Structural Churn

(1) The Fourth Industrial Revolution has moved beyond the realm of speculative fiction to become the defining economic reality of our decade. According to the World Economic Forum’s latest survey, which canvassed 803 companies across 27 industry clusters, nearly a quarter of all jobs (23 %) will change in the next five years. This phenomenon is technically defined as **“structural labor market churn”** – a dynamic and often volatile mix of emerging roles being created and declining roles being destroyed. The drivers of this churn are not limited to technology; they include the green transition, the localization of supply chains, and slower global economic growth.

(2) The statistics present a sobering, albeit complex, picture of the immediate future. The report estimates that while 69 million new jobs will be created by 2027, 83 million will be eliminated, resulting in a net decrease of 14 million jobs (approximately 2 % of current employment). The roles most susceptible to displacement are those defined by administrative routine and repetition: bank tellers, postal service clerks, and data entry specialists. In these domains, AI does not merely assist; it supplants, performing tasks with a speed and **“zero error margin”** that biology simply cannot match.

(3) Conversely, the creation of new roles is being driven by macro-trends that go beyond simple coding. The “Green

Transition” – the global shift towards renewable energy and sustainability – is a massive engine for employment. Roles such as Sustainability Specialists, Renewable Energy Engineers, and Solar Energy Installation Managers are among the fastest-growing job categories. This indicates that the future workforce will not just be digital; it will be deeply physical and technical, focused on re-engineering the infrastructure of the planet.

(4) However, for the majority of the workforce, the narrative is not purely dystopian (replacement) nor purely utopian (new green jobs). It is one of **augmentation**. The primary goal of AI in high-value sectors is to handle the **drudgery**, the tedious administrative sorting, processing, and scheduling, thereby freeing humans to focus on complex problem-solving and strategy. The expectation is that 44 % of workers’ core skills will be disrupted in the next five years, requiring a massive adaptation rather than a total exit from the labor market.

(5) Ultimately, businesses are prioritizing the rapid digitalization of commerce and trade. The fastest-growing roles reflect this digital acceleration: AI and Machine Learning Specialists, Business Intelligence Analysts, and Information Security Analysts are in desperate demand. The report concludes that we are witnessing a “bifurcation” of the workforce: highly skilled cognitive laborers will see their productivity skyrocket, while those in low-skill clerical roles face an existential threat unless they can pivot to roles requiring the “human touch”.

(Adapted from World Economic Forum,
“*The Future of Jobs Report 2023*”)

Text B: Text B: The Human Edge in the Age of Algorithms

(1) As machines get better at being machines, the economic imperative for humans is to get better at being humans. The WEF report highlights a critical recalibration in the “skills matrix” required by employers. While technical literacy is practically a prerequisite, it is no longer the primary **differentiator**. The most

coveted skills for the workforce of 2027 are cognitive and socio-emotional. As Saadia Zahidi, Managing Director at the WEF, notes: “There is no robot that can replace critical thinking and creative problem-solving”.

(2) Topping the list of essential skills are “**Analytical Thinking**” and “**Creative Thinking**”. This prioritization stems from the limitations of current AI models. Generative AI (like ChatGPT) functions as a “**probabilistic engine**”. It predicts the next plausible word based on vast datasets, but it lacks genuine comprehension or intentionality. It does not understand **nuance**, subtext, or cultural sensitivity. It cannot empathize with a frustrated client, negotiate a delicate hostage situation, or lead a frightened team through a moral crisis.

(3) Furthermore, the report emphasizes the rise of “**Resilience, Flexibility, and Agility**”. In an era of poly-crisis, where economic, geopolitical, and environmental instabilities converge, employers value workers who can weather the storm. The ability to pivot, to remain calm under pressure, and to adapt to new workflows instantly is becoming a tangible economic asset. This is often categorized under “Self-Efficacy skills”, which rank higher than reading, writing, or mathematics in the current survey.

(4) Another critical area is “Leadership and Social Influence”. As organizations become flatter and more decentralized, the ability to persuade and motivate peers without relying on formal hierarchy is crucial. AI can generate a strategy document, but it cannot inspire a team to execute that strategy. The human ability to build trust, to mentor junior colleagues, and to navigate office politics remains a “black box” that algorithms have yet to unlock.

(5) Therefore, the traditional concept of a “career for life” is effectively **obsolete**. It is being replaced by the imperative of the “**Reskilling Revolution**”. The modern worker must embrace “lifelong learning” not as a hobby, but as a survival strategy. Those who refuse to adapt and learn how to collaborate with algorithmic tools risk becoming “**technologically unemployed**” – not because

there is no work to be done, but because their skillset belongs to a bygone industrial era.

(Adapted from Masterson Victoria, *World Economic Forum*)

Activity A. True, False, or Not Given?

Read the texts and mark the statements. If False, explain why based on the text.

1. The WEF report predicts that the number of new jobs created will exceed the number of jobs eliminated by 2027.
2. According to Text A, the “Green Transition” is a minor factor in job creation compared to Artificial Intelligence.
3. “Augmentation” implies that AI will work alongside humans to handle tedious tasks, rather than replacing them entirely.
4. Text B suggests that “Self-Efficacy skills” like resilience are currently ranked higher by employers than basic mathematics.
5. Generative AI is capable of leading teams through moral crises because it has access to vast ethical datasets.

Activity B. Multiple Choice (Business Vocabulary & Inference)

Choose the best definition for the bolded words as they are used in the text.

1. In Text A, the term “churn” refers to:
 - a) The process of manufacturing goods.
 - b) The turbulence and turnover in the labor market (creation vs. destruction).
 - c) The slow stability of economic growth.
 - d) The hiring of cheap labor from overseas.
2. In Text B, a “probabilistic engine” is described as something that:
 - a) Thinks exactly like a human brain with emotional intelligence.
 - b) Guesses outcomes/words based on statistical patterns and data.

- c) Is capable of moral judgment.
 - d) Breaks down frequently due to errors.
3. The phrase “technologically unemployed” (Text B) suggests unemployment caused by:
- a) A global financial recession.
 - b) A mismatch between a worker’s outdated skills and modern technological requirements.
 - c) The physical destruction of factories by robots.
 - d) Addiction to the internet preventing work.
4. In Text A, the word “drudgery” refers to:
- a) Highly creative and inspiring strategic work.
 - b) Dangerous and physically demanding construction work.
 - c) Hard, menial, tedious, or dull work (like administrative sorting).
 - d) Illegal or unethical business practices.
5. The word “differentiator” in Text B implies that technical skills:
- a) Are no longer the unique factor that separates successful candidates from average ones.
 - b) Are extremely difficult to learn for older generations.
 - c) Are different in every country due to laws.
 - d) Are useless in the modern world.

Activity C. SWOT Analysis: AI in Education

Scenario: Your university is deciding whether to **ban** AI tools (like ChatGPT) or **integrate** them into the curriculum. *Work in pairs to complete the SWOT matrix regarding the Integration of AI.*

Instructions:

- Use the prompts below to brainstorm.
- Use C1 vocabulary (*plagiarism, personalized learning, dependency, efficiency*).

STRENGTHS (Internal / Positive)	WEAKNESSES (Internal / Negative)
<i>(What are the benefits for students / teachers right now?)</i> e.g., Hype-personalization: AI can adapt explanations to each student's level.	<i>(What are the immediate downsides?)</i> e.g., Hallucinations: AI provides confident but wrong answers.
OPPORTUNITIES (External / Future)	THREATS (External / Risk)
<i>(What future possibilities does this open up?)</i> e.g., Preparing students for the real AI-driven workforce.	<i>(What could destroy the system?)</i> e.g., Academic Integrity: Impossible to detect cheating / plagiarism.

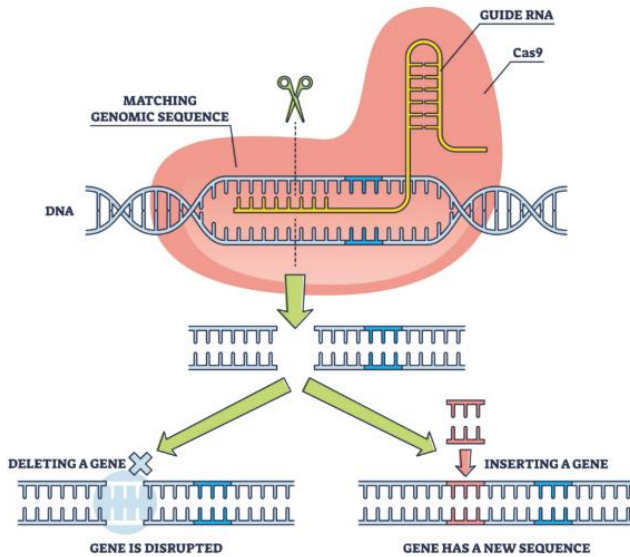
Discussion Question (Post-Analysis): *"Looking at your SWOT analysis, does the 'Opportunity' outweigh the 'Threat'? Should the university embrace the chaos?"*

Unit 5.2: Bioethics – Cloning & Gene Editing

Text: The Architect of Life – Promise and Peril

(1) For billions of years, the evolution of life was driven by the slow, blind mechanism of natural selection. Mutations occurred randomly, and the environment selected the survivors. Today, for the first time in history, one species has the power to take control of its own genetic destiny. The tool is called **CRISPR-Cas9**. Originally discovered as an adaptive defense mechanism in bacteria to fight off viruses, CRISPR acts as “molecular scissors”. It uses a guide RNA to locate a specific sequence of DNA and the Cas9 protein to slice it, allowing scientists to cut and paste genetic code with unprecedented precision, speed, and cheapness.

CRISPR



CRISPR Mechanism

(2) The medical potential is staggering. Clinical trials are already showing success in using **somatic gene editing** to cure debilitating “single-gene” diseases like sickle cell anemia and beta-thalassemia. In these procedures, stem cells are harvested from the patient, edited in a lab to correct the typo in the genetic code, and then reintroduced into the body. Crucially, in somatic editing, the DNA is changed only in the existing patient; the alterations die with them and are not passed down to future generations.

(3) However, the ethical firestorm centers on **germline editing** – the alteration of embryos, sperm, or eggs. Changes made here are **heritable**, entering the human gene pool forever. Proponents argue this is a moral imperative: if we can permanently delete the gene for Huntington’s disease or Cystic Fibrosis from a family line, do we not have a duty to do so? Opponents,

however, fear the law of unintended consequences. A gene that causes a disease in one context might provide immunity to another in a different environment, and tampering with the complex architecture of the genome could introduce off-target mutations with catastrophic long-term effects.

(4) In 2018, the theoretical became reality when Chinese scientist He Jiankui announced the birth of the first “CRISPR babies” – twins edited to be resistant to HIV. The global scientific community condemned the experiment as premature, reckless, and unethical. It revealed a lack of international consensus and regulatory oversight. The experiment opened a door that can never be fully closed. The technology is relatively simple to use; the barrier is no longer capability, but morality.

(5) The ultimate fear is the “**slippery slope**” toward eugenics. If society accepts editing to eliminate fatal heart defects, will we eventually accept editing for non-medical enhancements? The line between therapy (fixing a problem) and enhancement (improving performance) is blurry. We risk creating a “**biological caste system**” where the wealthy can purchase genetic advantages for their children – higher intelligence, greater muscle mass, or perfect vision – while the poor remain subject to the “genetic lottery”. This could fundamentally fracture the human species, turning inequality from a social construct into a biological fact.

(Adapted from Doudna, J. A., & Charpentier, E.
and Cyranoski, D.)

Activity A. True, False, or Not Given?

Read the text and mark the statements. If False, explain why.

1. CRISPR-Cas9 was originally invented by scientists in a laboratory from scratch.
2. Somatic gene editing results in genetic changes that are passed down to the patient’s children.
3. The scientific community overwhelmingly supported the 2018 “CRISPR babies” experiment as a necessary breakthrough.

4. Current technology allows scientists to easily edit genes responsible for complex traits like intelligence.

5. The author implies that the primary barrier to designer babies today is technical difficulty.

Activity B. Multiple Choice (Scientific Terminology & Inference)

Choose the best answer based on the text.

1. The term “germline editing” refers to:
 - a) Editing bacteria to fight germs.
 - b) Genetic modification of reproductive cells (embryos/sperm/eggs) that is heritable.
 - c) Cleaning laboratory equipment to keep it germ-free.
 - d) Editing the genes of elderly patients only.
2. The metaphor “molecular scissors” is used to describe:
 - a) The precise cutting of DNA strands by the Cas9 protein.
 - b) The surgery required to implant the embryo.
 - c) The budget cuts in scientific funding.
 - d) The separation of conjoined twins.
3. What is the “slippery slope” mentioned in paragraph 5?
 - a) The decline in scientific standards.
 - b) The fear that curing diseases will inevitably lead to “enhancing” human traits (designer babies).
 - c) The difficulty of storing DNA samples.
 - d) The decrease in genetic diversity.
4. In paragraph 2, the term “somatic” refers to:
 - a) Cells related to the mind and psychology.
 - b) Cells of the body that are not reproductive (non-heritable).
 - c) A type of ancient bacteria.
 - d) A legal term for medical malpractice.
5. The phrase “genetic lottery” (Para 5) implies that:
 - a) You can win money if you have good genes.
 - b) Genetic traits are currently distributed randomly by nature, not chosen by purchase.

- c) Scientists select patients for trials by drawing names from a hat.
- d) Evolution is a game of skill.

Activity C. The Ethics Committee: “Project Apollo”

The Scenario: A wealthy couple, the Sterlings, have approached your clinic. They are using IVF (In Vitro Fertilization) to have a child. They do not have genetic diseases. However, they are requesting to use CRISPR to edit the embryo to include a rare gene variant (LRP5) that gives extra-strong bones and increased athletic endurance. They argue this is “preventative medicine” against osteoporosis, but in reality, they want their child to be a successful athlete.

Task: Split into three groups and take on one of the roles (see Appendix B). Debate for 15 minutes. At the end, Group C (The Doctors) must cast a vote: Approve or Reject.

Unit 5.3: Space Exploration vs. Climate Change – The Great Filter

Text A: Making Humans a Multi-Planetary Species

(1) I want to discuss a question that is fundamental to our future: What do we want the destiny of humanity to look like? History is eventually going to **bifurcate** along two directions. One path is that we stay on Earth forever, and then there will be some eventual extinction event. I do not have an immediate doomsday prophecy, but history suggests that some alternative event – be it a super-volcano, a nuclear winter, or an asteroid impact – will eventually occur. The alternative is to become a space-faring civilization and a multi-planetary species, which I hope you would agree is the right way to go.

(2) The goal is not just to have a few astronauts visit Mars and return. The goal is to build a self-sustaining city that is not reliant

on Earth for survival. This is essentially an insurance policy for life as we know it. If there were a third world war or a calamity that destroyed the biosphere here, we would want to ensure that the “**light of consciousness**” is not extinguished. Mars is the only viable option. It receives decent sunlight, has an atmosphere (albeit thin), and contains water ice. We can heat the planet up and restore a thick atmosphere in the long term.

(3) However, the primary challenge is cost. Right now, going to Mars would cost about \$10 billion per person. You cannot create a self-sustaining civilization if the ticket price is that high. We need to improve the cost-efficiency by orders of magnitude – specifically, by 5 million percent. The key to this is **full reusability**. If planes were not reusable, air travel would be affordable only to billionaires. By refueling in orbit and using methane-based propellant produced on Mars, we can bring the cost down to the price of a median house in the US.

(4) But beyond mere survival and economics, there is a profound emotional argument. Life needs to be more than just solving problems every day. You need to wake up and be excited about the future. You need to be inspired. There are very few things that give us that sense of adventure, that make us proud to be human beings, like the Apollo program did. Going to Mars, making life multi-planetary – that is one of those things. It is about believing that the future will be better than the past.

(5) This will not be easy. The first journey will be very dangerous. The risk of fatality will be high; there is just no way around it. It is like the early explorers crossing the Atlantic. But if we succeed, the threshold for a self-sustaining city is probably around one million people. Once we cross that threshold, humanity becomes effectively immortal, protected against any single-point failure on Earth.

(Adapted from Elon Musk, *Making Humans a Multi-Planetary Species*)

Text B: The Delusion of Space Escapism

(1) The idea that we can flee a warming, polluted Earth to inhabit Mars is a dangerous delusion. It fosters a **moral hazard**: the belief that we do not need to fix our mess because we have a “Plan B”. But the reality of physics and biology is unforgiving. Nowhere in our solar system is as hospitable as even the summit of Everest or the South Pole. To terraform Mars, a radioactive, airless, frozen desert, into a habitable biosphere would take centuries and technology that does not exist. Dealing with climate change on Earth is **trivial** by comparison.

(2) Billionaire Bill Gates recently said in a statement that he would rather have some of his money go to vaccines than travel to Mars. “It’s actually quite expensive to go to Mars. You can buy measles vaccines and save lives for \$1000 per life saved. And so, that pushes you, like, not to go to Mars”. The capital required to establish a colony is astronomical. Allocating those resources to space tourism while ecosystems collapse and pandemics rage is a failure of **stewardship**. The return on investment for saving a life on Earth is immediate; the return on a Mars colony is theoretical and centuries away.

(3) Furthermore, we are evolved to survive on this specific blue marble. We are **physiologically tethered** to its gravity and its microbiome. Long-term exposure to microgravity destroys bone density and ruins eyesight; cosmic radiation shreds DNA. We cannot simply transplant the human organism to a dead rock and expect it to thrive. As the Astronomer Royal Martin Rees notes, “I think it’s a dangerous illusion to think that space offers an escape from Earth’s problems. We’ve got to solve these problems here”.

(4) This does not mean we should abandon space. Space exploration is valuable for science – for robotic probes, telescopes like James Webb, and understanding the cosmos. But the notion of mass migration is a fantasy for the super-rich. It distracts us from the urgent political and technological work required to

decarbonize our economy. We must not **conflate** the noble pursuit of knowledge with the selfish pursuit of a lifeboat.

(5) Ultimately, the “Great Filter” theory suggests that civilizations go extinct because they destroy themselves before they can spread to the stars. Climate change and nuclear war are our Great Filters. If we cannot demonstrate the maturity to sustain a biosphere on the planet we evolved on, a planet perfectly incorrect for us, what makes us think we can engineer a biosphere on a planet that wants to kill us? As Carl Sagan famously said, “Like it or not, for the moment, the Earth is where we make our stand”. There is no Planet B.

(Adapted from Lord Martin Rees, *BBC* & Bill Gates, *BBC*)

Activity A. True, False, or Not Given?

Read the texts and mark the statements. If False, explain why.

1. Elon Musk (Text A) claims that a nuclear war or asteroid impact is predicted to happen within the next 50 years.
2. According to Text A, the primary economic barrier to Mars colonization is the cost of fuel.
3. Text B implies that fixing climate change is mathematically easier than terraforming Mars.
4. Lord Martin Rees (Text B) believes we should stop all space exploration, including telescopes and robots.
5. Text A suggests that once the Mars colony reaches one million people, humanity will be safe from extinction events on Earth.

Activity B. Advanced Vocabulary in Context

*Choose the correct meaning for the **bold** words found in the texts.*

1. History is going to **bifurcate** along two directions. (Text A)
 - a) End abruptly.
 - b) Split into two distinct branches or paths.
 - c) Repeat itself in a cycle.
 - d) Become chaotic.

2. It fosters a moral **hazard**... (Text B)
 - a) A lack of money to pay for charity.
 - b) A situation where people take risks or act irresponsibly because they believe they are protected from the consequences (e.g., “Plan B”).
 - c) A dangerous physical environment.
 - d) A legal crime.
3. We must not **conflate** the noble pursuit of knowledge with... (Text B)
 - a) Confuse or combine two distinct things into one.
 - b) Completely ignore.
 - c) Fund with public money.
 - d) Criticize publicly.
4. Dealing with climate change on Earth is **trivial** by comparison. (Text B)
 - a) Of little value or significance (simple/easy relative to the other task).
 - b) Extremely expensive.
 - c) Impossible.
 - d) Unimportant or silly.
5. Allocating those resources... is a failure of **stewardship**. (Text B)
 - a) The job of a flight attendant.
 - b) The responsible planning and management of resources (taking care of the Earth).
 - c) A cooking method.
 - d) Political leadership during a war.

Activity C. The “Moonshot” Pitch

Context: The UN has announced a \$100 Billion “Humanity Fund”. Two teams must present their roadmap for how to spend this money to save the future.

Procedure:

1. Split into two groups.

2. Refer to Appendix B for your Team Profile (Team 1: *The Architects* vs. Team 2: *The Guardians*).

3. Prepare a 3-minute pitch. Your goal is to persuade the UN Committee (the teacher or the opposing team) to give you the funding.

Task Requirements:

- The Hook: Start with a strong rhetorical question or a shocking statistic.

- The Defense: You must explicitly address the Counter-Argument provided in your Role Card (e.g., “Critics say this is just for the rich, but...”).

- Vocabulary: Use at least 3 words from the unit (*bifurcation, stewardship, conflate, trivial, self-sustaining*).

Evaluation Checklist:

1. Did they use persuasive rhetoric (Rule of Three, Anaphora, etc.)?

2. Did they effectively refute the opposing philosophy?

3. Was the tone formal and visionary?

Independent Research (Homework)

Find a recent article on this topic from an authentic English source, summarize it, and present a 3-minute critique to the class.

MODULE 6: RELATIONSHIPS – “SOCIETY AND THE SELF”

Unit 6.1: Modern Family Dynamics

Text A: The End of the Nuclear Norm

(1) For so many years, there was a clear understanding of what constituted the typical American family: that of a married man and woman raising their biological offspring in one household unit. But in 1960, during the height of the baby boom, this description was true for 73 percent of children. Today, in contrast, this one paradigm has fallen from favor. There is not one major type of family in the United States anymore. The nuclear family has been joined, and in many instances, replaced, by many other configurations. This change also reveals that modern family life is more fluid compared to families of the past.

(2) This change is not just observed on the surface, but it has also become more **fluid**. With an increasing number of divorces and an increasing trend towards living together without being married, children’s family environments have also become dynamic. Many children nowadays have experienced living with **blended families**, dealing with stepparents, step-siblings, or half-siblings. Many children in America have homes that are not guaranteed to be static until they themselves become adults.

(3) The classic tie between marriage and child-rearing is also experiencing a **decoupling**. Child-bearing outside marriage was a rarity in the 1960s (5 % of births); today, it accounts for 40 % of all births. A large number of these occur in **consensual unions** – couples living together without legal marriage. While this signals

a shift in values, it raises concerns: studies show these unions are generally less enduring than marriages, increasing the likelihood that a child will experience parental separation at a young age.

(4) However, the experience of this 'new normal' is not uniform. We are witnessing an emerging **stratification** of family stability based on education and race. College-educated Americans are far more likely to get married and stay married, effectively making the stable two-parent home a privilege of the upper-middle class. Conversely, single-parent households remain more common among those with lower education levels and within minority groups, particularly Black and Hispanic families.

(5) Furthermore, the economic role of the mother has undergone a radical transformation. The 1950s housewife is largely a historical artifact. Moms today are older, better educated, and deeply integrated into the workforce. About 70 % of mothers work, and in 40 % of households, the mother is the primary **“breadwinner”** – either raising kids alone or earning more than her spouse. Today’s mother is no longer just the heart of the home; she is its economic engine.

(Adapted from Pew Research Center: *“Parenting in America”*)

Text B: From Cornerstone to Capstone – The “All-or-Nothing” Marriage

(1) The reason we marry has changed fundamental, and consequently, the institution itself has mutated. In the past, marriage was a **“cornerstone”**, i.e., something you did early in adulthood. You got married to build a life together, it was the foundation upon which you constructed your career, bought a house, and found financial stability. It was a partnership of survival and duty, often devoid of intense psychological expectations.

(2) Today, marriage has evolved into a **“capstone”**: something you do *after* you have built a life. Modern couples, particularly Millennials and Gen Z, tend to marry only after they have

finished their education, launched a career, and achieved financial independence. Marriage is no longer the foundation. It is the trophy on top, symbolizing that you have “made it”.

(3) Psychologist Eli Finkel describes this shift using the metaphor of “**Mount Maslow**”. Just as Maslow’s hierarchy of needs rises from basic survival to self-actualization, our expectations of marriage have ascended the same mountain. In 1850, we looked to a spouse for food, shelter, and protection (the base). Today, we look to the summit. We demand that our partners be not just co-parents, but our best friends, our therapists, our intellectual equals, and the primary facilitators of our personal growth.

(4) This shift has created the “**All-or-Nothing**” phenomenon. When modern marriages succeed, they are more fulfilling than any marriages in history, because they satisfy our deepest existential needs. However, because the bar is set so high, many marriages fail to clear it. Sustaining a relationship that requires intense emotional and intellectual connection takes immense time and energy – resources that overworked modern couples often lack.

(5) Ultimately, this creates a paradox. We expect more from our partners than ever before, but we invest less time in our relationships due to the pressures of modern life. As Finkel notes, marriage has become a “luxury good” – extremely rewarding for those who have the resources to maintain it, but increasingly out of reach or fragile for those who do not. The divorce rate is not necessarily a sign of failure, but a symptom of our skyrocketing standards for what love should be.

(Adapted from David Brooks, *The Atlantic*)

Activity A. True, False, or Not Given?

Read the texts and mark the statements. If False, explain why.

1. According to Text A, the “nuclear family” is still the living arrangement for the majority (over 50 %) of American children.

2. Text A suggests that people with higher education levels are abandoning marriage at faster rates than those with lower education.

3. According to Text B, the “Cornerstone” model implies that couples achieved financial stability *before* the wedding.

4. Text B claims that modern couples expect their spouses to help them grow psychologically and intellectually.

5. Eli Finkel argues that marriages in the 1850s were generally happier because expectations were lower.

Activity B. Vocabulary in Context (Sociology & Psychology)

Choose the best definition for the bolded words as they are used in the texts.

1. In Text A, “stratification” refers to:
 - a) The geographical movement of families.
 - b) The division of society into layers or classes based on status/education.
 - c) The legal process of divorce.
 - d) The act of building a strong foundation.
2. In Text B, a “capstone” is best described as:
 - a) The first stone laid in a building’s foundation.
 - b) A heavy burden that crushes the couple.
 - c) The final stone placed at the top of a structure, symbolizing completion/achievement.
 - d) A legal pre-nuptial agreement.
3. The “decoupling” mentioned in Text A refers to:
 - a) The high divorce rate.
 - b) The separation of two things that were previously linked (marriage and child-bearing).
 - c) The separation of church and state.
 - d) The technological addiction of children.
4. In Text B, “self-actualization” means:
 - a) Finding a job that pays well.
 - b) The realization or fulfillment of one’s talents and potentialities (personal growth).

- c) Taking a selfie.
 - d) Being selfish in a relationship.
5. In Text A, a “breadwinner” is:
- a) A person who bakes at home.
 - b) The family member who earns the money to support the household.
 - c) A child who wins a competition.
 - d) A government subsidy.

Activity C. Boomers vs. Gen Z: The “Script” Analysis

Context: *Sociologists observe a clash in values. Analyze the typical arguments (The “Scripts”) used by different generations regarding family.*

Task:

1. Read the two viewpoints below.
2. Identify the **Underlying Value** (e.g., Duty, Stability, Freedom, Identity) for each.
3. Discuss: *Is Gen Z “destroying” the family, or “redefining” it?*

The Boomer Discourse (Born 1946–1964)	The Gen Z Discourse (Born 1997–2012)
“The Timeline”: You should be married with a house by 25. Delaying it is a sign of immaturity.	“The Timeline”: Marrying before 30 is risky. I need to heal my trauma and find myself first.
“The Logic”: Marriage is hard work. You stay together for the kids and the commitment. Divorce is a failure.	“The Logic”: Marriage should add value to my life. If it’s toxic, leaving is an act of self-love. Divorce is a correction.
“The Economics”: We bought a house on one income. Why can’t you?	“The Economics”: We can barely afford rent. A wedding costs \$30k. Marriage is a luxury good.

Discussion Questions:

1. Text B argues that we now expect our spouses to be our lovers, best friends, therapists, and intellectual equals. Do you agree that these “skyrocketing standards” are the main reason

for modern divorce, or is it simply that people are less willing to tolerate unhappiness than in the past?

2. Text A highlights a “stratification” where marriage is becoming a privilege of the wealthy and well-educated. If stable families are the key to a child’s future success, does this trend threaten to increase the gap between the rich and the poor in the next generation?

3. In your culture, is marriage still viewed as a “cornerstone” (a foundation to build a life together from zero) or a “capstone” (a trophy you earn after achieving career and financial success)? Which model do you think creates a stronger partnership?

4. Activity C contrasts the Boomer view (“Divorce is a failure”) with the Gen Z view (“Divorce is a correction”). Is the longevity of a marriage the only metric of its success, or can a short marriage be considered successful if it promotes personal growth?

5. Text A notes that in 40 % of households, mothers are now the primary earners. However, sociologists often note that women still do the majority of domestic chores. How does this “economic engine” role of women clash with traditional expectations inside the home?

Unit 6.2: Gender Roles and Equality – Breaking the Ceiling

Text A: Beyond the Glass Ceiling – The Labyrinth

(1) For decades, the metaphor of the “**Glass Ceiling**” has defined the feminist critique of corporate life. It describes an invisible but impenetrable barrier that prevents women from rising to the upper rungs of the corporate ladder, regardless of their qualifications. However, recent research suggests this metaphor may be too simplistic for the modern workplace. It implies that the path is clear until the very end, where a single obstacle exists.

(2) A more accurate metaphor is the “**Labyrinth**”. Women do not face just one barrier at the top; they navigate a complex maze

of obstacles throughout their entire careers. These include **implicit biases** (unconscious stereotypes), a lack of mentorship, and the “double bind” – the Catch-22 where women are criticized for being too aggressive if they lead like men, but considered too soft if they lead with empathy.

(3) Furthermore, statistics reveal the phenomenon of the “**Glass Cliff**”. When women are finally promoted to the C-suite (CEO, CFO), they are disproportionately appointed to struggling companies in times of crisis. Thus, their risk of failure is higher than their male counterparts, reinforcing the very stereotypes they fought to overcome.

(Adapted from Alice Eagly and Linda L. Carli,
Harvard Business Review)

Text B: The Pronoun Paradox

(1) The internet is an unforgiving place. Use the wrong words or express the wrong opinion, and you can quickly find yourself “cancelled”. One of the latest victims is Natalie Wynn, a trans woman known for her smart video essays on her channel *ContraPoints*. Last week, she became persona non grata after tweeting that she wasn’t always a fan of “pronoun introductions”. Wynn’s issue is that while the practice aims to foster inclusivity, it often makes her feel alienated. She noted a paradox: in a typical sports bar, she is *Emiss/ma’amed* without question, but in self-consciously inclusive spaces, she has to explain her pronouns while “woke people awkwardly correct themselves”.

(2) Wynn was quickly inundated by angry messages accusing her of invalidating non-binary identities and benefiting from “passing privilege”. The backlash was so intense she deleted her Twitter account. This incident highlights how pronouns have become a cornerstone of culture wars. While reactionaries use them to mock “snowflakes”, pronoun introductions have become an established feature of progressive spaces. As Darius Hickman, a non-binary poet, argues, a simple pronoun check means people

who don't conform to traditional binary views don't feel alienated or harmed by people "clocking" their gender based on appearance.

(3) However, is there really such a thing as a "simple" pronoun check? Although I identify as a progressive lesbian, the pressure of introductions often makes me uncomfortable; announcing myself as a "she/her" feels like I'm making my entire identity about my gender. Further, while intended to recognize complexity, these introductions can paradoxically reinforce gender binaries. It forces a choice between "he", "she", or "they", suggesting that if you don't subscribe to traditional roles, you must identify as "they" – which carries its own set of assumptions.

(4) Academics see risks, too. Rachel Levin, a professor at Pomona College, suggests that mandatory pronoun sharing is not always a good idea. Undergrads are often still a "work in progress" regarding their identity. Introductions can force people to "out themselves or lie in a room full of strangers". Instead of making the most marginalized people feel comfortable, we might be making them feel singled out. Even the use of a singular "they" isn't a perfect catch-all solution, as it can be reductive for those with distinct identities who feel "they" erases their transition.

(5) There are no tidy conclusions. Lal Zimman, a linguistics professor, suggests we should think of pronouns like names: we learn them over the course of relationships rather than demanding them instantly. Gender is messy, complicated, and incredibly emotional. Pronouns are personal, and everybody's relationship with them is different. The key message is that we should treat each other with kindness and respect – which is, I think, what Wynn was trying to say before she was cancelled.

(Adapted from Arwa Mahdawi, *The Guardian*)

Activity A. True, False, or Not Given?

Read Text A (*The Labyrinth*) and Text B (*The Pronoun Paradox*) and mark the statements.

1. The "Glass Ceiling" metaphor implies that women face obstacles at every stage of their career, from entry-level to executive.

2. Women appointed to the “Glass Cliff” are more likely to fail because they are usually given leadership roles during times of crisis.

3. Natalie Wynn was criticized because she refused to call non-binary people by their preferred pronouns.

4. The author (Arwa Mahdawi) believes that pronoun introductions help dismantle the gender binary.

5. Professor Rachel Levin argues that students should be forced to declare their pronouns to prevent confusion.

Activity B. Vocabulary in Context

Match the bold words from the texts with their definitions.

Words	Definitions
1. Impenetrable (Text A)	A. A strong and adverse reaction by a large number of people.
2. Disproportionately (Text A)	B. Presenting a subject in a simplified form that is crude or misleading.
3. Persona non grata (Text B)	C. Impossible to pass through or enter.
4. Backlash (Text B)	D. To an extent that is too large or too small in comparison with something else.
5. Reductive (Text B)	E. An unacceptable or unwelcome person.

Activity C. The Metaphor Matrix

Both texts use metaphors to explain social phenomena. Analyze the following:

1. **The Labyrinth (Text A):** Why does the author argue this is a better metaphor than the “Ceiling”? How does it change the solution to the problem?

2. **The “Work in Progress” (Text B):** The author describes students’ identities as a “work in progress”. How does forcing a label (pronoun) disrupt this process?

3. **The “Trap” (Synthesis):** Text A mentions the “Double Bind” (too aggressive vs. too soft). Text B mentions the “Pronoun

Paradox” (inclusivity vs. alienation). How are these two concepts similar?

○ *Hint: Think about how trying to please society can lead to negative results in both cases.*

Activity D. Discussion: The Price of Labels

Discuss in pairs. Text A suggests women are punished for labels (e.g., ‘aggressive’). Text B suggests people are stressed by choosing labels (pronouns). Is it possible to have a workplace or society without labels, or are they necessary for order?

Unit 6.3: Digital Intimacy – Love in the Time of Algorithms

Text A: The Slot Machine in Your Pocket

(1) Just fifteen years ago, internet dating carried a heavy **stigma**; it was widely seen as a last resort for the desperate. But with the rise of the smartphone, online dating has ballooned into a multi-billion-dollar industry. Today, the average single 30-year-old spends up to 10 hours a week on these platforms, and nearly one-third of American marriages begin online. Your phone has effectively become an all-day singles bar, available whenever you have a few seconds to spare.

(2) However, there is a catch: these apps are designed to be addictive. Designers intentionally “**gamify**” the experience with bright lights, zippy graphics, and “matches” that feel like winning a prize. Consequently, using an app like Tinder feels less like traditional courtship and more like communicating with a matchmaker through a slot machine. The goal of the app is not necessarily to find you a partner, but to keep you playing the game.

(3) The mechanism behind this is pure neurochemistry. Dating apps utilize a psychological principle called “**intermittent reinforcement**” – the same unpredictability that keeps gamblers pulling the lever. When you get a match, your brain releases

dopamine, a chemical associated with reward and motivation. Because the matches appear randomly, you are compelled to keep swiping, chasing the next “high”. It creates a loop where the act of searching becomes more chemically satisfying than the result.

(4) Despite the efficiency, the success rate is often discouraging. One study suggests that only about 10 % of online matches result in a real-world meeting. Furthermore, the apps create an illusion of infinite supply, known as the “**preponderance of options**”. This makes it difficult to treat any single person as a priority because the system implies there is always someone slightly better just one swipe away. As a result, users often feel burned out, facing deception (81 % of users admit to lying on profiles) and superficiality.

(5) If you are struggling, take solace: it is likely not your fault, but a feature of the system. However, psychology offers some hacks. Studies show that profiles with multiple photos attract 35 % more matches. More importantly, **body language** matters. While many try to look “cool” with serious poses or sunglasses, research confirms that a genuine smile and direct eye contact, looking straight into the camera, are the most powerful triggers for interpersonal attraction.

(Adapted from Loren Soeiro, *Psychology Today*)

Text B: The Paradox of Choice

(1) In the past, romance was governed by proximity. You married the boy or girl who lived across the street, or perhaps someone you met at church or school. Your pool of options was limited, but this limitation offered security. You chose the best partner available, and you built a life. Today, thanks to technology, our pool of options is effectively the entire population of the planet.

(2) Logic suggests that more options should lead to better outcomes and greater happiness. However, psychologists call this the “**Paradox of Choice**”. When we are presented with too many

options, we become paralyzed. We are terrified of making the wrong decision. Instead of being satisfied with a “good enough” partner, we become obsessed with finding the “perfect” one – a maximization mindset that leads to chronic dissatisfaction.

(3) This abundance creates a culture of **disposability**. In a world of infinite choice, people become commodities. If a date is slightly awkward, or if a partner has a minor flaw, we do not stay and work on the relationship. We simply “ghost” them and return to the app, convinced that our soulmate is in the next batch of profiles.

(4) This shift has fundamentally altered the texture of courtship. The romantic slow-burn has been replaced by the “audition”. Dates feel like job interviews where candidates are assessed against an impossible checklist of traits. The serendipity of meeting a stranger has been replaced by the algorithmic certainty of filtering by height, income, and political affiliation.

(5) Ultimately, the challenge of modern love is not finding a partner, but choosing one and sticking with them. As the author Aziz Ansari notes, no person can compete with the fantasy of a perfect profile. Real intimacy requires us to delete the app, stop looking for the “next best thing”, and invest in the messy, imperfect reality of the person sitting in front of us.

(Adapted from Barry Schwartz & Ansari, A.,
& Klinenberg, E.)

Activity A. True, False, or Not Given?

Read the texts and mark the statements. If False, explain why.

1. Text A claims that online dating is still considered shameful by most Americans today.
2. According to Text A, dating apps use the same psychological mechanisms as gambling (slot machines).
3. Text A suggests that people who post serious photos are considered more attractive than those who smile.

4. Text B argues that having more romantic options always leads to greater happiness.

5. Text B suggests that “ghosting” happens because people view partners as replaceable commodities.

Activity B. Vocabulary in Context

Choose the best definition for the bolded words as they are used in the texts.

1. In Text A, “gamify” means:
 - a) To play video games with a partner.
 - b) To apply game-design elements (scoring, rewards) to non-game contexts to increase engagement.
 - c) To cheat on a partner.
 - d) To gamble money online.
2. In Text A, “stigma” refers to:
 - a) A mark of disgrace or shame associated with a particular circumstance.
 - b) A type of technological virus.
 - c) A high monthly fee.
 - d) A strong romantic connection.
3. In Text B, the “Paradox of Choice” describes:
 - a) The joy of having many options.
 - b) The phenomenon where having too many options leads to anxiety and paralysis rather than happiness.
 - c) The ability to choose a partner from another country.
 - d) A mathematical equation for love.
4. In Text A, “intermittent reinforcement” implies that rewards (matches) come:
 - a) On a strict, predictable schedule.
 - b) Only when you pay money.
 - c) Randomly and unpredictably, which increases addiction.
 - d) Never.

5. In Text B, “disposability” suggests that modern partners are treated as:

- a) Valuable treasures.
- b) Temporary and easily thrown away/replaced.
- c) Difficult to find.
- d) Long-term investments.

Activity C. Discussion: The Algorithm of Love

Discuss the following questions:

1. Text B mentions “maximization” (looking for the perfect choice). Are you a “Maximizer” (must see all options) or a “Satisficer” (happy with a good option) when buying things? Does this apply to your dating life?

2. Text A compares Tinder to a slot machine. Have you ever felt “addicted” to the *act* of swiping or scrolling, regardless of the result?

3. Is “ghosting” (ending communication without explanation) ever acceptable? Or is it a symptom of the “culture of disposability”?

Activity D. Feature Article: "The End of Romance?"

The Prompt: You are a columnist for *The New York Times*. Write a feature article (250-300 words) answering the question: “Does the ‘swipe logic’ of modern technology make us incapable of deep love?”

Writing Checklist (C1 Criteria):

1. Use a Narrative Hook: Start with a personal anecdote or a striking observation.

2. Integrate the Theory: Don’t just give an opinion; use the terms *dopamine loop*, *paradox of choice*, or *commodification* to explain *why* it happens.

3. Nuance: Acknowledge that apps *do* work for some (don’t be 100 % negative), but analyze the cost.

4. Complex Grammar: Use *inversion* (“Rarely do we stop to consider...”), *conditionals* (“If users were treated as humans...”), or *participle clauses*.

REFERENCES

1. American Civil Liberties Union (ACLU). (2012.). The Case Against the Death Penalty. Retrieved from <https://www.aclu.org/other/case-against-death-penalty>
2. Ansari, A., & Klinenberg, E. (2015). Modern romance. Penguin Press.
3. BBC News. (2023). Good Friday Agreement: What is it? Retrieved from <https://www.bbc.com/news/uk-northern-ireland-61968177>
4. Brooks, D. (2020, March). The Nuclear Family Was a Mistake. The Atlantic. Retrieved from <https://www.theatlantic.com/magazine/archive/2020/03/the-nuclear-family-was-a-mistake/605536/>
5. Burke E. (2017, July 28). Brexit's threat to Northern Ireland. *Chatham House*. Retrieved from <https://www.chathamhouse.org/publications/the-world-today/2017-08/brexits-threat-northern-ireland>
6. Capote, T. (2013). *In cold blood*. Modern Library. 416 p.
7. Center for Media Literacy. *Media Literacy Fundamentals*. Retrieved from <https://medialiteracynow.org/document/center-for-media-literacy/>
8. Chamberlain J. (1897, March 31). The True Conception of Empire. Internet History Sourcebooks Project (Fordham University). Retrieved from https://en.wikisource.org/wiki/The_True_Conception_of_Empire
9. Chetty, R., et al. (1940). The fading American dream: Trends in absolute income mobility since 1940. *Science*, 356, 398–406 (2017).

10. Churchill W. (1940, June 4). We Shall Fight on the Beaches. International Churchill Society. Retrieved from <https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/we-shall-fight-on-the-beaches/>

11. Collinson, W. (2012, July 7). *The Public Interest*. Ethical Journalism Network. Retrieved from <https://ethicaljournalismnetwork.org/the-public-interest>

12. Cyranoski, D. (2019). The CRISPR-baby scandal: What's next for human gene-editing. *Nature*, 566 (7745), 440–442.

13. Doudna, J. A., & Charpentier, E. (2014). The new frontier of genome engineering with CRISPR-Cas9. *Science*, 346 (6213).

14. Eagly, A. H., & Carli, L. L. (2007, Septemder). Women and the Labyrinth of Leadership. *Harvard Business Review*. Retrieved from <https://hbr.org/2007/09/women-and-the-labyrinth-of-leadership>

15. Gates, B. (2023, February 3). Bill Gates: 'I'd rather pay for vaccines than travel to Mars' (A. Rajan, Interviewer). *BBC News*. Retrieved from <https://www.bbc.com/news/technology-64499635>

16. Gayle, D. (2022, October 14). *Just Stop Oil activists throw soup at Van Gogh's Sunflowers*. The Guardian. Retrieved from <https://www.theguardian.com/environment/2022/oct/14/just-stop-oil-activists-throw-soup-at-van-goghs-sunflowers>

17. Greenwald, G., & MacAskill, E. (2013, June 11). Edward Snowden: the whistleblower behind the NSA surveillance revelations. The Guardian. Retrieved from <https://www.theguardian.com/world/2013/jun/09/edward-snowden-nsa-whistleblower-surveillance>

18. Hao, K. (2019, October 10). *The biggest threat of deepfakes isn't the deepfakes themselves*. MIT Technology Review. Retrieved from <https://www.technologyreview.com/2019/10/10/132667/the-biggest-threat-of-deepfakes-isnt-the-deepfakes-themselves/>

19. Holden, M. (2022, October 14). *UK climate change protesters throw soup at van Gogh's 'Sunflowers'*. Reuters.

Retrieved from <https://www.reuters.com/world/uk/protesters-throw-soup-van-gogh-painting-london-2022-10-14/>

20. Kennedy, John F. (1961). Inaugural Address. Words from the past: Inauguration speech library. Retrieved from <https://edition.cnn.com/interactive/2017/01/politics/words-from-the-past/>

21. Kushner, D. (2014, September 8). The Masked Avengers: How Anonymous Inc. works. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2014/09/08/masked-avengers>

22. Mahdawi, A. (2019, September 13). He, she, they ... should we now clarify our preferred pronouns when we say hello? *The Guardian*. Retrieved from <https://www.theguardian.com/lifeandstyle/2019/sep/13/pronouns-gender-he-she-they-natalie-wynn-contrapoints>

23. Masterson, V. (2023, May 1). Future of jobs 2023: These are the most in-demand skills now – and beyond. *World Economic Forum*. Retrieved from <https://www.weforum.org/stories/2023/05/future-of-jobs-2023-skills/>

24. Musk, E. (2017). Making Humans a Multi-Planetary Species. *New Space*, 5 (2), 46-61. (Official transcript of the 2016 IAC Keynote). Retrieved from <https://www.liebertpub.com/doi/full/10.1089/space.2017.29009.emu>

25. National Archives. (2019, December 23). *What is the Electoral College?* U. S. National Archives and Records Administration. Retrieved from <https://www.archives.gov/electoral-college/about>

26. Nerozzi, T. (2022, October 14). *Anti-oil environmentalists pour tomato soup on van Gogh 'Sunflowers' painting*. Fox News. Retrieved from <https://www.foxnews.com/world/climate-activists-throw-soup-van-goghs-sunflowers-london>

27. Nye, J. S. (2025, May 16). The Future of American Soft Power. *Project Syndicate*. Retrieved from <https://www.project-syndicate.org/commentary/the-future-of-american-soft-power-by-joseph-s-nye-2025-05>

28. Obama, B. (2008, January 8). New Hampshire Primary Concession Speech *American Rhetoric*. Retrieved from <https://www.americanrhetoric.com/speeches/barackobama/barack-obamanewhampshireconcessionspeech.htm>
29. Parliament. (2026). UCL Social & Historical Sciences. Retrieved from <https://www.ucl.ac.uk/social-historical-sciences/constitution-unit/constitution-unit-research-areas/parliament>
30. Pew Research Center. (2015, December 17). Parenting in America: The American Family Today. Retrieved from <https://www.pewresearch.org/social-trends/2015/12/17/1-the-american-family-today/>
31. Prince Harry. (2019, October 2) 'Put simply, it is bullying': Prince Harry's full statement on the media. *The Guardian*. Retrieved from <https://www.theguardian.com/uk-news/2019/oct/02/put-simply-its-bullying-prince-harrys-full-statement-on-the-media>
32. Rees, M. (2018, November 22). There is no Plan B for planet Earth – Lord Martin Rees. *BBC Science Focus*. Retrieved from <https://www.sciencefocus.com/planet-earth/there-is-no-plan-b-for-planet-earth-lord-martin-rees>
33. Schwartz, B. (2005, July). The Paradox Of Choice. TED Talks. Retrieved from https://www.ted.com/talks/barry_schwartz_the_paradox_of_choice
34. Smith, S. (2017, October 31). Most think the 'American dream' is within reach for them. *Pew Research Center*. Retrieved from <https://www.pewresearch.org/short-reads/2017/10/31/most-think-the-american-dream-is-within-reach-for-them/>
35. Soeiro, L. (2019, March 25) 6 Key Psychological Truths About Dating Apps. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/i-hear-you/201903/6-key-psychological-truths-about-dating-apps>
36. Supreme Court of the United States. (1976). *Gregg v. Georgia*, 428 U. S. 153. (Majority Opinion written by Justice

Stewart). Retrieved from <https://supreme.justia.com/cases/federal/us/428/153/>

37. Tharoor, S. (2017, March 8). *The myth of the benevolent British empire*. The Guardian. Retrieved from <https://www.theguardian.com/world/2017/mar/08/india-britain-empire-railways-myths-gifts>

38. The Constitution Unit. (n.d.). *What is the UK Constitution?* University College London (UCL). Retrieved from <https://www.ucl.ac.uk/constitution-unit/what-uk-constitution/what-uk-constitution>

39. Trump, D. (2017). Inaugural Address. Words from the past: Inauguration speech library. Retrieved from <https://edition.cnn.com/interactive/2017/01/politics/words-from-the-past/>

40. UK Parliament. (n.d.). *Parliament's role*. UK Parliament. Retrieved from <https://www.parliament.uk/about/how/role/>

41. USA.gov. (2023, August 28). *Presidential Election Process*. Retrieved January 16, 2026, from <https://www.usa.gov/election>

42. World Economic Forum. (2023, April 30). The Future of Jobs Report 2023. Retrieved from <https://www.weforum.org/publications/the-future-of-jobs-report-2023/in-full/>

APPENDICES

Appendix A

THE COMPLETE DEBATE HANDBOOK

This handbook is designed to support your participation in the interactive modules of this course. Whether you are arguing a case in a Moot Court (Module 4), pitching a Moonshot idea (Module 5), or debating political systems (Module 2), these tools will help you to structure your thoughts and persuade your audience.

I. THE “A. R.E”. MODEL: BUILDING AN ARGUMENT

In academic and professional settings, an opinion is not enough. You must build an argument. Use the **A. R.E.** structure for every point you make.

Component	Definition	Example (Topic: Death Penalty)
A – ASSERTION	The specific claim you are making. (The “What”).	<i>“Capital punishment is fundamentally unjust because the risk of error is too high”.</i>
R – REASONING	The logical explanation of <i>why</i> the assertion is true. (The “Why”).	<i>“Unlike a prison sentence, execution is irrevocable. If the justice system makes a mistake, it cannot be corrected later”.</i>
E – EVIDENCE	The proof (data, quotes, precedents) that supports the reasoning. (The “How we know”).	<i>“According to the ACLU (Text B), over 190 people have been exonerated and released from death row since 1973”.</i>

II. THE LOGIC CHECKLIST

(Avoid these Fallacies!)

Refer to this list during Module 2 (Politics) and Module 5 (Science).

Fallacy Name	Definition	How to attack it (Rebuttal)
Ad Hominem	Attacking the person instead of the argument.	<i>“My opponent is attacking my character because they cannot refute my data”.</i>
Straw Man	Misrepresenting an opponent’s argument to make it easier to defeat.	<i>“I did not say we should ban cars; I said we should limit them in the city center. Please address my actual point”.</i>
Slippery Slope	Arguing that a small step will inevitably lead to a catastrophic outcome without evidence.	<i>“You are assuming that curing diseases (Gene Editing) will automatically lead to eugenics. There is no evidence for this extreme jump”.</i>
False Dichotomy	Presenting only two options when more exist.	<i>“You are suggesting we must either ban AI or let it run wild. There is a third option: regulation”.</i>
Whataboutism	Deflecting criticism by pointing out flaws in others.	<i>“Bringing up the flaws of another country does not justify the human rights abuses we are discussing here”.</i>
Appeal to Emotion	Using pity or anger in place of a logical argument.	<i>“While this story is tragic, we must base our laws on statistics, not individual anecdotes”.</i>

III. THE LANGUAGE OF PERSUASION (Functional Phrases)

1. **Stating an Opinion (Formal)**

- *It is my contention that...*
- *I am inclined to believe that...*
- *The evidence predominantly suggests that...*

2. **Agreeing and Adding**

- *I concur with my colleague's assessment...*
- *To build upon that point...*
- *Furthermore, we must consider...*

3. **Disagreeing (Polite but Firm)**

- *I see your point, but I must take issue with the premise that...*
- *With all due respect, that argument fails to account for...*
- *That is a valid concern; however, the data indicates otherwise.*

4. **Interrupting (For Debates/Moot Courts)**

- *If I may interject for a moment...*
- *Can I just come in here?*
- *May I draw your attention to...*

5. **Concluding/Summarizing**

- *Ultimately, it boils down to...*
- *In the final analysis...*
- *Given the weight of the evidence, the only logical conclusion is...*

IV. RHETORICAL STRATEGIES

(Ethos, Pathos, Logos)

To win a debate, you need a mix of all three modes of persuasion.

1. **ETHOS (Credibility & Ethics)**

- *Goal:* Make the audience trust *you*.
- *How to use it:* Quote experts, acknowledge the complexity of the issue, and speak with confidence.
- *Example (Module 1):* “As journalists, we have a duty to the public interest, not just to what is interesting”.

2. **LOGOS (Logic & Reason)**

- *Goal:* Make the audience agree with your *facts*.
- *How to use it:* Use statistics, cause-and-effect reasoning, and historical precedents.
- *Example (Module 5):* “The cost of Mars colonization must drop by 5 million percent to be viable; currently, the math does not work”.

3. **PATHOS (Emotion)**

- *Goal:* Make the audience *care*.
- *How to use it:* Use vivid imagery, rhetorical questions, and personal stories.
- *Example (Module 3):* “We are not just talking about GDP; we are talking about a generation staring at the prospect of being poorer than their parents”.

V. GUIDE TO ACTIVITY FORMATS

A. The Standard Debate (e.g., Monarchy vs. Republic)

- **Team A (Proposition):** Defines the motion. Speaks first. Focuses on the need for change.
- **Team B (Opposition):** Rebuts Team A. Defends the status quo or offers a better alternative.
- **The Rebuttal:** The most important part. Listen to the other side and destroy their “A. R.E”. (Attack their Evidence or their Reasoning).

B. The Moot Court (e.g., Capital Punishment)

- **Tone:** Highly formal. Address the teacher/judge as “Your Honor”.
- **Focus:** It is not about what you *feel* is right; it is about what the *Law* (or Constitution) says. Stick to the texts provided.
- **Q&A:** Be prepared to be interrupted by the judge. Answer the question directly (“Yes/No, Your Honor, because...”) and then return to your speech.

C. The Role Play (e.g., Editorial Board)

- **Tone:** Professional but conversational.
- **Focus:** Stay in character. If you are the “Legal Advisor”, do not worry about sales; worry about lawsuits. If you are the “Editor”, worry about the deadline.
- **Goal:** Reach a consensus (compromise) or a vote.

ROLE CARDS AND CUES

Module 1. Unit 1.2. Activity G. The Editorial Meeting

Role A: The Editor-in-Chief (The Shark)

- **Goal:** Sales and Impact.
- **Stance:** You want to publish on the Front Page.
- **Arguments:** The politician is a hypocrite (anti-drug stance vs. his own family). This is “Public Interest”. If we don’t publish, our competitors will. The daughter is an adult (19).

Role B: The Legal Advisor (The Shield)

- **Goal:** Avoid lawsuits.
- **Stance:** You are very cautious.
- **Arguments:** The photos were taken through a window (intrusion?). She has a “reasonable expectation of privacy”. She is not a public figure, her father is. We could get sued for harassment.

Role C: The Ethics Officer (The Conscience)

- **Goal:** Maintain moral standards.
- **Stance:** You want to kill the story or heavily censor it.
- **Arguments:** This is “Public Curiosity”, not “Public Interest”. The sins of the child should not be used to attack the parent. It will destroy the girl’s mental health (remember the Meghan text?).

Module 2. Unit 2.2. Activity D. Debate: “Monarchy: Tradition or Anachronism?”

Cues

Team Republican (Abolish It)	Team Royalist (Keep It)
Point 1: The Principle of Merit. In the 21st century, no job should be given by birthright. It is the definition of inequality.	Point 1: Soft Power & Diplomacy. An elected President is a politician (divisive). The King is neutral and opens doors for trade globally.
Point 2: Cost of Living. Why should taxpayers fund palaces while using food banks? The “Sovereign Grant” is millions of pounds.	Point 2: The Tourism Economy. The Royal Family brand brings in £500m+ annually. Tourists don’t come to see a President.
Point 3: Democratic Accountability. We cannot vote them out if they behave badly. They are above the law.	Point 3: Stability. Governments come and go (look at the chaos in Parliament). The Crown provides a sense of continuity.

Module 3. Unit 3.2. Activity C. Roundtable Discussion: “Is the Ladder Broken?”

Role A: The Data Economist (The Pessimist)

- **Basis:** Text A.
- **Stance:** The numbers don't lie. Mobility is down to 50 %. The system is rigged for the rich. We are lying to migrants if we promise them success.
- **Key phrase:** “*Statistical stagnation*”, “*Wealth concentration*”.

Role B: The First-Generation Immigrant (The Optimist)

- **Basis:** Text B.
- **Stance:** You arrived with nothing and started a business. Americans complain too much; they don't know how bad it is elsewhere. The opportunity is there if you work harder.
- **Key phrase:** “*Comparative advantage*”, “*Frame of reference*”.

Role C: The Social Worker (The Realist)

- **Basis:** Systemic issues.
- **Stance:** The dream is possible for some, but barriers (cost of college, healthcare) are too high. We need structural reform, not just optimism or pessimism.
- **Key phrase:** “*Systemic barriers*”, “*Safety net*”.

Module 5. Unit 5.2. Activity C. The Ethics Committee: “Project Apollo”

Group A: The Parents (The Sterlings)

- **Argument:** “It’s our money and our child. Every parent wants the best for their kids – we just use science instead of tutors. Why is it okay to fix a weak heart but not okay to prevent weak bones?”
- **Goal:** Convince the committee to approve the procedure.

Group B: The Bioethicists (The Skeptics)

- **Argument:** “This is eugenics, not medicine. It creates inequality. If we say yes to this, next year parents will ask for blue eyes or high IQ. We cannot treat children like customizable products”.
- **Goal:** Block the procedure and call for a ban on non-medical enhancements.

Group C: The Doctors (The Scientists)

- **Argument:** “The procedure is technically safe, but we are worried about ‘off-target effects’ (accidental mutations). We need to balance patient autonomy with the Hippocratic Oath (‘Do no harm’).”
- **Goal:** Ask difficult questions about safety and liability.

Module 5. Unit 5.3. Activity C. The “Moonshot” Pitch

Team 1: The Architects (Mars Base Alpha)

- **Philosophy: Resilience.** Earth is a “single point of failure”. We need a backup drive for civilization.
- **Proposal:** Build the first permanent industrial base on Mars to produce fuel, oxygen, and food.
- **Key Argument:** Investment in space technology (solar panels, water recycling) always helps Earth in the long run. We are not abandoning Earth; we are expanding the economy.
- **Mandatory Counter-Argument to Address:** “Isn’t this just a lifeboat for the super-rich?” (You must explain why it benefits everyone).

Team 2: The Guardians (Geo-Engineering Earth)

- **Philosophy: Restoration.** We broke it, we fix it. Running away is cowardly.
- **Proposal:** A global network of “Direct Air Capture” plants to suck CO₂ from the atmosphere and technology to refill the polar ice caps.
- **Key Argument:** Mars is a fantasy. It is a dead rock. Saving the Earth’s biosphere saves 8 billion people, not just a few colonists. There is no Planet B.
- **Mandatory Counter-Argument to Address:** “What if a natural disaster (asteroid/volcano) wipes us out anyway?” (You must explain why Earth is still the better bet).

Навчальне видання

ПОНОМАРЕНКО Наталія Миколаївна

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
З ЧИТАННЯ ТЕКСТІВ НАУКОВОГО СТИЛЮ
ДЛЯ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ**

для студентів 4 курсу
галузі знань В *Культура, мистецтво та гуманітарні науки*
спеціальності В11 *Філологія*
за спеціалізацією В11.10 *Прикладна лінгвістика*
освітньої програми «*Прикладна лінгвістика*»

Комп'ютерна правка й коректура *О. Є. Вакула*
Комп'ютерне верстання *Ю. С. Семенченко*

Формат 60×84/16. Ум. друк. арк. 6,28. Вид. № 9. Зам. № 2804-34.
Видавець і виготівник Національний університет кораблебудування
імені адмірала Макарова
просп. Героїв України, 9, м. Миколаїв, 54007
E-mail : publishing@nuos.edu.ua
Свідоцтво суб'єкта видавничої справи ДК № 6402 від 19.09.2018 р.