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Level 3 – 8th June, 2020

Black Lives Matter protests take place worldwide

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<https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

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Please try Levels 2, 1 and 0 (they are easier).

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THE ARTICLE

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Black Lives Matter protests have spread around the world after the death two weeks ago of George Floyd, an unarmed and handcuffed black man. Protestors in many cities around the world marched in the streets. They held signs with the words, "Black Lives Matter" and other slogans written on them. Many people wore T-shirts with the words "I can't breathe," "No justice, no peace," and "Silence is violence". In Ottawa, Canada's Prime Minister Justin Trudeau joined an anti-racism demonstration. He took the knee alongside thousands of other people who silently got down on one knee. Similar protests have taken place in Australia, Mexico, South Korea, Poland, Norway and many other countries in support of equality.

Protestors told journalists why they joined the Black Lives Matter marches. A primary school teacher in London said: "I have come down in support of black people who have been ill-treated for many, many, many, many, years. It is time for change." An IT specialist said: "We are all human beings. There should be fairness for all of us." She added that Black Lives Matter doesn't mean anyone else's life doesn't. A 21-year-old Londoner stressed the need for dialogue. He said: "There are a lot of uncomfortable conversations that people have been avoiding...but, they're conversations that need to be had if...we want to finally create a kind of society where black bodies are treated equally."

Sources: <https://www.reuters.com/article/us-minneapolis-police-protests-global/your-pain-is-my-pain-global-anti-racism-protests-rage-idUSKBN23C289>
<https://www.dw.com/en/germany-thousands-attend-anti-racism-protests-honoring-george-floyd/a-53700909>
https://www3.nhk.or.jp/nhkworld/en/news/20200607_05/

WARM-UPS

1. BLACK LIVES MATTER: Students walk around the class and talk to other students about Black Lives Matter. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

Black Lives Matter / handcuffed / protestors / slogan / silence / breathe / equality / journalist / primary / support / human beings / dialogue / fairness / conversations

Have a chat about the topics you liked. Change topics and partners frequently.

3. PROTESTS: Students A **strongly** believe protests are the best way to defeat racism; Students B **strongly** believe they aren't. Change partners again and talk about your conversations.

4. RACISM: What forms of racism exist in the areas? How can we reduce this? Complete this table with your partner(s). Change partners often and share what you wrote.

	Forms of Racism	How We Reduce It
Education		
Government		
Police		
Courts		
Jobs		
The streets		

5. BLACK: Spend one minute writing down all of the different words you associate with the word "black". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. PROTESTS: Rank these with your partner. Put the best ways to protest at the top. Change partners often and share your rankings.

- Street marches
- Petitions
- Writing to politicians
- Websites and blogs
- Sit-ins
- Labour strikes
- Boycotts
- Vigils

VOCABULARY MATCHING

Paragraph 1

- | | |
|------------------|--|
| 1. spread | a. The state of being the same as everyone else, with the rights, and opportunities. |
| 2. unarmed | b. Walked along a route with others to protest against something. |
| 3. marched | c. Behavior involving physical force intended to hurt, damage, or kill someone or something. |
| 4. slogan | d. Moved over a wider and wider area. |
| 5. violence | e. Bent down on one knee in order to publicly protest about something. |
| 6. took the knee | f. Not carrying any weapons (like guns, knives, etc.). |
| 7. equality | g. A short and memorable phrase used in advertising. |

Paragraph 2

- | | |
|----------------|---|
| 8. ill-treated | h. Put a lot of importance on a point, statement, or idea. |
| 9. IT | i. Conversation between two or more people. |
| 10. specialist | j. All of the people living together in a country or a community. |
| 11. stressed | k. Information Technology. |
| 12. dialogue | l. Keeping away from or stopping yourself from doing something. |
| 13. avoiding | m. A person who is highly skilled in one area. |
| 14. society | n. Acted very badly towards somebody or something. |

BEFORE READING / LISTENING

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- a. The article said protestors marched in every city in the world. **T / F**
- b. Protestors wore T-shirts with the words "Silence is violence" on them. **T / F**
- c. Canada's Prime Minister took the knee with other protestors. **T / F**
- d. The article says protests took place in North and South Korea. **T / F**
- e. A university teacher told reporters why he joined the marches. **T / F**
- f. A specialist in information technology called for fairness for all. **T / F**
- g. A man in his late teens stressed the need for dialogue. **T / F**
- h. The man said we should not avoid conversations about race. **T / F**

2. SYNONYM MATCH:

Match the following synonyms. The words in **bold** are from the news article.

- | | |
|-----------------------|-------------------|
| 1. protests | a. abused |
| 2. held | b. next to |
| 3. justice | c. everyone |
| 4. alongside | d. clutched |
| 5. support | e. behaved toward |
| 6. ill-treated | f. conversation |
| 7. time | g. demonstrations |
| 8. all | h. backing |
| 9. dialogue | i. the moment |
| 10. treated | j. fairness |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|--|-----------------------|
| 1. Black Lives Matter protests have spread | a. been ill-treated |
| 2. an unarmed and handcuffed | b. of equality |
| 3. He took | c. need to be had |
| 4. Similar protests have taken | d. black man |
| 5. in support | e. for dialogue |
| 6. black people who have | f. beings |
| 7. We are all human | g. all of us |
| 8. There should be fairness for | h. around the world |
| 9. stressed the need | i. the knee |
| 10. they're conversations that | j. place in Australia |

GAP FILL

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Black Lives Matter protests have (1) _____ around the world after the death two weeks ago of George Floyd, an unarmed and handcuffed black man. Protestors in many cities around the world (2) _____ in the streets. They held signs with the words, "Black Lives Matter" and other (3) _____ written on them. Many people wore T-shirts with the words "I can't (4) _____," "No justice, no peace," and "Silence is (5) _____". In Ottawa, Canada's Prime Minister Justin Trudeau joined an anti-racism demonstration. He took the knee (6) _____ thousands of other people who silently got down on one knee. Similar protests have taken (7) _____ in Australia, Mexico, South Korea, Poland, Norway and many other countries in support of (8) _____.

breathe
place
marched
violence
slogans
equality
spread
alongside

Protestors told journalists why they (9) _____ the Black Lives Matter marches. A primary school teacher in London said: "I have come down in (10) _____ of black people who have been ill-(11) _____ for many, many, many, many, years. It is time for change." An IT specialist said: "We are all (12) _____ beings. There should be fairness for all of us." She added that Black Lives Matter doesn't mean anyone else's (13) _____ doesn't. A 21-year-old Londoner stressed the need for (14) _____. He said: "There are a lot of uncomfortable conversations that people have been (15) _____...but, they're conversations that need to be had if...we want to finally create a kind of society where black bodies are treated (16) _____."

human
joined
life
avoiding
equally
treated
support
dialogue

LISTENING – Guess the answers. Listen to check.

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

- 1) after the death two weeks ago of George Floyd, an unarmed and _____
 - a. handcuffed black man
 - b. handcuff black man
 - c. hand coughed black man
 - d. handcuffs black man
- 2) Protestors in many cities around the world _____ streets
 - a. matched in the
 - b. marched in the
 - c. march it in the
 - d. march din the
- 3) Many people wore T-shirts with the words " _____ "
 - a. I can't breath
 - b. I can't breathy
 - c. I can't breather
 - d. I can't breathe
- 4) He took the knee alongside thousands of other people who _____
 - a. silently sat down
 - b. silently got down
 - c. silently jot down
 - d. silently dot down
- 5) South Korea, Poland, Norway and many other countries in _____
 - a. support of equally
 - b. support of e-qualify
 - c. support of equal-a-tea
 - d. support of equality
- 6) Protestors told journalists why _____
 - a. they join
 - b. they joint
 - c. they joined
 - d. they enjoyed
- 7) I have come down in support of black people who have _____
 - a. been will-treated
 - b. been nil-treated
 - c. bee nil-treated
 - d. been ill-treated
- 8) An IT specialist said: "We are all _____."
 - a. human beings
 - b. humane beings
 - c. humanly beings
 - d. human being
- 9) A 21-year-old Londoner stressed the _____
 - a. needy for dialogue
 - b. kneed for dialogue
 - c. need for dialogue
 - d. needless for dialogue
- 10) we want to finally create a kind of society where black bodies _____
 - a. are treat it equally
 - b. art reacted equally
 - c. are treated equally
 - d. a tree did equally

LISTENING – Listen and fill in the gaps

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Black Lives Matter protests (1) _____ the world after the death two weeks ago of George Floyd, (2) _____ handcuffed black man. Protestors in many cities around the world marched (3) _____. They held signs with the words, "Black Lives Matter" and other (4) _____ them. Many people wore T-shirts with the words "I can't breathe," "No justice, no peace," and "Silence is violence". In Ottawa, Canada's Prime Minister Justin Trudeau (5) _____-racism demonstration. He took the knee alongside thousands of other people who silently got down on one knee. Similar protests have taken place in Australia, Mexico, South Korea, Poland, Norway and many other countries (6) _____ equality.

Protestors told journalists (7) _____ the Black Lives Matter marches. A primary school teacher in London said: "I have come down in support of black people who have (8) _____ for many, many, many, many, years. It is time for change." An IT specialist said: "We are (9) _____. There should be fairness for all of us." She added that Black Lives Matter doesn't mean anyone else's life doesn't. A 21-year-old Londoner stressed the (10) _____. He said: "There are a lot of uncomfortable conversations that people (11) _____...but, they're conversations that need to be had if...we want to finally create a kind of society where black bodies (12) _____."

COMPREHENSION QUESTIONS

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

1. Where did the article say people marched?
2. What did protestors wear that had words and slogans on them?
3. What did a slogan say was "violence"?
4. In what city did Canada's leader take the knee?
5. How many other people took the knee next to Justin Trudeau?
6. Who told journalists he joined the protests in support of black people?
7. Who said: "We are all human beings?"
8. What did a 21-year-old say there was a need for?
9. What did the 21-year-old say people were avoiding?
10. Who did the 21-year-old say needed to be treated equally?

MULTIPLE CHOICE - QUIZ

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

- 1) Where did the article say people marched?
 - a) in shopping malls
 - b) on beaches
 - c) in the streets
 - d) in small, rural towns
- 2) What did protestors wear that had words and slogans on them?
 - a) T-shirts
 - b) masks
 - c) baseball caps
 - d) wrist bands
- 3) What did a slogan say was "violence"?
 - a) screaming
 - b) shouting
 - c) whispering
 - d) silence
- 4) In what city did Canada's leader take the knee?
 - a) Vancouver
 - b) Ottawa
 - c) Toronto
 - d) Montreal
- 5) How many other people took the knee next to Justin Trudeau?
 - a) 691
 - b) hundreds
 - c) thousands
 - d) dozens
- 6) Who told journalists he joined the protests in support of black people?
 - a) a journalist
 - b) a primary school teacher
 - c) a student
 - d) a university teacher
- 7) Who said: "We are all human beings?"
 - a) a part-time worker
 - b) a soccer player
 - c) a young mother
 - d) an IT specialist
- 8) What did a 21-year-old say there was a need for?
 - a) peace
 - b) dialogue
 - c) police
 - d) police reform
- 9) What did the 21-year-old say people were avoiding?
 - a) uncomfortable conversations
 - b) exercise
 - c) going outside
 - d) each other
- 10) Who did the 21-year-old say needed to be treated equally?
 - a) his friends
 - b) his co-workers
 - c) everyone
 - d) black bodies

ROLE PLAY

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Role A – Street Marches

You think street marches are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): petitions, boycotts or letters to politicians.

Role B – Petitions

You think petitions are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): street marches, boycotts or letters to politicians.

Role C – Boycotts

You think boycotts are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): petitions, street marches or letters to politicians.

Role D – Letters to Politicians

You think letters to politicians are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): petitions, boycotts or street marches.

AFTER READING / LISTENING

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'black' and 'racism'.

black	racism
--------------	---------------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• ago• streets• signs• words• took• place	<ul style="list-style-type: none">• journalists• down• human• mean• need• kind
--	---

BLACK LIVES MATTER SURVEY

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Write five GOOD questions about Black Lives Matter in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

BLACK LIVES MATTER DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'black'?
3. What do you know about the Black Lives Matter movement?
4. Would you join a Black Lives Matter protest?
5. What do you think of the 'No justice, no peace' slogan?
6. Do you think that 'silence is violence'?
7. Why is there so much racism in the world?
8. How racist is your country?
9. What experiences of racism have you felt or experienced?
10. Should all world leaders follow Justin Trudeau and take the knee?

Black Lives Matter protests take place worldwide – 8th June, 2020
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BLACK LIVES MATTER DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

11. Why is it that young children are not racist?
12. What do you think of when you hear the word 'racism'?
13. What do you think about what you read?
14. What do you think about the Black Lives Matter movement?
15. What can we do to end racism?
16. Why are people so afraid of someone with a different skin colour?
17. What harm does racism do to society?
18. Why should people feel fear because of their skin colour?
19. What conversations do we need to have?
20. What questions would you like to ask a racist?

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

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

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DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

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

LANGUAGE - CLOZE

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Black Lives Matter protests have (1) _____ around the world after the death two weeks ago of George Floyd, an unarmed and handcuffed black man. Protestors in many cities around the world (2) _____ in the streets. They held signs with the words, "Black Lives Matter" and other slogans written on (3) _____. Many people wore T-shirts with the words "I can't (4) _____," "No justice, no peace," and "Silence is violence". In Ottawa, Canada's Prime Minister Justin Trudeau joined an anti-racism demonstration. He (5) _____ the knee alongside thousands of other people who silently got down on one knee. Similar protests have taken place in Australia, Mexico, South Korea, Poland, Norway and many other countries (6) _____ support of equality.

Protestors told journalists why they (7) _____ the Black Lives Matter marches. A (8) _____ school teacher in London said: "I have come down in support of black people who have been (9) _____-treated for many, many, many, many, years. It is time for change." An IT specialist said: "We are all human beings. There should be fairness (10) _____ all of us." She added that Black Lives Matter doesn't mean anyone else's life doesn't. A 21-year-old Londoner stressed the need for dialogue. He said: "There are a lot of uncomfortable conversations (11) _____ people have been avoiding...but, they're conversations that need to be had if...we want to finally create a kind of society where black bodies are (12) _____ equally."

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-------------|---------------|-------------|---------------|
| 1. | (a) speared | (b) spread | (c) speed | (d) spared |
| 2. | (a) mulched | (b) matched | (c) munched | (d) marched |
| 3. | (a) that | (b) them | (c) every | (d) ink |
| 4. | (a) breath | (b) breathing | (c) breathe | (d) breather |
| 5. | (a) took | (b) gave | (c) did | (d) had |
| 6. | (a) in | (b) on | (c) at | (d) of |
| 7. | (a) joiner | (b) joint | (c) joining | (d) joined |
| 8. | (a) primary | (b) primarily | (c) primed | (d) primer |
| 9. | (a) sick | (b) ill | (c) poor | (d) unhealthy |
| 10. | (a) at | (b) to | (c) for | (d) as |
| 11. | (a) what | (b) why | (c) that | (d) for |
| 12. | (a) cared | (b) treated | (c) looked | (d) caught |

SPELLING

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Paragraph 1

1. protests have edrap around the world
2. unarmed and cahfedufdn
3. other olsgsna written on them
4. an anti-iacmsr demonstration
5. people who yiltInse got down on one knee
6. in support of yqiluate

Paragraph 2

7. Protestors told uajlsortisn why they joined
8. A miraryp school teacher
9. come down in ostrupp of black people
10. An IT aesiplicst
11. stressed the need for uogadlei
12. create a kind of oceyits

PUT THE TEXT BACK TOGETHER

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Number these lines in the correct order.

- () for all of us." She added that Black Lives Matter doesn't mean anyone else's life
- () demonstration. He took the knee alongside thousands of other people who silently got down on one knee. Similar protests have taken
- () ago of George Floyd, an unarmed and handcuffed black man. Protestors in many cities around the world marched
- () on them. Many people wore T-shirts with the words "I can't breathe," "No justice, no peace," and "Silence is
- () place in Australia, Mexico, South Korea, Poland, Norway and many other countries in support of equality.
- () of uncomfortable conversations that people have been avoiding...but, they're conversations
- () violence". In Ottawa, Canada's Prime Minister Justin Trudeau joined an anti-racism
- () Protestors told journalists why they joined the Black Lives Matter marches. A primary school teacher
- () doesn't. A 21-year-old Londoner stressed the need for dialogue. He said: "There are a lot
- () years. It is time for change." An IT specialist said: "We are all human beings. There should be fairness
- () in the streets. They held signs with the words, "Black Lives Matter" and other slogans written
- () that need to be had if...we want to finally create a kind of society where black bodies are treated equally."
- () in London said: "I have come down in support of black people who have been ill-treated for many, many, many, many,
- (**1**) Black Lives Matter protests have spread around the world after the death two weeks

PUT THE WORDS IN THE RIGHT ORDER

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

1. around Matter spread the protests Lives world . Black
2. in many cities world . Protestors the around
3. with the T-shirts words . Many wore people
4. knee took others . thousands of He the alongside
5. other Many of countries support equality . in
6. in people . I've come support down black of
7. should fairness be There us . of for all
8. for A dialogue . stressed 21-year-old the need Londoner
9. conversations . lot There of uncomfortable a are
10. treated A equally . are bodies where society black

CIRCLE THE CORRECT WORD (20 PAIRS)

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

Black Lives Matter protests have *spread / spared* around the world after the death two weeks ago of George Floyd, an unarmed and *handcuffs / handcuffed* black man. Protestors in many cities around the world *matched / marched* in the streets. They *held / hold* signs with the words, "Black Lives Matter" and other *signals / slogans* written on them. Many people wore T-shirts with the words "I can't *breathe / breath*," "No justice, no peace," and "Silence *are / is* violence". In Ottawa, Canada's Prime Minister Justin Trudeau joined an anti-racism demonstration. He *took / gave* the knee alongside thousands of other people who silently got *down / up* on one knee. Similar protests have taken place in Australia, Mexico, South Korea, Poland, Norway and many other countries *on / in* support of equality.

Protestors told journalists why they *joint / joined* the Black Lives Matter marches. A *primarily / primary* school teacher in London said: "I have come down in support of black people who have been ill-treated for *much / many*, many, many, many, years. It is time for *change / chance*." An IT specialist said: "We are all human beings. There should be *fair / fairness* for all of us." She added that Black Lives Matter doesn't *meaning / mean* anyone else's life doesn't. A 21-year-old Londoner *stressed / stress* the need for dialogue. He said: "There are a *lots / lot* of uncomfortable conversations that people have been avoiding...but, they're conversations that need to be *have / had* if...we want to finally create a kind of society where black bodies are treated *equally / equal*."

Talk about the connection between each pair of words in italics, and why the correct word is correct.

INSERT THE VOWELS (a, e, i, o, u)

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

B_l_c_k L_v_s M_t_t_r p_r_t_s_t_s h_v_ s_p_r__d _r__
n_d th_ w_r_l_d _f_t_r th_ d__th tw_ w__k_s _g_
_f G__r_g_ F_l_y_d, _n _n_r_m_d _n_d h_n_d_c_f_f_d
b_l_c_k m_n. P_r_t_s_t_r_s _n m_n_y c_t__s _r__n_d
th_ w_r_l_d m_r_c_h_d _n th_ s_t_r__t_s. Th_y h_l
d_s_g_n_s w_t_h th_ w_r_d_s, "B_l_c_k L_v_s M_t
t_r" _n_d _t_h_r s_l_g_n_s w_r_t_t_n _n th_m. M_n
y p__p_l_ w_r_ T-s_h_r_t_s w_t_h th_ w_r_d_s "I
c_n't b_r__th_, " "N_ j_s_t_c_, n_ p__c_, " _n_d
"S_l_n_c__s v__l_n_c_". In O_t_t_w_, C_n_d_'s P
r_m_ M_n_s_t_r J_s_t_n T_r_d___ j__n_d _n _n_t_
r_c_s_m d_m_n_s_t_r_t__n. H_t__k th_ k_n__ _l_n
g_s_d_ th__s_n_d_s _f _t_h_r p__p_l_ w_h_ s_l_n_t_l_y
g_t_d_w_n _n _n_ k_n__. S_m_l_r p_r_t_s_t_s h_v_
t_k_n p_l_c_ _n A_s_t_r_l__, M_x_c_, S__th K_r__,
P_l_n_d, N_r_w_y _n_d m_n_y _t_h_r c__n_t_r__s _n
s_p_p_r_t _f _q__l_t_y.

P_r_t_s_t_r_s t_l_d j__r_n_l_s_t_s w_h_y th_y j__n_d
th_ B_l_c_k L_v_s M_t_t_r m_r_c_h_s. A p_r_m_r_y
s_c_h__l t__c_h_r _n L_n_d_n s__d: "I h_v_
c_m_ d_w_n _n s_p_p_r_t _f b_l_c_k p__p_l_ w_h_
h_v_ b__n _l_l-t_r__t_d _f_r m_n_y, m_n_y, m_n_y
, m_n_y, y__r_s. It _s t_m_ _f_r c_h_n_g_." A_n
I_T s_p_c__l_s_t s__d: "W_ _r_ _l_l h_m_n b__n_g
s. Th_r_ s_h__l_d b_ _f__r_n_s_s _f_r _l_l _f _s."
S_h_ _d_d_d th_t B_l_c_k L_v_s M_t_t_r d__s_n't
m__n _n_y_n_l_s_'s _l_f_ d__s_n't. A 21-y__r-
_l_d L_n_d_n_r s_t_r_s_s_d th_ n__d _f_r d__l_g__.
H_ s__d: "Th_r_ _r_ _l_t _f _n_c_m_f_r_t_b_l_ c_n
v_r_s_t__n_s th_t p__p_l_ h_v_ b__n _v__d_n_g...
b_t, th_y 'r_ c_n_v_r_s_t__n_s th_t n__d t_b_
h_d _f...w_ w_n_t t_ _f_n_l_l_y c_r__t__k_n_d _f
s_c__t_y w_h_r_ b_l_c_k b_d__s _r_ t_r__t_d _q__l_l
y."

PUNCTUATE THE TEXT AND ADD CAPITALS

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

black lives matter protests have spread around the world after the death two weeks ago of george floyd an unarmed and handcuffed black man protestors in many cities around the world marched in the streets they held signs with the words black lives matter and other slogans written on them many people wore tshirts with the words i cant breathe no justice no peace and silence is violence in ottawa canadas prime minister justin trudeau joined an antiracism demonstration he took the knee alongside thousands of other people who silently got down on one knee similar protests have taken place in australia mexico south korea poland norway and many other countries in support of equality

protestors told journalists why they joined the black lives matter marches a primary school teacher in london said i have come down in support of black people who have been illtreated for many many many many years it is time for change an it specialist said we are all human beings there should be fairness for all of us she added that black lives matter doesnt mean anyone elses life doesnt a 21yearold londoner stressed the need for dialogue he said there are a lot of uncomfortable conversations that people have been avoidingbut theyre conversations that need to be had ifwe want to finally create a kind of society where black bodies are treated equally

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2006/200608-black-lives-matter.html>

BlackLivesMatterprotestshavespreadaroundtheworldafterthedeath
two weeks ago of George Floyd, an unarmed and handcuffed black man. P
rotestors in many cities around the world marched in the streets. They hel
d signs with the words, "BlackLivesMatter" and other slogans written on t
hem. Many people wore T-shirts with the words "I can't breathe," "No just
ice, no peace," and "Silence is violence". In Ottawa, Canada's Prime Minis
ter Justin Trudeau joined an anti-racism demonstration. He took the kn
ee along side thousands of other people who silently got down on one kne
e. Similar protests have taken place in Australia, Mexico, South Korea, Po
land, Norway and many other countries in support of equality. Protestors
told journalists why they joined the BlackLivesMatter marches. A primar
y school teacher in London said: "I have come down in support of black peo
ple who have been ill-treated for many, many, many, many, years. It is t
ime for change." An IT specialist said: "We are all human beings. There sh
ould be fairness for all of us." She added that BlackLivesMatter doesn't me
an anyone else's life doesn't. A 21-year-old Londoner stressed the need f
or dialogue. He said: "There are a lot of uncomfortable conversations that
people have been avoiding...but, they're conversations that need to be h
ad if...we want to finally create a kind of society where black bodies are tre
ated equally."

HOMework

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about this news story. Share what you discover with your partner(s) in the next lesson.

3. RACIAL EQUALITY: Make a poster about racial equality. Show your work to your classmates in the next lesson. Did you all have similar things?

4. BLACK LIVES MATTER: Write a magazine article about the Black Lives Matter protests. Include imaginary interviews with people who think they are the best way to bring change, and with people who don't.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

6. LETTER: Write a letter to an expert on Black Lives Matter. Ask him/her three questions about Black Lives Matter. Give him/her three of your ideas. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

ANSWERS

VOCABULARY (p.4)

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

TRUE / FALSE (p.5)

- a F b T c T d F e F f T g F h T

SYNONYM MATCH (p.5)

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

COMPREHENSION QUESTIONS (p.9)

- In the streets
- T-shirts
- Silence
- Ottawa
- Thousands
- A primary school teacher
- An IT specialist
- Dialogue
- Uncomfortable conversations
- Black bodies

WORDS IN THE RIGHT ORDER (p.20)

- Black Lives Matter protests spread around the world.
- Protestors in many cities around the world.
- Many people wore T-shirts with the words.
- He took the knee alongside thousands of others.
- Many other countries in support of equality.
- I've come down in support of black people.
- There should be fairness for all of us.
- A 21-year-old Londoner stressed the need for dialogue.
- There are a lot of uncomfortable conversations.
- A society where black bodies are treated equally.

MULTIPLE CHOICE - QUIZ (p.10)

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

ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.
(It's good for your English ;-)