

## Topic 2: Race and violence

### OBJECTIVES

- Make inferences based on the reading texts

### READING TWO: “Three Ways to Meet Oppression”

#### Warm-Up: American Civil Rights Movement – What happened?

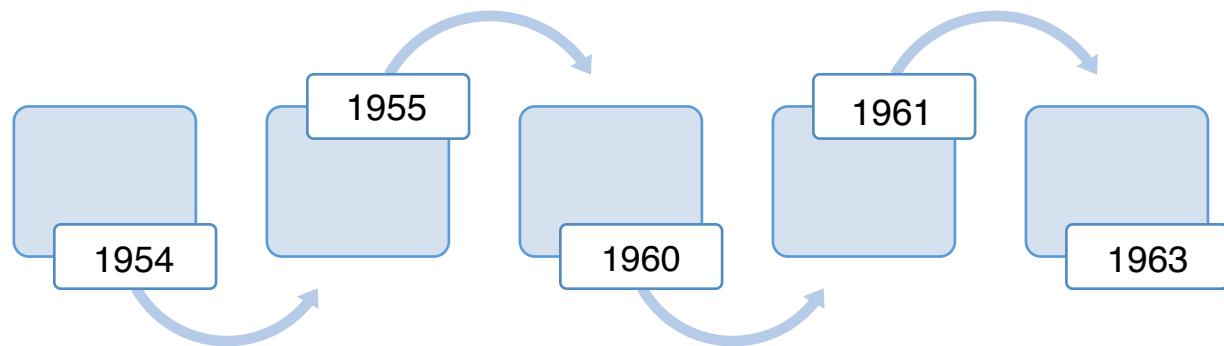
##### **Facts about Martin Luther King Jr. (1929-1968)**

- He was an American clergymen, activist, and leader of the American civil rights movement.
- He received the Nobel Peace Prize in 1964 because of his work to end **racial segregation** and racial discrimination through **civil disobedience**.



**Quick Internet Research:** Match the year on the right column with the event on the left column. Then, arrange the events chronologically to create a timeline of American Civil Rights Movement.

- |                |  |         |
|----------------|--|---------|
| 1. <u>1954</u> | <b>Brown v. Board of Education</b> - This supreme court case ruled that segregation of black and white children in the classroom is unconstitutional.  | 1. 1954 |
| 2. <u>1963</u> | <b>March on Washington</b> - With an estimated 250,000 people in attendance, both black and white people, Martin Luther King Jr. give his historical "I Have a Dream" speech, calling for equality and freedom for all Americans.  | 2. 1955 |
| 3. <u>1961</u> | <b>Freedom riders</b> - The Congress on Racial Equality organized these techniques by placing black and white volunteers next to each other on buses and other forms of public transportation.   | 3. 1960 |
| 4. <u>1955</u> | <b>Montgomery bus boycott</b> - Rosa Parks refuses to give up her seat to a white man on a Montgomery, Alabama bus. The face of the Civil rights movement, Martin Luther King Jr. helped to lead the Montgomery Bus Boycott.   | 4. 1961 |
| 5. <u>1960</u> | <b>Sit-in Campaign</b> - African Americans would sit and wait at the lunch counters in a very polite, non-violent manner until they were acknowledged and served food. If police arrested them for not leaving, a new group of African Americans would take their place. | 5. 1963 |



### PRE-READING: Vocabulary

Here is a list of academic vocabulary that you will encounter in this text. Check to see how many of them you already know. Put a check mark next to the ones you know and try to explain the words to your friends.

acquiescence	tacitly	conditioned	slum	engulfs
conscience	slumber	corroding	thrives	submit to

Another strategy which can be useful when you don't know the meaning of the words in your reading is to **use context clues** – the surrounding sentence or passage – to help determine the meaning of an unknown word. There are four common types of context clues:

- Definition – the word is defined clearly within the sentence.
- Antonym (or contrast) – the word is signaled by words like “whereas”, “as opposed to”, or “unlike.”
- Synonym (or restatement) – other words are used in the sentence with similar meanings.
- Example – Specific examples are given to define the term.
- Inference – words are not directly described, but rather inferred from the context.

Knowing how to look for clues from surrounding text to help you guess the meaning of unknown words can save you time which you otherwise have to spend looking them up in the dictionary. Remember that the guessed meanings don't have to be precise. You only need a 'workable' definition to help you understand the text so you can continue your reading.

Practice using context clues to help you guess the meaning of the unknown words.

1. One way is **acquiescence**: the oppressed resign themselves to their doom.
  - **Acquiescence** means A) acceptance or B) aggression
2. They **tacitly** adjust themselves to oppression and thereby become **conditioned** to it.
  - **Tacitly** means A) doing things openly or B) doing things quietly
  - **To be conditioned to** means A) to be trained to or B) to be forced to
3. A few years ago in the **slum** areas of Atlanta, a Negro guitarist used to sing almost daily: “Been down so long that down don’t bother me.”
  - **Slum** means A) nice or B) run-down
4. This is the type of negative freedom and resignation that often **engulfs** the life of the oppressed.
  - **Engulf** means A) to consume or B) to enrich
5. The oppressed must never allow the **conscience** of the oppressor to **slumber**.
  - **Conscience** means A) morality or B) sinfulness
  - **Slumber** mean A) to go up or B) to go down

6. A second way that oppressed people sometimes deal with oppression is to resort to physical violence and **corroding** hatred.
  - **Corroding** means A) helpful or B) unhelpful
  
7. Violence is immoral because it **thrives** on hatred rather than love.
  - **Thrive** means A) to grow or B) to wilt
  
8. With nonviolent resistance, no individual or group need **submit to** any wrong, nor need anyone resort to violence in order to right the wrong.
  - **Submit to** has the same meaning as A) resort to or B) order to

### Pre-reading: Prediction and Anticipation

You are going to be reading is a piece of rhetorical writing which is a type of writing that is crafted to persuade, influence, or impact the audience's thinking or feelings. It uses language strategically—not just to inform, but to move the reader emotionally, ethically, or logically.

It is important to note that the essay was published in 1958 in Dr. King's book "Stride Toward Freedom", which recounts the Montgomery Bus Boycott (1955–1956). At the time, Jim Crow laws enforced racial segregation in the American South, and African Americans faced systemic discrimination in education, employment, voting, and public life. The essay reflects King's attempt to define how African Americans—and oppressed people more broadly—should respond to injustice. It was written as the civil rights movement was gaining national attention, but before major legislative victories like the Civil Rights Act (1964) and Voting Rights Act (1965).

Before you read, try to answer the following questions: **Violence, Non-Violence, Acquittances**

1. Why does the author use this as the title "*Three Ways to Meet Oppression*"?
  
2. From your experience, how many ways can people react to a situation of injustice. Which one do you think is the most effective? Why? **Social Movement , Protest Campaign**
  
3. Dr. King was known as a major proponent of 'ethical resistance'. From your understanding, what do you think this idea represents? Do you think the idea of 'ethical resistance' is still relevant today? **NO**

As you read, try to answer the following questions:

1. Given the historical context of the essay, do you think "*Three Ways to Meet Oppression*" was effective in persuading, influencing and impacting its audience?
  
2. What kind of reader might not agree with this article?

## Reading

Read the essay “Three Ways to Meet Oppression” by Martin Luther King Jr. then complete the chart with short notes identifying his attitudes toward the three ways of dealing with oppression.

### Three Ways to Meet Oppression

By Marin Luther King, Jr.

Oppressed people deal with their oppression in three characteristic ways. One way is **acquiescence**: the oppressed resign themselves to their doom. They **tacitly** adjust themselves to oppression and thereby become **conditioned** to it.

There is such a thing as the freedom of exhaustion. Some people are so worn down by oppression that they give up. A few years ago in the **slum** areas of Atlanta, a Negro guitarist used to sing almost daily: “Been down so long that down don’t bother me.” This is the type of negative freedom and resignation that often **engulfs** the life of the oppressed.

But this is not the way out. To accept passively an unjust system is to cooperate with that system; thereby the oppressed become as evil as the oppressor. Non-cooperation with evil is as much a moral obligation as is cooperation with good. The oppressed must never allow the **conscience** of the oppressor to **slumber**.

A second way that oppressed people sometimes deal with oppression is to resort to physical violence and **corroding** hatred. Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones.

Violence is immoral because it **thrives** on hatred rather than love. It destroys community and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers. Violence is not the way.

The third way open to oppressed people in their quest for freedom is the way of nonviolent resistance. The nonviolent resister agrees with the person who acquiesces that one should not be physically aggressive toward his opponent; but the balances the equation by agreeing with the person of violence that evil must be resisted. He avoids the nonresistance of the former and the violence resistance of the latter. With nonviolent resistance, no individual or group need **submit to** any wrong, nor need anyone resort to violence in order to right the wrong.

By nonviolent resistance, the Negro can also enlist all men of good will in his struggle for equality. The problem is not a purely racial one, with Negroes set against whites. In the end, it is not a struggle between people at all, but a tension between justice and injustice. Nonviolent resistance is not aimed against oppressors but against oppression. Under its banner conscience, not racial groups, are enlisted.

## **COMPREHENSION: Identifying main ideas**

Use the information given in the text to complete the chart below. For each way, check whether King accepts or rejects it. Then give reasons for doing so.

	Three Ways of Dealing with Oppression	Martin Luther King's Reasons for Accepting or Rejecting This Approach
1.	Acquiescence	<input type="checkbox"/> Accepts <input type="checkbox"/> Rejects a. <i>passive acceptance of injustice makes you complicit in the system</i> b. c.
2.	Violence	<input type="checkbox"/> Accepts <input type="checkbox"/> Rejects a. <i>no permanent peace</i> b. c.
3.	Nonviolent resistance	<input type="checkbox"/> Accepts <input type="checkbox"/> Rejects a. <i>no physical harm to anyone</i> b. c.

## **READING SKILL: Making inferences**

- **What are inferences?**

Making inferences means drawing conclusions based on the information provided, or “reading between the lines.” Readers relate what the author says to our existing knowledge and come to a conclusion about the author’s unstated message.

This strategy often works hand in hand with making predictions as both are reading comprehension strategies. Inference is about helping learners understand information that is implied rather than explicitly said.

Essentially, an inference is an educated guess based on two factors: evidence presented in the text and our background knowledge and experience. Readers look for textual evidence to support their inferences.

- **How does making inferences improve reading comprehension?**

Rarely are texts fully explicit. If every idea had to be explicitly articulated in a text, the text would be lengthy and boring. Writers construct prose with the expectation that readers will fill in gaps using clues provided in the text or the reader’s prior knowledge.

To fully gain the intended meaning from a text, a reader must go beyond a surface level understanding to fill in information not explicitly stated.

- **Types of information which require using inference making skills:**
  1. **Author's overall purpose:** Understanding the passage's structure, tone, and word choices can help identifying the author's purpose. Is it adversarial or merely stating facts? Is the author advocating for something or just trying to educate? What exactly the position that the author is supporting? Who the intended audience might be for the information given?
  2. **Assumptions:** You need to consider what the author is assuming to develop their position. What do they consider so completely uncontroversial that they rely on it without even mentioning it?
  3. **Purpose of certain details:** If the author is making an argument, you need to think why they chose to include a certain detail in their discussion and why they thought a given detail would help make the discussion more informative.
  4. **Additional conclusions:** In some cases, the evidence presented can be used to find other implied conclusions. In others, the author may have left the conclusion implied, so your job is to identify a likely conclusion given the evidence.

In short, building your inference making skills helps you become a better reader and helps enhance your critical thinking skills.

### Practice: Close reading

Answer the following questions based on the essay "Three ways to meet oppression" by Martin Luther King Jr.

1. "To accept passively an unjust system is to cooperate with that system; thereby the oppressed become as evil as the oppressor. Non-cooperation with evil is as much a moral obligation as is cooperation with good. The oppressed must never allow the conscience of the oppressor to slumber."

Who is the intended audience of this message? \_\_\_\_\_

What is the purpose of saying "the oppressed become as evil as the oppressor"? \_\_\_\_\_

2. "It leaves society in monologue rather than dialogue."

What can be inferred about the author's assumption from this quote? \_\_\_\_\_

3. "Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones."

What can be inferred from the passage about the people's view on the use of violence?

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4. "In the end, it is not a struggle between people at all, but a tension between justice and injustice. Nonviolent resistance is not aimed against oppressors but against oppression."

Who is the target audience of the overall essay?

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Why does the author emphasize that nonviolent resistance is aimed against oppression rather than against oppressors?

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5. What is the author's overall purpose of writing this essay?

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### **POST-READING: Discussion questions**

1. Which ONE sentence from the reading "*Three Ways to Meet Oppression*" that is the most memorable to you? Explain your reasons to your partners.
2. After reading the article, do you think "*Three Ways to Meet Oppression*" was effective in persuading, influencing and impacting its audience? Why?
3. In what ways could we apply the idea of 'ethical resistance' to the challenges we face in the 21<sup>st</sup> century?

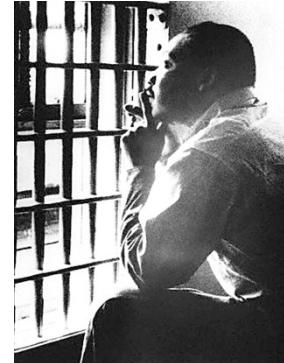
### **READING THREE: “The UK riots”**

#### **Warm-up**

Read the quote from Dr. Martin Luther King Jr. below and discuss the following questions.

“The Negro has many pent-up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides - and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history.”

-- Dr. Martin Luther King Jr. (1963)  
“Letter from the Birmingham jail”.



1. What's the difference between this quote and his position you have learned before?
2. Martin Luther King Jr. acknowledged that violence might sometimes be inevitable. In what situations, if any, do you think the use of violence can be justified?

These pictures were from a far-right, anti-immigration protests and riots occurred in England and Northern Ireland in the United Kingdom in 2024. Read the excerpt below and discuss what happened in these pictures.



From 30 July to 5 August 2024, far-right anti-immigration protests and riots occurred in England and Northern Ireland, within the United Kingdom. This followed a mass stabbing of girls at a dance class in Southport on 29 July in which three children were killed. The riots were fuelled by false claims circulated by far-right groups that the

**perpetrator** of the attack was a Muslim and an **asylum seeker**, in addition to broader Islamophobic, racist, and anti-immigrant sentiments that had grown leading up to the protests. The disorder included racist attacks, arson, and looting and was the largest incident of social unrest in England since 2011.

What do you see? ...



### Pre-Reading: Vocabulary

Here is a list of academic vocabulary that you will encounter in this text. Check to see how many of them you already know. Put a check mark next to the ones you know and try to explain the words to your friends.

fomented	exacerbated	disillusionment	resentment
stagnant	bleak	austerity	diametrically
assertion	distorted	enablers	scuttled away
decimated	stoke	disparities	preposterously

Use your knowledge of word parts or context clues to help you guess the meanings of unknown words. You may check the dictionary for the remaining ones. Then write the correct word in the blank space next to its corresponding meaning below.

- \_\_\_\_\_ a. Twisted out of shape or meaning; not accurate or true.
- \_\_\_\_\_ b. Stirred up or encouraged (especially something negative like trouble or rebellion)
- \_\_\_\_\_ c. The feeling of disappointment when something isn't as good as expected.
- \_\_\_\_\_ d. Completely or directly.
- \_\_\_\_\_ e. Bitter anger or annoyance at being treated unfairly.
- \_\_\_\_\_ f. Not moving, growing, or changing; often used to describe water or progress.
- \_\_\_\_\_ g. Gloomy, depressing, or without hope.
- \_\_\_\_\_ h. Made a problem, situation, or feeling worse.
- \_\_\_\_\_ i. Great differences or inequalities between things or people.
- \_\_\_\_\_ j. Moved quickly with short, hurried steps (often used to describe small animals or someone fleeing).
- \_\_\_\_\_ k. Strictness or harshness, often related to reduced government spending or living without luxuries.
- \_\_\_\_\_ l. People who make it easier for someone else to continue harmful or bad behavior.
- \_\_\_\_\_ m. In a way that is ridiculously unreasonable or absurd.
- \_\_\_\_\_ n. To stir up or feed (especially emotions, energy, or a fire).
- \_\_\_\_\_ o. A confident or forceful statement of fact or belief.
- \_\_\_\_\_ p. Greatly reduced in number; severely damaged or destroyed.

### Pre-Reading: Predicting and Anticipating

1. Based on your preview of the vocabulary and the text, can you guess what the article will be about?
2. Given the title '*There can be no Excuses. The UK Riots were Violent Racism Fomented by Populism,*' what tone do you expect the article to have? How might the author feel when he wrote this article?
3. Imagine if Dr. King is alive in this day, how do you think he would react to the 2024 UK riot?

## Reading

Read the text "*There can be no Excuses. The UK Riots were Violent Racism Fomented by Populism*" by David Olusoga. **Highlight** the main ideas and underline the major details of each paragraph. Answer the comprehension questions in the next section to check your understanding.

### **There can be no excuses. The UK riots were violent racism fomented by populism**

By David Olusoga, The Guardian

August 10, 2024

- 1 The term "race riot" has historically described two distinct phenomena. In the 1980s, it referred to uprisings in Black communities across the UK, such as in Liverpool, Bristol, and London. These were largely responses to racial targeting and harassment by the police, which **exacerbated** existing disadvantages and **disillusionment**, especially among young Black Britons.
- 2 However, a different kind of race riot, with a much longer history, also exists. This type includes the violent disturbances of 1919 in cities like Liverpool and Cardiff, the 1948 riots in Liverpool, and the 1958 riots in Nottingham and London's Notting Hill. In these instances, the rioters were predominantly white mobs attacking non-white residents, driven by their **resentment** of the presence of non-white people in their cities. Unfortunately, the summer of 2024 must now be added to this list of riots rooted in organized violence against minority communities.
- 3 Growing up amid the widespread racism of the 1980s, many in my generation believed that such violence belonged to a past Britain. But now, another generation of Britons from minority communities faces similar traumatic memories. It's important to distinguish riots from protests and to recognize the difference between motivations and excuses. Despite much that has been said, the 2024 riots were not driven by "legitimate grievances" like poverty, underinvestment, or the breakdown of basic services, all supposedly deepened by immigration. The people attacked on the streets, those who had to defend their places of worship or their homes, are the neighbours of the rioters, living in the same communities and suffering from the same social and economic issues.
- 4 The profound inequalities in Britain today, such as the **stagnant** real wages and the shocking poverty faced by the lowest-income households, are not the fault of immigrants or asylum seekers. These **bleak** realities are the result of long-term political decisions, like the Thatcher government's restrictions on local authorities' ability to build new housing, the **austerity** measures imposed by the Cameron-Osborne government, and the self-inflicted wound of Brexit. Immigration, rather than worsening that situation, is one of the few ways to increase access to vital resources like healthcare.

- 5 Blaming these riots on "legitimate grievances" is to fall for a toxic and divisive myth: the idea that race and class are **diametrically** opposed, the assertion that non-white people have no class identity. In this **distorted** world view, the true working class are the "white working class", and the difficulties they face are not consequences of political choices that affect everyone, irrespective of ethnicity, skin colour or faith, but of "elites" putting the needs of minority communities first. As if those minorities are not themselves working class.
- 6 Boris Johnson's government exploited this falsehood whenever it got the chance, as did the populist right and their media **enablers**, who refused to take responsibility for the consequences of their actions. They **scuttled away** from the wreckage of Brexit – always built on an economic fairytale – pointing accusatory fingers at others as their most cherished political project **decimated** Britain's trade, shrank the economy and trashed our international reputation. Now, eight years later, they are equally determined to sidestep responsibility for the long-term consequences of their short-term electoral strategies.
- 7 The consequences of populism and culture wars were both predicted and forewarned. Figures like Baroness Sayeeda Warsi and Dame Sara Khan have criticized the way the previous government poisoned political debate and normalized Islamophobia while ignoring the growing dangers of far-right extremism. When the riots of 2024 erupted, many politicians who typically **stoke** division were notably silent.
- 8 The profound injustices and stark regional **disparities** that have been wrongly ascribed as the motivations of the rioters urgently and obviously need to be addressed. However, these issues have nothing to do with the actions of those who burned down libraries, looted stores, and attacked innocent people. Far-right groups, inspired by and connected to similar movements in the US and Europe, are not motivated by a desire to address inequalities but by a longstanding agenda to target those they refuse to accept as fellow Britons. These extremists are willing to tear apart the nation to which they **preposterously** claim to be patriots.

## **COMPREHENSION**

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### **Check your understanding**

**Read each statement. Decide if it is *True* or *False* according to the reading. If it is false, change it to make it true.**

- \_\_\_\_\_ 1. The term "race riot" has been used historically to describe both uprisings by Black communities and violent attacks by white mobs against non-white residents.

- \_\_\_\_\_ 2. The 2024 riots were driven by legitimate grievances about poverty, underinvestment, and the breakdown of basic services exacerbated by immigration.
- \_\_\_\_\_ 3. These rioters' actions stem from the fact that they equate working class with white people.
- \_\_\_\_\_ 4. Boris Johnson's government took the responsibility for poorly managing Brexit.
- \_\_\_\_\_ 5. Analysts have warned against the use of far-right agendas to help win elections.
- \_\_\_\_\_ 6. Far-right groups in the UK are primarily motivated by a desire to address social and economic inequalities.

### Close reading: Analyzing the argument

In this article, the author made TWO controversial claims:

1. About the cause of poverty and inequality in Britain today:

a. who or what is the one the author thinks are responsible? \_\_\_\_\_

b. How did the author support his opinion? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Which part of the text that the author refutes or rejects opposing views?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. About the cause of far-right violence against immigrants:

a. who or what is the one the author thinks are responsible? \_\_\_\_\_

a. What are the THREE ways the author supports his opinion?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

What is the author's tone and main purposes in writing this article?

### Rhetorical devices

**Look closely at the following excerpts from the text. Identify rhetorical techniques used in each excerpt. What implied message does the author try to convey with each of these statements?**

1. "Growing up amid the widespread racism of the 1980s, many in my generation believed that such violence belonged to a past Britain. But now, another generation of Britons from minority communities faces similar traumatic memories."

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2. "Despite much that has been said, the 2024 riots were not driven by "legitimate grievances" like poverty, underinvestment, or the breakdown of basic services, all supposedly deepened by immigration."

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3. "The people attacked on the streets, those who had to defend their places of worship or their homes, are the neighbours of the rioters, living in the same communities and suffering from the same social and economic issues."

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4. "They scuttled away from the wreckage of Brexit – always built on an economic fairytales – pointing accusatory fingers at others as their most cherished political project decimated Britain's trade, shrank the economy and trashed our international reputation."

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5. "When the riots of 2024 erupted, many politicians who typically stoke division were notably silent."
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6. "Far-right groups, inspired by and connected to similar movements in the US and Europe, are not motivated by a desire to address inequalities but by a longstanding agenda to target those they refuse to accept as fellow Britons. These extremists are willing to tear apart the nation to which they preposterously claim to be patriots."
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### **POST-READING: Discussion questions**

1. Which ONE sentence from the reading "*There can be no Excuses. The UK Riots were Violent Racism Fomented by Populism*" that is the most memorable to you? Explain your reasons to your partners.
2. Do you find the arguments convincing? Why or why not?
3. What role does media and language play in shaping our understanding of social unrest?
4. Based on your experience, were there any occasion when you've seen blame shift away from those in power toward marginalized groups.

### **Language in focus: Participial phrase**

Participle or participial phrases enable us to say information in a more economical way. They are formed using present participles (*going, reading, seeing, walking, etc.*), past participles (*gone, read, seen, walked, etc.*) or perfect participles (*having gone, having read, having seen, having walked, etc.*). Participle phrase functions as an adjective, and therefore, does not have a specific tense. Make sure you change the verb into the correct form of participles.

Participle phrases are mainly used in written texts, particularly in a literary, academic or journalistic style. Participial phrases often compress ideas, so recognizing them helps readers unpack meaning when reading too.

Note that participial phrases are made negative by placing the word not in front of the participle, e.g. not finishing, not having done.

### When to change to participial phrases?

1. A participial phrase can be used to combine two sentences that have the same subject. When combining, make sure you keep the noun phrase as the subject and choose the appropriate participle form.

#### Examples:

1. A robot is programmed to understand human speech. It is operated by voice command.  
→ Programmed to understand human speech, a robot is operated by voice command.
2. The manager did not do a good job. He was forced to resign.  
→ Not doing a good job, the manager was forced to resign.
2. A participial phrase can replace a relative clause by deleting the relative pronoun (who, which, or that) and changing the verb to a participle form.

#### Examples:

1. The president, who was surrounded by bodyguards, was only slightly wounded in the assassination attempt.  
→ The president, surrounded by bodyguards, was only slightly wounded in the assassination attempt.
2. Tankers can cause oil spills that pollute the water and destroy marine life.  
→ Tankers can cause oil spills polluting the water and destroying marine life.
3. More often the two sentences show the relationship in time. Sometimes a time connector (eg. when, while, after, before) is given and sometimes it is not. However, the sentence which indicates the preceding situation is usually changed into a participial phrase. Notice that the two sentences must have the same subject.

#### Examples:

1. The film had been made by an anti-drug group. It attracted people of all ages.  
→ The film having been made by an anti-drug group attracted people of all ages.
2. After the candidates won the election, they became Members of the Parliament.  
→ After winning the election, the candidates became Members of the Parliament.
4. There are cases when the two sentences show the implication of having cause-result relationship without any connector (eg. because, therefore, etc.). The sentence which indicates the cause or reason can be changed into a participial phrase. Also notice that the two sentences must have the same subject.

**Examples:**

1. The new party leader was criticized as unable to manage. He started to take deliberate steps to prove his caliber.  
→ Criticized as unable to manage, the new party leader started to take deliberate steps to prove his caliber.
  
2. Tran Do allowed his critical views to be aired on television. He was kicked out of the party.  
→ Allowing his critical views to be aired on television, Tran Do was kicked out of the party.

Note: In order to prevent confusion, a participial phrase must be placed as close to the noun it modifies as possible, and the noun must be clearly stated.

- *Carrying a heavy pile of books*, his foot caught on a step. \*
- *Carrying a heavy pile of books*, he caught his foot on a step.

In the first sentence, there is no clear indication of who or what is performing the action expressed in the participle carrying. Certainly, foot can't be logically understood to function in this way. This situation is an example of a **dangling modifier** error, since the modifier (the participial phrase) is not modifying any specific noun in the sentence and is thus left "dangling."

**Exercise**

In the article “There can be no excuses. The UK riots were violent racism fomented by populism,” the author uses participle phrases many times. Identify **FIVE** participial phrases used in the article and work identify the nouns those participial phrases are modifying. Compare your answers with your classmates.

Sentences with participial phrase	Main noun	Action 1	Action 2	Relationship between actions 1 & 2
<p>Example:</p> <p><i>Growing up amid the endemic racism of the 1980s, many in my generation believed that such violence belonged to a past Britain.</i></p>	<i>Many people in my generation</i>	<i>grew up amid the endemic racism of the 1980s</i>	<i>believed that such violence belonged to a past Britain.</i>	<i>Cause - result</i>
1.				

2.				
3.				
4.				
5.				

## **REVISION: VOCABULARY**

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**Complete the essay with the highlighted words from the readings of Topic 2 (Race and violence). Use the synonym in parentheses to help you select the correct word or phrase.**

### **How can we resolve racial conflict without violence?**

In many societies, the issue of race and violence is deeply rooted in historical and systemic injustice. A significant economic and social (1) \_\_\_\_\_ (difference) exists between communities, often based on racial or ethnic identity. This imbalance fuels frustration and anger, especially when acts of violence go unpunished or are justified through (2) \_\_\_\_\_ (misleading) narratives in the media.

For many, silence in the face of discrimination is seen as passive (3) \_\_\_\_\_ (acceptance), which allows the cycle of injustice to continue. When authorities fail to take meaningful action, it not only harms the victims but also damages the moral (4) \_\_\_\_\_ (sense of right and wrong) of the nation.

Repeated incidents of police brutality have (5) \_\_\_\_\_ (made worst / damaged) trust in law enforcement and widened the gap between communities. In neighborhoods that have been historically targeted or neglected, populations have been (6) \_\_\_\_\_ (wiped out) by violence, poverty, and mass incarceration.

The emotional impact of these injustices leads to deep (7) \_\_\_\_\_ (anger), especially when the identity of the (8) \_\_\_\_\_ (someone who commits a crime) is overlooked or minimized in public discourse. Addressing the root causes of violence requires more than policy—it demands a reckoning with truth, accountability, and structural change.

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