



Lesson :

Democracy

Module : CCCA1

Instructor(s) : Up Anglais

Learning Outcomes:

By the end of the lesson, students will be able to:

- Define democracy .
- Understand how a general election works.
- Use vocab related to politics .
- Practice quantifiers with countable and uncountable nouns

Part I : Reading

THE SUFFRAGETTES

1. Read the article quickly and decide why it was written:

- a) to encourage young people to vote in elections
- b) to tell the story of how women got the right to vote
- c) to explain why women and men should have equal voting right

This week's iconic women: The Suffragettes

If you are a secondary school student, then quite soon you will have the opportunity to vote in your country's elections. If you are eighteen, you will have this right, and of course, it will not matter if you are male or female. This might seem normal now, but 100 years ago things were very different.

For example, in Britain before 1918, it was against the law for women to vote in their country's elections. This meant that even intelligent, successful and well-educated women didn't have the chance to choose their political leaders. In contrast, any man had the right to vote. In 1897, a group of women decided to try to change things and the National Union of Women's Suffrage began. Their leader was a woman called Millicent Fawcett and their goal was to change the law to give women the same right to vote as men.

Millicent Fawcett believed in non-violent protest, but other women felt that her progress was too slow. In 1903, a woman called Emmeline Pankhurst started a different group: the Women's Social and Political Union (WSPU). They had the same aims as Fawcett's group, but they used more extreme and violent methods to attract attention to women's suffrage. The word suffrage actually means "right to vote" and the women who supported the fight for this right became known as "Suffragettes".

As part of their protests, some women in the WSPU committed serious crimes. They attacked politicians, set fire to boxes and Churches and vandalized buildings. Most of the women who committed crimes were sentenced to prison, but many of them continued to protest by breaking prison rules or refusing food.

One of the most famous Suffragettes was a woman named Emily Davison. As a student, Davison has already done something very unusual for a woman at that time. She had graduated from Oxford University with a first class honors degree. She was a passionate suffragette who believed in 'actions, not words'. Unfortunately, she is perhaps most well-known because, at a famous horse race in 1913 (probably as part of a protest, but no one really knows), she stepped in front of the king's horse and was killed.

In 1914, World War began and Emmeline Pankhurst and the WSPU decided it was more important to help the country during the war than to continue their fight. While the men went to fight, women did men's jobs and kept Britain running. In 1918, helped by the vital role that women played during the war, the suffrage movement had its first success and women over the age of thirty got the right to vote. By 1928, women were finally given identical voting rights to men.

When you reach voting age, take a moment to remember the people who fought for this right in the past. Don't miss the opportunity you have to express your opinion.

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2. Read the article again. Are the sentences true (T) or false (F)?

1. Millicent Fawcett was the leader of the group known as the WSPU. ____ F
2. Millicent Fawcett and Emmeline Pankhurst wanted the same thing. ____ T
3. Emily Davison believed that what people do is more important than what they say. ____ T
4. Emily Davison was well-educated. ____ T
5. In 1918 the voting rights of men and women became equal. ____ F (1928)

3. Read the article again. Choose the correct answer.

1 In Britain, before 1918, the following group had the right to vote:

- a. well-educated women only / **b. all men** / c. all women / d. well-educated men only

2 The WSPU believed that:

- a. non-violent protest was not fast enough.** / b. non-violent protest was the best method. / c. violent protest was too extreme. / d. violent protest was too slow.

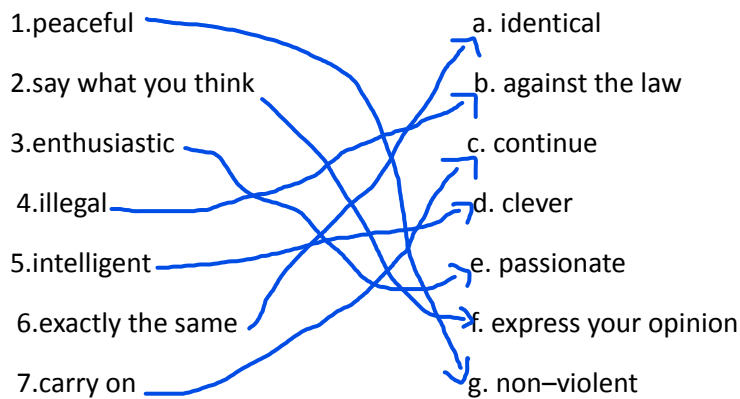
3 The article says that in prison, many of the suffragettes:

- a. vandalised the prison building. / b. stopped protesting. / c. stopped eating. / **d attacked other prisoners.**

4 In 1918:

- a. suffragettes were given the right to vote. / b. all women were given the right to vote. / c. women who helped in the war were given the right to vote. / **d some women were given the right to vote.**

4. Match the underlined words in the article with their definitions.



Part II : Grammar

Exercise 1: Complete the following exercise with correct quantifiers.

1. We are going to be late. There is too (**much** / **many**) traffic.

Yeah, the number of people driving is incredible.

I've never seen this (**much** / **many**) cars.

2. Can you bring soda to the picnic? I don't have..... (**some** / **any**).

Yeah, I think I've got (**some** / **any**) left over from the party.

3. How do you feel about your new job? Do you have as (**much** / **many**) responsibilities as you used to?

The job is great. I have about the same amount of work to do as before, but I have..... (**less** / **fewer**) stress and (**less** / **fewer**) problems.

4. How do you think you did on the test? I think I did (**little** / **A little**) better than last time, maybe even (**a lot** / **many**) better.

What about you?

Well, I think I probably made..... (**few** / **a few**) mistakes, but I have the feeling I did well overall.

5. Mr. President, do you think..... (**much** / **many**) of your proposed

legislation will be passed by Congress during this session?

Yes I think **(a great deal / a great many)** of our proposals
will be approved. We're not taking..... **(nothing / anything)** for
granted, though. We still have **(a great deal of / a great
many)** work to do.

The polls say that there's **(little / a little)** support nationwide
for your military program. Isn't that going to hurt you?

Not in the long run, no..... **(Few / A few)** of the voters actually
support the military system the way it is now. I think we will be
successful.