

# 4 Case Studies: Fact Checking

*Are there two sides to every story?*

1

## Not believing in the moon landing

A. Watch the beginning of the video and find information about: the presenter; the historical and political context in 1969.

B. Pairwork. Watch the whole video.

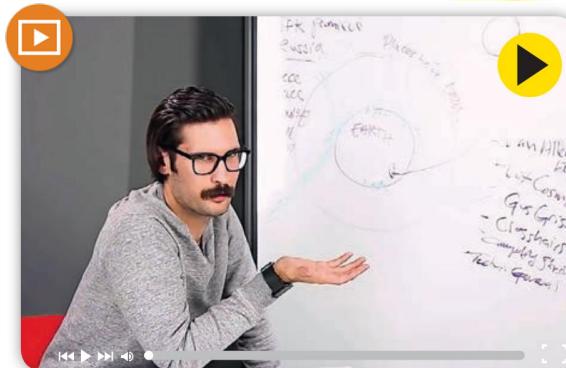
Pupil A focuses on: why we didn't go to the moon; lost cosmonauts; competing shadows; slow motion footage;

Pupil B focuses on: Van Hallen belts; crosshairs; lack of artefacts; easily recreated footage.

C. Share your findings with your partner, then get ready to report back to the class.

D. Compare the arguments from the video with those from spacecentre.co.uk.

VIDEO N°28



## 2 The Roswell UFO incident



A. Before reading. Look at the picture. What do you think Roswell is famous for?

B. Read the text. What happened and where?

C. Focus on paragraph 2. What are the two sides of the story?

D. Have your say. What do you think happened?

The Roswell UFO<sup>1</sup> incident took place in the U.S. in June or July 1947, when an airborne object crashed on a ranch near Roswell, New Mexico. Explanations of what took place are based on both official and unofficial communications. Although the crash is attributed to a secret

5 U.S. military Air Force surveillance balloon by the U.S. government, the most famous explanation of what occurred is that the object was a spacecraft containing extraterrestrial life. Since the late 1970s, the Roswell incident has been the subject of much controversy, and conspiracy theories have arisen about the event.

10 The United States Armed Forces maintains that what was recovered near Roswell was debris from the crash of an experimental high-altitude surveillance balloon belonging to what was then a classified (top secret) program named Mogul. In contrast, many UFO proponents maintain that an alien craft was found, its occupants were captured,

15 and that the military engaged in a massive cover-up. The Roswell incident has turned into a widely known pop culture phenomenon, making the name "Roswell" synonymous with UFOs. Roswell has become the most publicized of all alleged UFO incidents.

<sup>1</sup> UFO/juːefəʊ/: Unidentified Flying Object

### 3 The Philadelphia Experiment

- A. Read the first paragraph. Find general information (place, time, topic).
- B. Read the whole text. Give a title to each paragraph.
- C. Explain what was said about the warship.
- D. What were the consequences for the sailors?
- E. Rephrase paragraph 5 (l. 22-24) in your own words.
- F. What are the argument and counter-argument given in the last paragraph? What do they show?

The story goes that, during the chaos of World War II, a group of scientists working for the US navy were carrying out an experiment that could have altered the face of the battle completely: they were attempting to make a warship invisible. The warship in question was the USS Eldridge, docked in the Philadelphia Naval Yard, and the experiment supposedly took place in October 1943.

A scientist named Dr Franklin Reno was said to be the mind behind the project, having taken inspiration from Einstein's unified field theory – and according to the legend, it was a success. Not only was the ship rendered invisible, but in subsequent experiments, apparently teleported to another location 200 miles away and back again.

The experiment wasn't without its side-effects, however; sailors were said to have suffered from a range of ailments, including nausea, mental trauma, invisibility and spontaneous combustion. It's even said that some sailors were found partly embedded in the structure of the ship itself.

For its part, the US navy has always denied that the Philadelphia experiment ever took place, but this has merely added to the claims that the incident was covered up. Despite repeated counter-claims that the experiment is a mixture of hoax and misheard information (the navy really were looking at ways of making ships undetectable to magnetic torpedoes at the time, which could have somehow been misinterpreted as 'invisible'), the legend's endured, partly thanks to books like *The Philadelphia Experiment: Project Invisibility*.

The obvious question, though, is if the US navy managed to make a ship invisible so long ago, why hasn't this technology become widespread since? The supporters of the conspiracy would probably argue that the US navy uses invisibility all the time – we just can't see the evidence.



#### YOUR PROJECTS

**1. Create a leaflet for an American high school**  
In groups, browse the unit to list all the elements that can help pupils to spot fake news and conspiracies in the media. Illustrate it to make it attractive and give examples to make it more reliable.

OR

**2. Participate in a talk show about "Conspiracy theories"**  
**Groupwork:** each member chooses a different role: host / conspiracy theorist / YouTuber who debunks conspiracy theories. Then act out the debate.



# OPEN YOUR EARS!

## PHONOLOGY

### 1. La prononciation de « a » et de « o »

- Rappel

- La lettre **a** se prononce régulièrement /æ/ comme dans *pat*.
- La séquence **a + r** se prononce régulièrement /a:/ comme dans *yard, hardly, part* et *start*.
- La séquence **o + r** se prononce régulièrement /ɔ:/ comme dans *more, ignore, explore*.

**⚠️** Cela ne fonctionne pas quand la voyelle (a ou o) n'est pas accentuée. On la prononce /ə/ comme dans *opportunity, regulator, sailor*.



MP3 n°67 Écoutez les mots suivants et classez-les en fonction de leur prononciation.

adore • block • farm • fat • cab • inform • fox • boss • bat • bar.

/æ/	/a:/	/ɒ/	/ɔ:/
...	...	...	...

N.B. Quand la séquence **a + r** et la séquence **o + r** sont précédées de **w**, les prononciations changent.

wor → /wɜ:/ comme dans *world, work*

war → /wɔ:/ comme dans *war, warn*

- Écoutez puis répétez ces phrases en veillant à la bonne prononciation des points vus plus haut :

MP3 n°68



*The sailors decided to work more in the yard.*

*Although he had been warned,  
his world was destroyed.*

*If she makes a fortune, she will start  
travelling the world.*

*If we ignore the dictator, the war is  
inevitable.*

## AUDIO MYSTERY

Listen and find the secret word. MP3 n°69



## SHOW TIME

Écoutez la phrase suivante en faisant particulièrement attention à la prononciation des éléments soulignés :

MP3 n°70



*It was October 30th, the eve of Halloween,  
a night known as mischief night, devil's night, Hell night.*

Accentuez la dernière syllabe.

Normalement, « ie » est prononcé /i:/, comme dans *chief* ou *field* mais dans le cas de *mischief* il est prononcé /ɪ/.

Les mots composés sont souvent accentués sur le 1<sup>er</sup> élément.



- Audio words
- MP3
- Interactive Test

# SPICE UP YOUR VOCABULARY

UNIT 12

Use the vocabulary below to create your own mind map and add more words if necessary!

## Adverbs

- anyway /'eniwei/
- despite /dr'spart/
- regardless /rɪ'ga:dls/

## Adjectives

- accurate /'ækjərət/
- appealing /ə'pi:lɪŋ/
- comprehensive /kəmprɪ'hensɪv/
- deceitful /dr'si:tfl/
- deceptive /dr'septɪv/
- far-fetched /fa:'fetʃt/
- fishy

- genuine /dʒenjuɪn/
- gullible /'galəbl/
- misleading /,mɪs'li:dɪŋ/
- mistrustful /,mɪs'trʌstfʊl/
- obvious /'ɒbvɪəs/
- powerful
- reliable /rɪ'ləzəbl/
- suspicious /sə'spɪʃəs/
- trustworthy /'trʌst,wɜ:ði/
- wary /'weəri/
- widespread /'wɪdspred/

## Verbs

- attempt /ə'tempt/ = try
- conceal /kən'si:z/
- conspire /kən'spaɪə/
- deceive /dɪ'sɪv/ = trick
- debunk /,di:'bʌŋk/
- disclose /dɪ'skləʊz/
- make up = invent
- manipulate /mə'nipjuleɪt/
- pretend /prɪ'tend/
- reveal /rɪ'veɪl/
- threaten /θretən/ = intimidate

## Nouns

- assertion /ə'szɪ:ʃən/ = claim /kleɪm/
- conspiracy theorist /kən'spirəsi,θərɪst/
- conspiracy theory /θərɪ/
- discrepancy /dɪ'skrepənsi/
- evidence /'evɪdəns/
- experiment /ɪk'sperɪmənt/
- fake news
- hoax /həʊks/
- scam /skæm/
- threat /θret/

## UP TO YOU!

**★ 1. In each list, find the odd one out. Justify your answer.**

- A. trustworthy • reliable • honest • deceitful • guileless  
 B. untrue • inaccurate • groundless • unfounded • genuine  
 C. influence • dissuade • convince • manipulate • persuade  
 D. credulous • cautious • gullible • trusting • ingenuous  
 E. relevant • implausible • far-fetched • preposterous • foolish

**★★ 2. Add the prefixes *un-*, *in-*, *ir-*, *il-*, to find the antonyms of the following words.**

- |                   |                   |
|-------------------|-------------------|
| A. logical → ...  | D. reliable → ... |
| B. relevant → ... | E. true → ...     |
| C. accurate → ... | F. correct → ...  |

**★★★ 3. Mis- or dis-? Add the right prefix to the following words to build new ones. Then explain what the new word means.**

trustful → distrustful = someone who doesn't trust other people.

- |                      |                        |
|----------------------|------------------------|
| A. belief → ...      | D. understanding → ... |
| B. information → ... | E. respectful → ...    |
| C. obey → ...        | F. honest → ...        |

**★★★ 4. Transform the following words into adjectives, nouns or verbs.**

Nouns	Adjectives	Verbs
criticism	...	...
...	...	threaten
...	...	believe
manipulator	...	...

**★★★ 5. Match each idiom with its definition.**

- A. Believe something when you see it.  
 B. Take something with a pinch of salt.  
 C. Tell me another one! (UK)  
 D. Have something on good authority.  
 E. Are my eyes deceiving me?  
 1. To not completely believe something that you are told, because you think it is unlikely to be true.  
 2. To be able to believe a piece of information because you trust the person who told you it.  
 3. Used to say that you do not believe what someone has told you.  
 4. Something you say when you can't believe what you see.  
 5. What you say when you think something will not happen.

# RULE THE GRAMMAR!

## L'OBLIGATION ET LA PROBABILITÉ AVEC LES MODAUX

### • Rappel :

- Ils s'utilisent sans *do / did* pour former la forme interrogative ou négative.

*Paul can't believe what he heard on the news.*

Paul ne peut pas croire ce qu'il a entendu aux nouvelles.

*Must you always lie to me?*

Pourquoi me mens-tu sans arrêt ?

- Ils ne prennent pas de *-s* à la troisième personne du singulier.

*You can't be serious.*

Tu n'es pas sérieux ?

- Ils ne sont jamais précédés ou suivis de *to*.

- Ils n'ont pas d'infinitif.

- Ils n'ont pas de participe passé.

- Ils ne s'utilisent jamais avec *-ing*.

### • Utilisation des modaux

#### - La modalité du savoir (probabilité)

On a une gradation du moins sûr au plus sûr :

*It might be true.* → Il se peut que ce soit vrai.

*It could / may be true.* → C'est peut-être vrai.

*It must / will be true.* → C'est sûrement vrai.

⚠ le contraire de *It must be true* est  
*It can't be true* et non pas *must not* !

#### - La modalité de l'action (obligation, conseil)

On a affaire ici à une autre gradation :

*You may read this paper.* → Je t'autorise à lire ce journal (permission donnée)

*You should believe her.* → Tu devrais la croire (conseil).

*You must do as I say.* → Tu dois faire ce que je dis (obligation).

*I will do as I please.* → Je ferai ce que je voudrai (volonté forte).

Le contraire de *You must do as I say!*

est *You mustn't do as I say!*

On utilise *be allowed to* et *have to* comme équivalent de *may* et de *must*.

→ P.293

## LE PLUPERFECT

### • Formation

- Le *pluperfect* se forme avec l'auxiliaire *have* au présent, *had*, et du verbe au *participe passé* (-ed pour les verbes réguliers, troisième colonne de la liste pour les verbes irréguliers → rabat VI).  
- À l'oral, on utilise souvent la forme contractée de *had* ('d) et de *had not* ('d not ou *hadn't*).

*I had warned him about this pack of lies.*

Je l'avais mis en garde contre ce tissu de mensonges.

*Although they had spoken the truth, nobody believed them.*

Bien qu'il aient dit la vérité, personne ne les croyait.

### • Utilisation

On utilise le *pluperfect* pour exprimer l'antériorité d'un évènement passé par rapport à un autre moment passé.

*He had lied to the press before he became President.*  
Il avait menti à la presse avant de devenir Président.

• Dans une narration au passé, on utilise le *pluperfect* pour faire des retours en arrière :

*They had believed in UFOs before they realised they had been wrong.*

Ils avaient cru aux OVNI avant de se rendre compte qu'ils avaient eu tort.

→ P.289

**★ 1. Re-write the following sentences using a modal auxiliary.**

- A. These days, American people (*be*) gullible.
- B. Scientists (*find*) how to make ships invisible.
- C. You (*trust*) the evidence despite public opinion.
- D. If he goes on believing the leader's fake news, he (*become*) silly.
- E. According to this text, the apocalypse (*be*) very close.

**★ 2. Complete the following sentences with the appropriate question-tags.**

- A. It could be a lie, ...?
- B. This misleading government report might be a fake, ...?
- C. He may fool him, but he won't fool you, ...?
- D. This information can't be genuine, ...?
- E. The President can be quite convincing, ...?

**★ ★ 3. Re-write the following sentences in the future.**

- A. We must check the facts before going public.
- B. He may tell her provided it is true.
- C. You mustn't chat with him on Instagram.
- D. Sarah may not read what is written by the tabloids.
- E. You must double-check this very carefully.

**★ ★ 4. Translate the following sentences into French.**

- A. You must trust your own judgement in order not to be manipulated.
- B. You mustn't believe everything they say on Nox News.
- C. He will never be elected if this fake news campaign continues.
- D. We should be more interested in the facts.
- E. You mustn't be so gullible!

**★ ★ 5. Put the verbs in the right tense.**

- A. Contrary to what he (*claim*), he (*not hear*) Orson Welles's radio programme.
- B. Officials (*say*) the Navy (*teleport*) a ship to another location, 300 miles away.
- C. He (*swear*) the Chinese secret service (*not dabble*) in the presidential elections.
- D. CNN (*be warned*) by the Oval office before the President (*deliver*) his speech.
- E. The Washington Post (*say*) something fishy (*go on*).

**★ ★ ★ 6. Complete the sentences with the right choice.**

When the tragedy (A) he (B) for CNN for years. He (C) his job with a rigorous journalist who (D) him everything he (E). He (F) whether he (G) to leak the confidential information or not but he (H) his job (I) on the line (en jeu). It (J) very well... the end of his promising career.

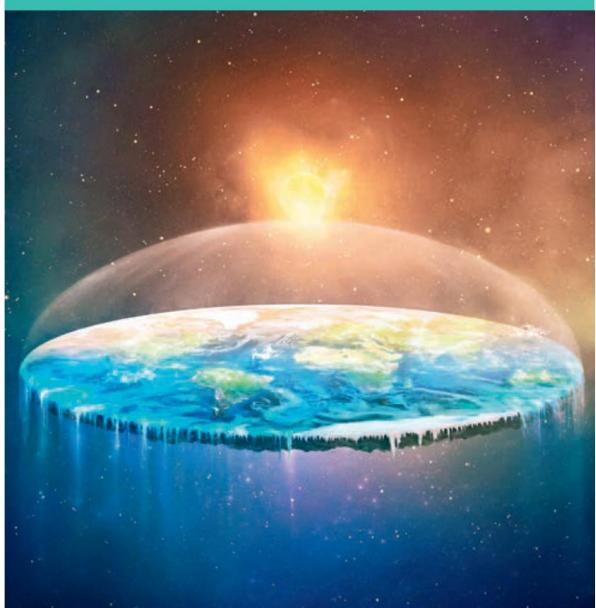
- A. occurred • had occurred • had been occurring • should be occurring
- B. worked • had worked • had been working • has worked
- C. learn • was learning • has learnt • had learnt
- D. teached • taught • was teaching • had taught
- E. didn't know • knew • has known • was knowing
- F. didn't know • wasn't knowing • has known • none of these
- G. must to • had to • has to • had had to
- H. was knowing • knew • has known • known
- I. had been • was being • was • none of these
- J. could very well be • could very well been • very could well be • none of these

**7. Interactive test! What is your score?**

## Picture challenge

- ★ 3 sentences
- ★★ 4 to 6 sentences
- ★★★ 7 sentences and +

How many sentences can you make using what you have learnt? Collect stars!



## UNIT 10

Evaluation  Compréhension de l'oral 

"Are social media causing 'likes anxiety' to teens?" 

Listen to the audio recording three times and recap what you have understood.

Expression écrite  Choisissez l'un des deux sujets.

**Sujet 1 :** Comment on the following quote: "Information technology is too powerful not to provide some basic guidelines on its use. We owe it to our kids to teach digital literacy in school, we owe them to teach how to use social media properly."

**Sujet 2 :** Experts in teenage mental health say social media are a significant factor in the rise of anxiety among teenagers. Do you agree? Why (not)?

## UNIT 11

Evaluation  Compréhension de l'oral 

"Hashtag activism: MP3 N°72

powerful or pointless?"

Listen to the audio recording three times and recap what you have understood.

Expression écrite 

## Choisissez l'un des deux sujets.

**Sujet 1 :** Many people believe that tweeting or posting information online is an effective form of action or protest. Does such activism really have an effect on the world?

**Sujet 2 :** Read the following hashtag campaigns. Which one(s) would you consider joining? Say what you think it consists of and the reason(s) why you wish to join it. #HeForShe, #MeToo, #WomensMarch, #BlackLivesMatter, #PetsAtWork

## UNIT 12

Evaluation  Compréhension de l'oral 

"Fake news MP3 N°73

and its impact"

Listen to the audio recording three times and recap what you have understood.

Expression écrite 

## Choisissez l'un des deux sujets.

**Sujet 1 :** How can you explain the rise of fake news on the Internet and on social media? How can it be fought? Give examples.

**Sujet 2 :** Why do you think conspiracy theories have so much success? Do you know of a conspiracy theory? Which one? How do you react to it?

**UNIT 10****Evaluation**  

When I made the decision, a month ago, to take myself off social media for a year, I did so for various reasons. Not least because my two-year-old had taken to running up to me with a worried expression, shouting “mummy, your phone!” whenever he found it not in my hand for more than five minutes.

Having amassed some 10,000 Instagram followers as editor of *Motherland*, the online parenting magazine I ran for two years, I had watched myself mutate from the sort of person who purposely only ever uploaded photos of my kids in an “ironic” way, and only ever occasionally [...] to the kind who seemed to be obsessively spamming my various online profiles across Instagram, Facebook and Twitter, with fragments of my life. Like many of the 56% of British parents who prefer to keep their family photos and videos away from social media, according to a new report by Ofcom, I worry about my children’s privacy. Many of us have become desensitised over the years to such public sharing: since first joining Facebook in 2007, my tolerance for sharing has steadily increased so that, whereas once I wouldn’t even let a newspaper print my daughter’s name in an article to protect her anonymity, these days I have become emotionally incontinent about almost every aspect of my life – and that of my three children. [...]

According to yesterday’s research on “sharenting”, taken from Ofcom’s annual Communications Market Report, people take on average six photos before choosing a selfie to post online, while young people can take as many as 20 – almost half of those posting selfies say they edit the photo before they share it online. That is particularly troubling as I very firmly don’t want my kids to be conscious of how they look. I want them to be free to play and be kids for as long as possible, without an early onset of the crippling self-awareness that partly defines adulthood.

So when I found myself regularly walking into a room, seeing my kids embroiled in a lovely imaginary game and shouting “DON’T MOVE, I NEED TO FIND MY BLOODY CAMERA”, I knew something wasn’t right. Heavy-hearted, I would watch them shuffle into what they assumed was a more appropriate position, awkward smiles etched on to their faces while I sighed and snapped, and directed them to “look more natural”. [...]

The problem with sharing pictures of my children – who are nearly seven, nearly four, and nearly two – was really hammered home when my eldest, who has never knowingly heard of social media and certainly has no idea that I was liberally splashing her picture across the internet, saw an image in the photo album on my phone and said, with great sincerity: “I hate this one, I look really sad, please delete it.”

Not only had I taken her picture – I had already uploaded it to Instagram the day before for all the world to see. I then wondered whether in posting pictures of my daughter, without her knowledge or permission, and telling her to smile more or smile less or smile differently; I had created a situation in which she was overly aware of her own image. [...]

Ultimately, I began to wonder how many times I’d missed out on a special moment with my kids because I was too busy trying to capture it for social media. A month into my exile, I am happy to report I rarely know where my phone is any more – and my kids now don’t bother delivering it back to me.

Charlotte Philby, , 2017

**Compréhension de l’écrit** 

- A.** What decision did the narrator make about social media and why?
- B.** Explain the word “sharenting” (l. 14).
- C.** What does the narrator mean when she writes “these days I have become emotionally incontinent about almost every aspect of my life – and that of my three children.”? (l.12)
- D.** What consequence did her social media life have on the narrator and on her children?
- E.** How does she cope with her new life?

**Expression écrite** **Choisissez l’un des deux sujets.**

- Sujet 1 :** How would you react if you had to go without your mobile phone and social media for a week?
- Sujet 2 :** How important is it for people to control their online identity as well as that of their relatives?



## Document A

It's true that a "change.org" e-petition won't start a revolution, but protest marches do not achieve their aims every time, either. Yes, not all online activism is immediately productive – sharing images to raise awareness of cancer hardly seems necessary in a country where it affects 2.5 million people – but just as we don't lump Live Aid singles in with door-to-door donation drives, there is a diversity of activism  
 5 to be found on the internet, and not all of it lacks substance or value.  
 Take, for instance, the recent Anthony Nolan-backed Match4Laracampaign, which resulted in a rare stem cell tissue match for student Lara Casalotti, a feat only made possible by social media. Likewise, my own student activism saw online engagement converted into direct action when a last-minute protest amassed 200 participants thanks to a Facebook event  
 10 that reached thousands of people within a day.  
 Rather than lamenting the death of "real" activism, charities would benefit from understanding what participation really means: true social change will only be achieved by creating new, diverse activists, and by embracing the plethora of tactics that allow them to engage in the first place. Because if social change is achieved at the expense of those already disadvantaged,  
 15 has it really achieved much at all?

Eve Livingston, , 2016

## Document B

An enduring criticism of almost any organisation that campaigns for change is that it is not really having an impact. This is especially the case for environment campaigns that aim to engage and mobilise large numbers of people, as the No KXL pipeline campaign experienced in February.  
 The accepted wisdom is that public engagement in community activism or politics is decreasing. [...]  
 5 Digital media, such as social networks, campaign websites and email, are the twenty first century town square. [...] Across the developed world, there are activist organisations starting to capitalise on the desire for people to create a new civic space. These groups – Move On, 38 Degrees, Avaaz, Change.org and Get Up to name a few – sit at the centre of the 'clicktivist nexus'. They have the good will of hundreds of thousands  
 10 of ordinary people who are willing to take small political actions: signing an online petition or liking something on Facebook.  
 These small steps are important. Motivating people is not like a switch — either on or off — but a spectrum. People grow in passion and commitment, and causes build up over time. Lots of small actions contribute to massive change.  
 15 Grassroots movements have a rich and potent history demonstrating that the big wins were only achieved through lots of people doing lots of little things over a long period of time.  
 The labour movement throughout the world, the anti-war movements, women's rights and suffrage movements, anti-Apartheid and civil rights. Each of these have been 'social', built around face-to-face, personal contact.

Alexander White, , 2013

**Évaluation**  **Compréhension de l'écrit** **Document A**

**A.** List the advantages of online activism compared to more usual forms of activism.

**B.** What makes online awareness campaigns so powerful?

**Document B**

**C.** Pick out an expression that means "online activist".

**D.** How have social campaigns used communication media at their disposal to spread their ideas and desire for change over the centuries?

**E.** What drives activists to take online action?

**F.** What does the journalist mean when he writes: "Digital media, such as social networks, campaign websites and email, are the twenty first century town square." (l. 5)?

**G.** How different is activism today from what it used to be?

**Expression écrite** 

**Choisissez l'un des deux sujets.**

**Sujet 1 :** The birth of online activism means the death of real activism.  
Do you agree?  
Why (not)?

**Sujet 2 :** To what extent does the proverb "Every little helps" apply to online activism?

**Expression orale en continu** 

"Is slacktivism<sup>1</sup> the new activism?"

Observe the cartoon and react.

Do you agree with the cartoonist's point of view about social media activism? Why (not)?

Justify the title of the document.

1 slack: *lâche*

