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To: IELTS Prep Group
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Lesson Objective

The student shall be able to use "power words" as part of their oral vocabulary, read and comprehend both social and business language and demonstrate effective oral communication skills

Section One

Vocabulary

Evaluation Criteria

- Ability to understand definitions of English vocabulary.
- Match the word with the correct definition then choose a synonym. Afterwards, the student will be asked to use the word in example sentence.

VOCABULARY	DEFINITIONS	Synonyms
1. INALIENABLE (Adjective)	A. The face of a building, especially the principal front that looks onto a street or open space.	a) Cheerful
2. LAMPOON (Verb)	B. Break or cause to break suddenly and violently into pieces.	b) Unfriendly to
3. SLUR (Noun)	C. Combine (two or more texts, ideas, etc.) into one.	c) Defamation
4. ILL-DISPOSED (Adjective)	D. full of life and energy; active and outgoing	d) Frontage
5. FACADE (Noun)	E. Publicly criticize (someone or something) by using ridicule, irony, or sarcasm.	e) Arch over
6. SHATTERING (Verb)	F. Unfriendly or unsympathetic.	f) Smash
7. OVER-ARCHING (Adjective)	G. An insinuation or allegation about someone that is likely to insult them or damage their reputation.	g) Integrate
8. LIVELIER (Adjective)	H. Unable to be taken away from or given away by the possessor.	h) Encircle
9. CONFLATE (Verb)	I. Surround and have or hold within.	i) Ridicule
10. ENCOMPASS (Verb)	J. Forming an arch over something.	j) Inviolable

Section Two

Reading Comprehension and Pronunciation skills.

Evaluation Criteria

- Ability to effectively read and comprehend written English in a social or business environment.

ARTICLE 1

The Importance of Free Speech to Human Progress

Source

1. It is more than an inalienable individual right; it is fundamental to human progress. That is why it is one of the most important institutions of liberty.

When we look at the history of the freedom of speech in the West, we see that early on it was tied up with the freedom of the press, which is why the terms are used interchangeably in American constitutional theory. Yet, for most of the West's history, the idea of "publishing" was meaningless. Books were copied by hand, first by scribes hired by Roman nobles to copy books they liked, and then by monks in medieval scriptoria, with the more ancient texts copied as practice for copying the more important religious texts were. As a result, many texts were lost, with others surviving by mere chance.





Having assumed the role of guardian of learning, the medieval church was ill-disposed toward innovations that threatened its position. The suppression of early English versions of their holy book is a case in point. Information traveled slowly, impeding the progress of intellectual innovation.

The printing press changed all that, as it brought about the first series of real struggles over freedom of speech. Ideas could travel more quickly, and literacy exploded.

Questions:

- a) What was freedom of speech related with in the past?
 - b) Why were many ancient non-religious texts lost?
 - c) The purpose of the "Guardians of learning" had a negative or positive consequence? Explain it.
2. As people could finally read books for themselves, Reformation movements grew all over Europe. Then they took to using the press to spread other ideas. In response, the church and its allies in positions of power took steps to restrain this new free press. In fact, early copyright law arose from efforts to regulate the production of printers.

It should not surprise us that early libertarians were often printers. "Freeborn John" Lilburne was first arrested for printing and circulating unlicensed books.

The great poet John Milton wrote perhaps the first great defense of free speech when the English republican Parliament reintroduced censorship via the Licensing Order of 1643 (censorship had effectively been abolished in 1640 along with the Star Chamber, which tried Lilburne). In his *Areopagitica*, Milton passionately demanded freedom of the press and tolerance of heterodox publications, saying, "Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties."

The licensing order lapsed in 1694 as a result of the Glorious Revolution of 1685, which instituted a more liberal constitution in England and helped to inspire the American Revolution — and eventually the Bill of Rights and First Amendment. But the *Areopagitica* is still with us. Fittingly, the US Supreme Court cited it as an authority on the inherent value of false statements in the landmark case *New York Times v. Sullivan*:

Even a false statement may be deemed to make a valuable contribution to public debate, since it brings about "the clearer perception and livelier impression of truth, produced by its collision with error." Mill, *On Liberty* (Oxford: Blackwell, 1947)

Questions

- d) What drove to create the first copyright laws?
 - e) In what way has John Milton demonstrated the importance of freedom of speech?
 - f) What legal case showed the importance of questioning and arguing?
3. The free press opened new communication channels for theoretical innovation. It is often noted that Sir Isaac Newton was born the day Galileo died. What enabled Newton to take Galileo's experiments and turn them into modern physics was the printing press. Newton published *Principia Mathematica* in 1687, and revised it in 1713 and 1726. The book was published by the Royal Society, founded in Oxford in 1660, which essentially invented peer review. Newton's book spread throughout Europe, which would not have been possible under earlier regimes where printing was tightly controlled.

Central to the principle of a free press is the right to be wrong — which enables peer review and criticism in the first place. It is also central to scientific and technological innovation and experimentation, and therefore also central to economic progress, which has led to the great explosion in human welfare we have seen over the last two centuries. Free speech allows more ideas about "sexual relationships," and that is why some societies that are frightened by the consequences of this ideological sexual revolution and they are those with the most severe censorship laws.

At this point, one might argue that it is absurd to compare a "blasphemous" cartoon to the *Principia Mathematica*. But that would be a mistake. As Stephen Law has written for the Center for Inquiry, the point of such cartoons is not to cause offense, but something far greater:



More often than not, the lampooning is done with intention of shattering, if only for a moment, the protective facade of reverence and deference that has been erected around some iconic figure or belief, so that we can all catch a glimpse of how things really are.

It is exactly that goal — to help us determine what actually is, rather than what is simply asserted — that free speech and free inquiry make possible. As an institution of liberty, free speech must be defended wherever it is attacked. Those who seek to suppress free speech want to keep mankind mired in poverty and ignorance, subject to their own whims and beliefs. They cannot be allowed to succeed.

Questions

- g) In what way has the Royal Society contributed in modern Science?
- h) Why are peer review and criticism important?
- i) How does the author relate Principia Mathematica of Newton and “blasphemous” cartoons? In order words, what do they have in common?

ARTICLE 2

Science at multiple levels

Source

1. The process of science works at multiple levels — from the small scale (e.g., a comparison of the genes of three closely related North American butterfly species) to the large scale (e.g., a half-century-long series of investigations of the idea that geographic isolation of a population can trigger speciation). The process of science works in much the same way whether embodied by an individual scientist tackling a specific problem, question, or hypothesis over the course of a few months or years, or by a community of scientists coming to agree on broad ideas over the course of decades and hundreds of individual experiments and studies. Similarly, scientific explanations come at different levels:



Hypotheses

Hypotheses are proposed explanations for a fairly narrow set of phenomena. These reasoned explanations are not guesses — of the wild or educated variety. When scientists formulate new hypotheses, they are usually based on prior experience, scientific background knowledge, preliminary observations, and logic. For example, scientists observed that alpine butterflies exhibit characteristics intermediate between two species that live at lower elevations. Based on these observations and their understanding of speciation, the scientists hypothesized that this species of alpine butterfly evolved as the result of hybridization between the two other species living at lower elevations.

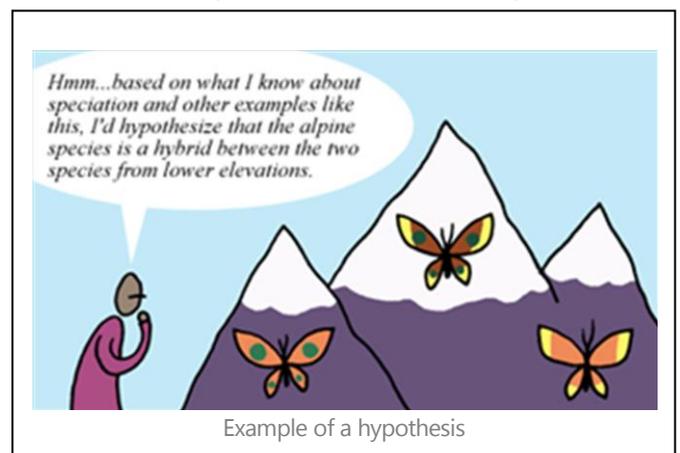
Questions

- a) How long does a theory take to be put together?
- b) When scientists formulate new hypotheses, is it by “just a hunch”?
- c) Has the species of alpine butterfly always existed?

Theories

2. The word “idea” is defined by the [Oxford dictionary](#) as a thought or suggestion as to a possible course of action; a mental impression or an opinion or belief.

However, that is what theories are not. Theories are broad explanations for a wide range of phenomena. They are concise (i.e., generally don't have a long list of exceptions and special rules), coherent, systematic, predictive, and broadly applicable. In fact, theories often integrate and generalize many hypotheses.





For example, the theory of natural selection broadly applies to all populations with some form of inheritance, variation, and differential reproductive success — whether that population is composed of alpine butterflies, fruit flies on a tropical island, a new form of life discovered on Mars, or even bits in a computer's memory.

This theory helps us understand a wide range of observations (from the rise of antibiotic-resistant bacteria to the physical match between pollinators and their preferred flowers), makes predictions in new situations (e.g., that treating AIDS patients with a cocktail of medications should slow the evolution of the virus), and has proven itself time and time again in thousands of experiments and observational studies.

Questions:

- d) Is a theory "just an idea"?
- e) What is the difference between an idea and a scientific theory?
- f) In what way evolutionary theories help us in medicine?

"JUST" A THEORY?

3. Occasionally, scientific ideas (such as biological evolution) are written off with the putdown "it's just a theory." This slur is misleading and conflates two separate meanings of the word theory: in common usage, the word theory means just a hunch, but in science, a theory is a powerful explanation for a broad set of observations. To be accepted by the scientific community, a theory (in the scientific sense of the word) must be strongly supported by many different lines of evidence. So biological evolution is a theory (it is a well-supported, widely accepted, and powerful explanation for the diversity of life on Earth), but it is not "just" a theory.

Words with both technical and everyday meanings often cause confusion. Even scientists sometimes use the word theory when they really mean hypothesis or even just a hunch. Many technical fields have similar vocabulary problems — for example, both the terms work in physics and ego in psychology have specific meanings in their technical fields that differ from their common uses. However, context and a little background knowledge are usually sufficient to figure out which meaning is intended.

Questions:

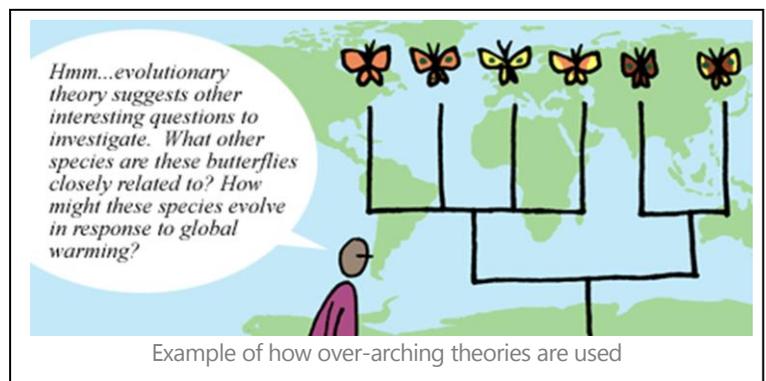
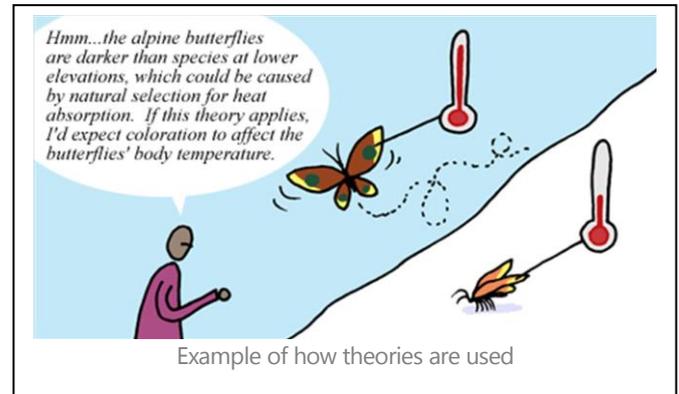
- g) Why saying "just a theory" is a slur?
- h) What does a theory need in order to be accepted in the scientific community?
- i) Why is it important to identify when we use the word theory with the common usage and when we use it in a scientific way?

Over-arching theories

4. Some theories, which we'll call over-arching theories, are particularly important and reflect broad understandings of a particular part of the natural world. Evolutionary theory, atomic theory, gravity, quantum theory, and plate tectonics are examples of this sort of over-arching theory. These theories have been broadly supported by multiple lines of evidence and help frame our understanding of the world around us.

Such over-arching theories encompass many subordinate theories and hypotheses, and consequently, changes to those smaller theories and hypotheses reflect a refinement (not an overthrow) of the over-arching theory. For example, when punctuated equilibrium was proposed as a mode of evolutionary change and evidence was found supporting the idea in some situations, it represented an elaborated reinforcement of evolutionary theory, not a refutation of it.

Over-arching theories are so important because they help scientists choose their methods of study and mode of reasoning, connect important phenomena in new ways, and open new areas of study. For example, evolutionary theory highlighted an entirely new set of questions for exploration: How did this characteristic evolve? How are these species related to one another? How has life changed over time?





Questions:

- j) What is the difference between a theory and an overarching theory?
- k) Why are overarching theories important?
- l) How did theories open new job opportunities for biological scientists?

A MODEL EXPLANATION

5. Hypotheses and theories can be complex. For example, a particular hypothesis about meteorological interactions or nuclear reactions might be so complex that it is best described in the form of a computer program or a long mathematical equation. In such cases, the hypothesis or theory may be called a model.

Group discussion:

Based upon what was discussed.

1. Where do you see humanity in 1 million years into the future? Are we going to be as we are today? (From an evolutionary stand point)

2. What could be the driving factor of any future changes?