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Level 6 – 10th October, 2022

Women, girls and students protesting in Iran

FREE online quizzes, mp3 listening and more for this lesson here:

<https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

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Please try Levels 4 and 5 (they are easier).

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THE ARTICLE

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Protests by women, school girls and university students are gaining in momentum in Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September at the hands of Iran's morality police. She became an instant martyr after she took off her headscarf and showed her hair in public. Her death ignited a whole series of demonstrations throughout Iran. Hundreds of thousands of women have replicated Ms Amini's actions to openly send a message to Iran's leaders. They took off their headscarves en masse in the streets, on buses and in schools. Many burnt their hair coverings and cut their hair in public. They have marched in the streets chanting their rallying cry of "women, life, freedom".

The latest uprising in Iran is the result of decades of pent-up fury at Iran's regime. Women are tired of being forced to cover their hair. It became obligatory in April 1983 for them to do so. Punishments for violating this law range from financial penalties to imprisonment. The death of 16-year-old Nika Shakarami last week has further fuelled the intensity of the protests. Hundreds more have died in the past month at the hands of the authorities. An Iranian professor said hair coverings were the tip of the iceberg. She said: "There's a lot of compulsion in Iranian culture, and so the demand is freedom. The current protests... are engaging students... who are ready to live life freely. They're done with death and grief and mourning."

Sources: <https://www.theguardian.com/commentisfree/2022/oct/07/iran-protests-angry-trauma-uprising-struggle-freedom>
<https://abcnews.go.com/International/iranian-teenage-protesters-death-sparks-global-outcry-alleged/story>
<https://time.com/6220554/students-iran-protests/>

WARM-UPS

1. FREEDOM: Students walk around the class and talk to other students about freedom. 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?

protests / momentum / uprisings / martyr / hair / headscarf / message / in public / pent up / fury / financial penalties / imprisonment / authorities / freedom / life

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

3. TAKING TO THE STREETS: Students A **strongly** believe we should all take to the streets to get change; Students B **strongly** believe otherwise. Change partners again and talk about your conversations.

4. PROTESTS: What do you think of these forms of protests? Why? Complete this table with your partner(s). Change partners often and share what you wrote.

	What You Think	Why
Marching in the streets		
Petitions		
Sit-ins		
Withdrawing labour		
Internet campaign		
Public speeches		

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

6. DEMONSTRATIONS: Rank these with your partner. Put the things that would make you demonstrate in the streets at the top. Change partners often and share your rankings.

- Higher pay
- Lower taxes
- Freedom
- Human rights
- Equal rights
- No war
- Government corruption
- Climate change

VOCABULARY MATCHING

Paragraph 1

- | | |
|---------------|---|
| 1. momentum | a. An act of resistance or rebellion. |
| 2. uprising | b. A person who is killed because of their religious or other beliefs. |
| 3. morality | c. The energy and driving force gained by the development of a process or course of events. |
| 4. martyr | d. Copied. |
| 5. ignited | e. Made an emotion or situation much stronger, or more powerful or dangerous. |
| 6. replicated | f. The action or process of coming together to support a person or cause. |
| 7. rallying | g. Principles about the difference between right and wrong or good and bad behaviour. |

Paragraph 2

- | | |
|----------------------------|---|
| 8. pent-up | h. The expression of sorrow for someone's death. |
| 9. obligatory | i. How strong or powerful something is. |
| 10. violating | j. The small part we can see or understand of a much larger situation or problem that remains hidden. |
| 11. intensity | k. Of emotions, energy, etc. unable to be expressed or released. |
| 12. the tip of the iceberg | l. Required by a legal, moral, or other rule. |
| 13. grief | m. Intense sadness, especially caused by someone's death. |
| 14. mourning | n. Breaking or failing to comply with a rule, law or formal agreement. |

BEFORE READING / LISTENING

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

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

1. The article says school boys and girls are protesting in the streets. **T / F**
2. The death of a teenager who removed her headscarf started the protests. **T / F**
3. Women have been removing headscarves in schools and on buses. **T / F**
4. Many women in Iran are cutting their hair in public. **T / F**
5. The uprisings in Iran are a recent thing. **T / F**
6. It has been law in Iran for over 30 years for women to cover their hair. **T / F**
7. Women in Iran can go to prison for not wearing a headscarf. **T / F**
8. A professor said students are finished with grieving and mourning. **T / F**

2. SYNONYM MATCH: (The words in **bold** are from the news article.)

- | | |
|----------------------|---------------|
| 1. momentum | a. compulsory |
| 2. instant | b. copied |
| 3. series | c. finished |
| 4. replicated | d. immediate |
| 5. cry | e. revolt |
| 6. uprising | f. energy |
| 7. obligatory | g. breaching |
| 8. violating | h. sorrow |
| 9. done | i. chain |
| 10. grief | j. appeal |

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

- | | |
|---------------------------------------|-----------------------------|
| 1. gaining in | a. pent-up fury |
| 2. Her death ignited a whole | b. mourning |
| 3. openly send | c. cry |
| 4. burnt their hair coverings | d. for them to do so |
| 5. chanting their rallying | e. series of demonstrations |
| 6. the result of decades of | f. of the iceberg |
| 7. It became obligatory in April 1983 | g. a message |
| 8. Punishments for violating | h. momentum |
| 9. the tip | i. this law |
| 10. grief and | j. and cut their hair |

GAP FILL

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Protests by women, school girls and university students are gaining in (1) _____ in Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September at the hands of Iran's (2) _____ police. She became an (3) _____ martyr after she took off her headscarf and showed her hair in public. Her death (4) _____ a whole series of demonstrations throughout Iran. Hundreds of thousands of women have (5) _____ Ms Amini's actions to (6) _____ send a message to Iran's leaders. They took off their headscarves en masse in the streets, on buses and in schools. Many (7) _____ their hair coverings and cut their hair in public. They have marched in the streets chanting their rallying (8) _____ of "women, life, freedom".

ignited
instant
cry
replicated
momentum
burnt
morality
openly

The latest uprising in Iran is the result of decades of (9) _____ fury at Iran's regime. Women are tired of being forced to cover their hair. It became (10) _____ in April 1983 for them to do so. Punishments for violating this law (11) _____ from financial penalties to imprisonment. The death of 16-year-old Nika Shakarami last week has further (12) _____ the intensity of the protests. Hundreds more have died in the past month at the (13) _____ of the authorities. An Iranian professor said hair coverings were the (14) _____ of the iceberg. She said: "There's a lot of compulsion in Iranian culture, and so the (15) _____ is freedom. The current protests... are engaging students... who are ready to live life freely. They're (16) _____ with death and grief and mourning."

obligatory
tip
fuelled
done
pent-up
demand
range
hands

LISTENING – Guess the answers. Listen to check.

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

- 1) Protests by women, school girls and university students are _____
 - a. gaining on momentum
 - b. gaining in momentum
 - c. gaining non-momentum
 - d. gaining an momentum
- 2) Mahsa Amini on the 16th of September at the hands of _____
 - a. Iran's morality police
 - b. Iran's moral light police
 - c. Iran's more rarity police
 - d. Iran's moral at tea police
- 3) Her death ignited a whole _____
 - a. series of demonstrations
 - b. series off demonstrations
 - c. serious of demonstrations
 - d. services of demonstrations
- 4) Many burnt their hair coverings and cut their _____
 - a. hairy in public
 - b. heir imp public
 - c. hair in public
 - d. hair in publics
- 5) They have marched in the streets chanting _____
 - a. their rally in cry
 - b. their rally ink cry
 - c. their rallying cry
 - d. their rally ink rye
- 6) The latest uprising in Iran is the result of decades _____
 - a. off pent-up furry
 - b. of pent-up fury
 - c. of spent-up fairy
 - d. of pent-up fiery
- 7) Punishments for violating this law range from financial _____
 - a. penalty stow imprisonment
 - b. penalties to imprisonment
 - c. penalty stew imprisonment
 - d. penalties to in prison meant
- 8) the death of 16-year-old Nika Shakarami last week has further _____
 - a. field the intensity
 - b. filed the intensity
 - c. felled the intensity
 - d. fuelled the intensity
- 9) hair coverings were the tip of the iceberg. She said: "There's a _____"
 - a. lot of compulsive
 - b. lot of convulsion
 - c. lot of compulsion
 - d. lot of compression
- 10) students... who are ready to live life freely. They're done with _____
 - a. death and grief
 - b. death and grave
 - c. death and brief
 - d. death and grieve

LISTENING – Listen and fill in the gaps

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Protests by women, school girls and university students are gaining (1) _____ Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September (2) _____ of Iran's morality police. She became an instant martyr after she took off her headscarf and showed her hair in public. Her death (3) _____ series of demonstrations throughout Iran. Hundreds of thousands of women (4) _____ Amini's actions to openly send a message to Iran's leaders. They took off their headscarves en masse in the streets, on buses and in schools. Many (5) _____ coverings and cut their hair in public. They have marched in the streets (6) _____ cry of "women, life, freedom".

The latest uprising in Iran is the result of decades (7) _____ at Iran's regime. Women are tired of being forced to cover their hair. It (8) _____ April 1983 for them to do so. Punishments for violating this law range from financial (9) _____. The death of 16-year-old Nika Shakarami last week has further fuelled the (10) _____ protests. Hundreds more have died in the past month at the hands of the authorities. An Iranian professor said hair coverings were the tip (11) _____. She said: "There's a lot of compulsion in Iranian culture, and so the demand is freedom. The current protests... are engaging students... who are ready to live life freely. They're done with death and (12) _____."

COMPREHENSION QUESTIONS

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

1. What does the article say protests are growing in?
2. When did Mahsa Amini die?
3. What did Mahsa Amini's death ignite throughout Iran?
4. Who do protestors want to send a message to?
5. What does the article say the chant "women, life, freedom" is?
6. For how long have women in Iran felt pent-up anger?
7. When did it become law for women in Iran to cover their hair?
8. What can happen to women (besides fines) for not covering their hair?
9. What did a professor say the hair covering issue was the tip of?
10. What are students done with, besides death and grief?

MULTIPLE CHOICE - QUIZ

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

- 1) What does the article say protests are growing in?
 - a) size
 - b) momentum
 - c) Tehran
 - d) importance
- 2) When did Mahsa Amini die?
 - a) September the 15th
 - b) September the 18th
 - c) September the 14th
 - d) September the 16th
- 3) What did Mahsa Amini's death ignite throughout Iran?
 - a) a whole series of demonstrations
 - b) passions
 - c) flames
 - d) a series of explosions
- 4) Who do protestors want to send a message to?
 - a) the UN
 - b) the world
 - c) Iran's leaders
 - d) the USA
- 5) What does the article say the chant "women, life, freedom" is?
 - a) a slogan
 - b) a rallying cry
 - c) important
 - d) a request for change
- 6) For how long have women in Iran felt pent-up anger?
 - a) decades
 - b) centuries
 - c) millennia
 - d) years
- 7) When did it become law for women in Iran to cover their hair?
 - a) April 1988
 - b) August 1983
 - c) April 1983
 - d) August 1988
- 8) What can happen to women (besides fines) for not covering their hair?
 - a) imprisonment
 - b) community service
 - c) naming and shaming
 - d) hair cutting
- 9) What did a professor say the hair covering issue was the tip of?
 - a) the iceberg
 - b) the matter
 - c) someone's tongue
 - d) a pen
- 10) What are students done with, besides death and grief?
 - a) remonstrating
 - b) marching
 - c) demonstrating
 - d) mourning

ROLE PLAY

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Role A – Freedom

You think freedom is the top thing to demonstrate in the streets for. Tell the others three reasons why. Tell them why their things aren't as important. Also, tell the others which is the least important of these (and why): human rights, equality or climate change.

Role B – Human Rights

You think human rights is the top thing to demonstrate in the streets for. Tell the others three reasons why. Tell them why their things aren't as important. Also, tell the others which is the least important of these (and why): freedom, equality or climate change.

Role C – Equality

You think equality is the top thing to demonstrate in the streets for. Tell the others three reasons why. Tell them why their things aren't as important. Also, tell the others which is the least important of these (and why): human rights, freedom or climate change.

Role D – Climate Change

You think climate change is the top thing to demonstrate in the streets for. Tell the others three reasons why. Tell them why their things aren't as important. Also, tell the others which is the least important of these (and why): human rights, equality or freedom.

AFTER READING / LISTENING

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

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

life	freedom

- 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">• momentum• instant• ignited• replicated• burnt• cry	<ul style="list-style-type: none">• latest• law• intensity• tip• demand• done
---	--

FREEDOM SURVEY

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Write five GOOD questions about freedom 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.

FREEDOM 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 'life'?
3. How important is freedom to you?
4. What do you know about this story?
5. What do you think of Mahsa Amini?
6. What do you think of the thousands of women taking off hair coverings?
7. Would you join the women and protest?
8. Should women be forced to not wear hair coverings and veils?
9. How dangerous is it to take part in these protests?
10. What advice would you give the women and girls who are protesting?

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FREEDOM DISCUSSION

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

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'freedom'?
13. What do you think about what you read?
14. Are there freedoms that you do not have?
15. What would make you protest in the streets?
16. What can you do to help the protestors?
17. Are we gaining or losing freedoms in our lives?
18. What do you know about Iran's history?
19. How will this story develop in the coming months?
20. What questions would you like to ask Iran's leaders?

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/2210/221010-women-life-freedom.html>

Protests by women, school girls and university students are gaining (1) _____ momentum in Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September at the (2) _____ of Iran's morality police. She became an instant martyr after she took off her headscarf and showed her hair in public. Her death (3) _____ a whole series of demonstrations throughout Iran. Hundreds of thousands of women have replicated Ms Amini's actions to (4) _____ send a message to Iran's leaders. They took off their headscarves en masse in the streets, on buses and in schools. Many (5) _____ their hair coverings and cut their hair in public. They have marched in the streets chanting their rallying (6) _____ of "women, life, freedom".

The latest uprising in Iran is the result of decades of pent-(7) _____ fury at Iran's regime. Women are tired of being forced to cover their hair. It became obligatory in April 1983 for them to do so. Punishments for (8) _____ this law range from financial penalties to imprisonment. The death of 16-year-old Nika Shakarami last week has further fuelled the (9) _____ of the protests. Hundreds more have died in the past month at the hands of the authorities. An Iranian professor said hair coverings were the (10) _____ of the iceberg. She said: "There's a lot of compulsion in Iranian culture, and so the demand is freedom. The current protests... are (11) _____ students... who are ready to live life freely. They're done with death and (12) _____ and mourning."

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

- | | | | | |
|-----|-----------------|---------------|---------------|---------------|
| 1. | (a) of | (b) in | (c) at | (d) on |
| 2. | (a) knuckles | (b) hands | (c) palms | (d) fingers |
| 3. | (a) switched | (b) jostled | (c) quashed | (d) ignited |
| 4. | (a) opens | (b) openly | (c) opening | (d) opened |
| 5. | (a) singed | (b) burnt | (c) torched | (d) heated |
| 6. | (a) whisper | (b) scream | (c) cry | (d) roar |
| 7. | (a) down | (b) in | (c) up | (d) out |
| 8. | (a) castigating | (b) doting | (c) violating | (d) splurging |
| 9. | (a) intends | (b) intensive | (c) intense | (d) intensity |
| 10. | (a) tip | (b) top | (c) tap | (d) tape |
| 11. | (a) engaging | (b) singling | (c) marrying | (d) divorcing |
| 12. | (a) grieve | (b) grave | (c) grief | (d) graft |

SPELLING

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Paragraph 1

1. gaining in tunmmemo
2. Iran's lirotmay police
3. She became an instant arymtr
4. a whole series of soiadetnmortsn
5. women have ectdarleip Ms Amini's actions
6. chanting their yariglnl cry

Paragraph 2

7. It became gylrbitoao in April 1983
8. Punishments for nvlgtioia this law
9. the iintesty of the protests
10. the tip of the ecrbgei
11. There's a lot of liosoucnp
12. They're done with death and grief and onurnmig

PUT THE TEXT BACK TOGETHER

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Number these lines in the correct order.

- () ignited a whole series of demonstrations throughout Iran. Hundreds of thousands of women have replicated
- () momentum in Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September at the hands
- () of Iran's morality police. She became an instant martyr after she took off her headscarf and showed her hair in public. Her death
- () iceberg. She said: "There's a lot of compulsion in Iranian culture, and so the demand is freedom. The current protests... are engaging
- () violating this law range from financial penalties to imprisonment. The death of 16-year-old Nika Shakarami last week has further fuelled
- () in public. They have marched in the streets chanting their rallying cry of "women, life, freedom".
- () in the streets, on buses and in schools. Many burnt their hair coverings and cut their hair
- () the intensity of the protests. Hundreds more have died in the past month at the hands
- () The latest uprising in Iran is the result of decades of pent-up fury at Iran's regime. Women are tired of being
- () of the authorities. An Iranian professor said hair coverings were the tip of the
- () Ms Amini's actions to openly send a message to Iran's leaders. They took off their headscarves en masse
- () forced to cover their hair. It became obligatory in April 1983 for them to do so. Punishments for
- (**1**) Protests by women, school girls and university students are gaining in
- () students... who are ready to live life freely. They're done with death and grief and mourning."

PUT THE WORDS IN THE RIGHT ORDER

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

1. momentum . Protests by girls school are in gaining
2. death ignited Her whole series of demonstrations . a
3. women actions . Thousands of Amini's have Ms replicated
4. They en masse off in headscarves took the streets .
5. chanting . have marched the They streets in
6. decades result of The pent-up of fury .
7. Tired cover their being of hair . forced to
8. obligatory do so . to became for It them
9. the were coverings tip Hair of the iceberg .
10. to live are freely . who Students life ready

CIRCLE THE CORRECT WORD (20 PAIRS)

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Protests *by / on* women, school girls and university students are gaining *on / in* momentum in Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September at the *fingers / hands* of Iran's morality police. She became an instant *martyrdom / martyr* after she took off her headscarf and showed her hair in public. Her death *ignited / denoted* a whole series of demonstrations throughout Iran. Hundreds of thousands of women have *stipulated / replicated* Ms Amini's actions to *closely / openly* send a message to Iran's leaders. They took off their headscarves en masse in the streets, on buses and in schools. Many *burnt / brunt* their hair coverings and cut their *hair / hairs* in public. They have marched in the streets chanting their *rallies / rallying* cry of "women, life, freedom".

The latest uprising in Iran is the result of decades of *bent-up / pent-up* fury at Iran's regime. Women are *tried / tired* of being forced to cover their hair. It became *obligation / obligatory* in April 1983 for them to do so. Punishments *for / at* violating this law range from financial *penalties / fineries* to imprisonment. The death of 16-year-old Nika Shakarami last week has further fuelled the *intensity / capacity* of the protests. Hundreds more have died in the past month at the hands of the authorities. An Iranian professor said hair coverings were the *top / tip* of the iceberg. She said: "There's a lot of *compulsion / compulsive* in Iranian culture, and so the demand is freedom. The current protests... are *engaging / engaged* students... who are ready to live life freely. They're done with death and grief and *morning / mourning*."

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

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

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Pr_t_sts by w_m_n, sch__l g_rls _nd _n_v_rs_ty st_d_n_t_s _r_ g__n_g _n m_m_n_t_m _n _r_n. Th_ _pr_s_n_g_s b_g_n f_ll_w_n_g th_ d__th _f 22-y__r-_ld M_hs_ _m_n_ _n th_ 16th _f S_pt_m_b_r _t th_ h_n_d_s _f _r_n's m_r_l_ty p_l_c_. Sh_ b_c_m_ _n _n_s_t_n_t m_r_t_yr _ft_r sh_ t__k _ff h_r h__d_s_c_r_f _nd sh_w_d h_r h__r _n p_bl_c. H_r d__th _g_n_t_d _ wh_l_ s_r__s _f d_m_n_s_t_r_t__n_s thr_gh__t _r_n. H_n_d_r_d_s _f th__s_n_d_s _f w_m_n h_v_ r_pl_c_t_d Ms _m_n_'s _ct__n_s t_ _p_nly s_n_d _ m_s_s_g_ t_ _r_n's l__d_rs. Th_y t__k _ff th__r h__d_s_c_r_v_s _n m_s_s_ _n th_ str__ts, _n b_s_s _nd _n sch__ls. M_ny b_r_n_t th__r h__r c_v_r_n_g_s _nd c_t th__r h__r _n p_bl_c. Th_y h_v_ m_rch_d _n th_ str__ts ch_n_t_n_g th__r r_lly_n_g cry _f "w_m_n, l_f_, fr__d_m".

Th_ l_t_st _pr_s_n_g _n _r_n _s th_ r_s_lt _f d_c_d_s _f p_n_t-p_f_r_y _t _r_n's r_g_m_. W_m_n _r_ t_r_d _f b__ng f_rc_d t_ c_v_r th__r h__r. _t b_c_m_ _bl_g_t_r_y _n _pr_l 1983 f_r th_m t_ d_ s_. P_n_shm_n_t_s f_r v__l_t_n_g th_s l_w_r_n_g_ fr_m f_n_nc__l p_n_l_t__s t_ _m_p_r_s_n_m_n_t. Th_ d__th _f 16-y__r-_ld N_k_ Sh_k_r_m_ l_st w__k h_s f_rth_r f__ll_d th_ _n_t_n_s_ty _f th_ pr_t_sts. H_n_d_r_d_s m_r_ h_v_ d__d _n th_ p_st m_nth _t th_ h_n_d_s _f th_ __th_r_t__s. _n _r_n__n pr_f_s_s_r s__d h__r c_v_r_n_g_s w_r_ th_ t_p _f th_ _c_b_r_g. Sh_ s__d: "Th_r_'s _ l_t _f c_m_p_l_s__n _n _r_n__n c_l_t_r_, _nd s_ th_ d_m_n_d _s fr__d_m. Th_ c_r_r_n_t pr_t_sts... _r_ _n_g_g_n_g st_d_n_t_s... wh_ _r_ r__dy t_ l_v_ l_f_ fr__ly. Th_y'r_ d_n_ w_th d__th _nd gr__f _nd m__r_n_g."

PUNCTUATE THE TEXT AND ADD CAPITALS

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

protests by women school girls and university students are gaining in momentum in iran the uprisings began following the death of 22yearold mahsa amini on the 16th of september at the hands of irans morality police she became an instant martyr after she took off her headscarf and showed her hair in public he death ignited a whole series of demonstrations throughout iran hundreds of thousands of women have replicated ms aminis actions to openly send a message to irans leaders they took off their headscarves en masse in the streets on buses and in schools many burnt their hair coverings and cut their hair in public they have marched in the streets chanting their rallying cry of women life freedom

the latest uprising in iran is the result of decades of pentup fury at irans regime women are tired of being forced to cover their hair it became obligatory in april 1983 for them to do so punishments for violating this law range from financial penalties to imprisonment the death of 16yearold nika shakarami last week has further fuelled the intensity of the protests hundreds more have died in the past month at the hands of the authorities an iranian professor said hair coverings were the tip of the iceberg she said theres a lot of compulsion in iranian culture and so the demand is freedom the current protests are engaging students who are ready to live life freely Theyre done with death and grief and mourning"

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Protests by women, school girls and university students are gaining momentum in Iran. The uprisings began following the death of 22-year-old Mahsa Amini on the 16th of September at the hands of Iran's morality police. She became an instant martyr after she took off her headscarf and showed her hair in public. Her death ignited a whole series of demonstrations throughout Iran. Hundreds of thousands of women have replicated Ms Amini's action to openly send a message to Iran's leaders. They took off their headscarves en masse in the streets, on buses and in schools. Many burnt their hair coverings and cut their hair in public. They have marched in the streets chanting their rallying cry of "women, life, freedom". The latest uprising in Iran is the result of decades of pent-up fury at Iran's regime. Women are tired of being forced to cover their hair. It became obligatory in April 1983 for them to do so. Punishments for violating this law range from financial penalties to imprisonment. The death of 16-year-old Nika Shakeri last week has further fuelled the intensity of the protests. Hundreds more have died in the past month at the hands of the authorities. An Iranian professor said hair coverings were the tip of the iceberg. She said: "There's a lot of compulsion in Iranian culture, and so the demand is freedom. The current protests... are engaging students... who are ready to live life freely. They're done with death and grief and mourning."

FREE WRITING

From <https://breakingnewsenglish.com/2210/221010-women-life-freedom.html>

Write about **freedom** for 10 minutes. Comment on your partner's paper.

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. IRAN: Make a poster about Iran. Show your work to your classmates in the next lesson. Did you all have similar things?

4. FREEDOM: Write a magazine article about ending all contact with any country that limits the freedom of its people. Include imaginary interviews with people who are for and against this.

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 Iran. Ask him/her three questions about the country. Give him/her three of your thoughts on what will happen in the next year. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

ANSWERS

VOCABULARY (p.4)

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

TRUE / FALSE (p.5)

- 1 F 2 F 3 T 4 T 5 F 6 T 7 T 8 T

SYNONYM MATCH (p.5)

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

COMPREHENSION QUESTIONS (p.9)

1. Momentum
2. September the 16th
3. A whole series of demonstrations
4. Iran's leaders
5. A rallying cry
6. Decades
7. April 1983
8. Imprisonment
9. The iceberg
10. Mourning

WORDS IN THE RIGHT ORDER (p.19)

1. Protests by school girls are gaining in momentum.
2. Her death ignited a whole series of demonstrations.
3. Thousands of women have replicated Ms Amini's actions.
4. They took off headscarves en masse in the streets.
5. They have marched in the streets chanting.
6. The result of decades of pent-up fury.
7. Tired of being forced to cover their hair.
8. It became obligatory for them to do so.
9. Hair coverings were the tip of the iceberg.
10. Students who are ready to live life freely.

MULTIPLE CHOICE - QUIZ (p.10)

1. b 2. d 3. a 4. c 5. b 6. a 7. c 8. a 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 ;-)