

Elizabeth Gilbert was ridiculed for shelving her Russia-set novel, but I quite admire her

Level 3: Advanced – Teacher's notes

Article summary: Gilbert has announced that she will withhold publication of her new novel set in Russia in response to Ukrainian fans' comments. Some have criticised this decision of self-cancelling, making people question Gilbert and what cancel culture claims to achieve.

Time: 60–90 minutes

Skills: Reading, Speaking

Language focus: Vocabulary: collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to introduce the author Elizabeth Gilbert and the topic of cancel culture and get students to think about the consequences thereof in different contexts.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Elicit what students know about each word's pronunciation, meaning and use. Explain that the meaning of the word *land* in item 10 (paragraph 5) is different from the usual meaning of the word, which can be found in paragraph 2.

Key:

- | | |
|-----------------------|-------------------------|
| 1. <i>deference</i> | 8. <i>knee-jerk</i> |
| 2. <i>inflamed</i> | 9. <i>cynical</i> |
| 3. <i>outpouring</i> | 10. <i>land</i> |
| 4. <i>oppressor</i> | 11. <i>tank</i> |
| 5. <i>endorsement</i> | 12. <i>insufferable</i> |
| 6. <i>lofty</i> | 13. <i>Meekness</i> |
| 7. <i>caveat</i> | 14. <i>Earnestness</i> |

- b. Ask students to do the exercise individually and then compare their answers in pairs or small groups.

Key:

- | | |
|-----------------------|-------------------------|
| 1. <i>endorsement</i> | 8. <i>land</i> |
| 2. <i>cynical</i> | 9. <i>earnestness</i> |
| 3. <i>inflamed</i> | 10. <i>outpouring</i> |
| 4. <i>lofty</i> | 11. <i>tanked</i> |
| 5. <i>caveat</i> | 12. <i>oppressors</i> |
| 6. <i>deference</i> | 13. <i>insufferable</i> |
| 7. <i>knee-jerk</i> | 14. <i>meekness</i> |

3. Comprehension check

- a. Ask students to read the summary and identify the correct words. Then ask them to scan the text and find the relevant information in each sentence to check their answers.

Key:

- | | |
|-------------|-------------|
| 1. <i>a</i> | 6. <i>b</i> |
| 2. <i>b</i> | 7. <i>c</i> |
| 3. <i>b</i> | 8. <i>b</i> |
| 4. <i>a</i> | 9. <i>b</i> |
| 5. <i>a</i> | |

4. Key language

- a. Students could be asked to do this exercise in pairs and highlight the phrases in the article.

Key:

- | | |
|-------------|-------------|
| 1. <i>d</i> | 5. <i>c</i> |
| 2. <i>b</i> | 6. <i>h</i> |
| 3. <i>a</i> | 7. <i>g</i> |
| 4. <i>e</i> | 8. <i>f</i> |

- b. Ask students to do this in small groups, to work together to infer the meaning of the phrases. They can also consult a dictionary.

Key (suggested answers):

- increase interest / make people more interested in*
- cause a huge amount/number of ...*
- change direction*
- be not quite right/correct*
- jealousy*
- not be the correct assessment*
- your taste / something you like*
- completely agree with and participate in something*

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5. Discussion

- a. Allow students time to note down their ideas about each question and encourage them to elaborate on their opinions.

6. In your own words

- a. First, divide the class into two groups. Assign each group a side, for or against the statement. Then sub-divide each group, so students work in pairs or small groups to brainstorm and prepare for the debate.

Regroup students to form new groups with opposing sides of the argument. These can be groups of four to six. Ask them first to have an informal debate and polish their ideas/arguments. When students have had one round of an informal debate, you can set up a formal whole-class debate where you will act as a moderator.

Give each team member one minute to present their argument and 30 seconds to each team for counterarguments. Try to call on different students to make sure they all participate.

At the end of the debate, get students to identify the other side's strongest and weakest arguments.