





Sänds: 2014-05-14  
Pedagog: Teresa Romano  
Producent: Keith Foster

# ENGELSKA

## ARBETSBLAD

Program NR: 103207tv2

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## SPEAK

### B. Discuss in pairs

- What is the difference between contrails and chemtrails?
- What different explanations are there about why chemtrails exist?
- What different theories are there about what chemtrails are made of?
- What is geoengineering?
- Why would chemtrails be dangerous?
- Why would there be chemtrails in the sky?
- Who could be responsible for the chemtrails?
- Do you believe that there are chemtrails?
- Who do you trust the most in the programme? Why?

### C. Discuss in class

**Talk about the interviewees.  
What standpoints do they represent?**

Who are they? What arguments are they presenting for or against chemtrails? Can we trust them as reliable sources of information? Why? Why not?

- **Max Bliss**
- **Dave Thomas**

#### Useful phrases:

According to...

Max Bliss claims...

Mr Carnicom discusses the fact that...

Ms Riipinen presents facts that support...

I agree with...because...

I disagree with...because...

I think it is likely that...

I find it unlikely that...

I suppose it could be true that...

I wonder whether it is really true that...

I doubt that...

As far as I know...



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- **Ilona Riipinen**
- **Clifford Carnicom**
- **Piers Forster**
- **David Icke**



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## RESEARCH AND COLLABORATE

### D. GMO- dangerous or safe?

Find information about GMO on the Internet. Compare three American sources with three Swedish sources. What did you find out? Present in class.

When you present your results in class don't forget to point out where you found your information. Discuss the reliability of your sources.

You may start your search using these sources:

<http://www.nongmoproject.org/learn-more/>

<http://www.usatoday.com/story/news/nation-now/2014/01/03/gmo-genetically-modified-organism-facts-cheerios/4302121/>

<http://www.bt.ucsd.edu/gmo.html>

<http://www.webmd.com/food-recipes/features/are-biotech-foods-safe-to-eat>

<http://www.gmo-guiden.se/>

<http://www.regeringen.se/sb/d/6421/a/149279>

<http://www.gmofrizon.se/vad-ar-gmo.php>

<http://www.naturvardsverket.se/Miljoarbete-i-samhallet/Miljoarbete-i-Sverige/Uppdelat-efter-omrade/Naturvard/Genetiskt-modifierade-organismer/GMO--vem-gor-vad/>

### E. Project Cumulus



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Find information about Project Cumulus. What is it? Describe it briefly in a presentation. Use at least three different sources and compare them.

## WRITE

### F. Write an article

Explain what chemtrails are with your own words. Use facts about chemtrails from at least three different Internet sources. Present the information and discuss the reliability of your sources.

### G. Argumentative essay



#### Step 1.

Find facts about chemtrails and geoengineering on the Internet. Keep track of your sources. You will need them for your essay!

Discuss these questions in small groups:

- What arguments have we found that support the idea that chemtrails are being used to harm people?
- What arguments have we found that contradict this?

#### Step 2.

Write an argumentative essay. Choose one of these titles:

*There is no such thing as chemtrails !*



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or

*Chemtrails are real and they are a threat!*

Build your essay around three strong arguments that support your standpoint. Present contradicting arguments as well and tear them down!



## H. Science fiction

Write a science fiction story.

The planet is controlled by the EWG, Evil World Government, that controls people by spraying toxins on them. In one remote corner of the world there is a small community that has managed to stay away from the toxic spray. Will the EWG find them? What happens? How does it end? What is the plan behind the EWG?