



LE CHOIX
D'UNE AUTRE
SCOLARITÉ

ANGLAIS BILINGUE

Seconde

- Troisième trimestre -

Extrait de cours Anglais bilingue

WEEK 24

GRAMMAR

Common Mistakes

Learning Objective: *You will be able to identify where mistakes are commonly made and how to correct and/or avoid them*

Terminology:

Preposition: A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object

Quantifier: a word which says how much or how many

Determiner: a word which helps to identify things; whether they are known or unknown to speaker/hearer; they include articles, possessives and demonstratives

Participle forms have -ing endings (present participles) or -ed endings (past participles) and form verbs, adjectives, adverbs and clauses

Cross-reference: CdS Wks 18 and 24; Hughes, p62-68, 78-88, 102-113; Close-up Units 1-12 (Adverbs Units 3 & 9)

This week you will look at where mistakes are often made and how to correct them. The emphasis, here, is to use the correct forms in both written and oral language. You will look at grammatical mistakes in the:

- Use of prepositions
- Use of correct quantifier and in the correct position
- Choice of present or past participle forms (see Weeks 21-22)

Prepositions

The correct preposition to use after certain verbs is listed in Vocabulary. Many verbs are followed by the same preposition called 'dependent prepositions' [just as some adjectives are followed by dependent prepositions as you saw in Week 22]. However, there are occasions when there are options and different meanings as a result (remember Phrasal Verbs in 3ème). There are also differences in British English and American English usage.

Quantifiers

Position

Words like 'very much' or 'often' suggest a level of degree about something; they help to define 'how much' or 'how many'. When it is used as an adverb it comes after the subject or at the end:

- I very much like football
- I like football very much

Be careful, however, because in the negative the position is different and it comes at the end of the sentence:

- I don't like football very much; I don't play football very much

In this way it relates to the VERB: **liking** football a lot (or a little) or **playing** football

However, if it is used as a determiner it introduces a noun and comes before the noun:

- I don't play very much football

Here, we are talking about the NOUN: how much (or how little) **football** is played

'Often', as an adverb of indefinite frequency, usually goes in mid-position or at the end if it is the main focus of the message. Compare:

- I am often late
- They see each other quite often

Choice

Is this phrase correct? *He has much money*

No! 'Much'/'many' are used mostly in questions and negative clauses and NOT in affirmative clauses:

- *Does he have much money?*
- *He doesn't have much money, does he?*

In affirmative statements other expressions/words are used such as: *a lot, lots, plenty (of)*

Correct phrases = *He has a lot of money. He has lots of money. He has plenty of money*

(The) most (of)

The definite article ('the') is used:

a. when making comparisons to mean more than any other/others:

*She is **the** most difficult child to deal with*

b. with superlatives:

*He was **the** most beautiful person in the world*

c. when it is used as an adverb (although it is often dropped in informal usage):

*In class she talks **the** most [she talks most]*

'Most of' is used before determiners and pronouns:

- *Most of **us** were confused*
- *The decision affects most of **them***

Participle forms

Remember from Weeks 21-22 that participle forms talk either about the people/things that cause feelings (-ing) or how people feel about them (-ed). This is the first point to consider:

The film was boring. It was a boring film. It was boring to sit and watch the film.

She was bored. The film bored her. She was bored by the film.

Secondly, the position of the participle form, when used as an adjective, can change the meaning. There may also be a change in meaning if the preposition that follows the participle form is different. Compare:

- *A concerned parent* [= a parent who is worried]
- *The parents concerned* [= the parents who are affected]
- *An involved discussion* [= a discussion that is complicated]
- *The parents involved* [= the parents who are affected (included)]
- *Frightened of spiders* [= refers to a state of mind]
- *Frightened by spiders* [= passive meaning; refers to some action]

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VOCABULARY

Verb + preposition	Example
<ul style="list-style-type: none"> - Agree with (a person/opinion/policy) - Agree about (a subject of discussion) - Agree on (a matter for decision) - Agree to (a suggestion) 	<ul style="list-style-type: none"> - <i>I agree with you</i> - <i>Let's not talk anymore if we can't agree about it</i> - <i>Have you agreed on a date for the wedding?</i> - <i>They'll agree to come if you tell them when</i>
<ul style="list-style-type: none"> - Angry with/at (a person)... for - Angry about/at (something) 	<ul style="list-style-type: none"> - <i>He's angry with her for lying to him</i> - <i>What is he so angry about?</i>
<ul style="list-style-type: none"> - Look at (point one's eyes at) - Look after (take care of) - Look for (try to find) 	<ul style="list-style-type: none"> - <i>Look at her</i> - <i>I'll look after her, don't worry</i> - <i>Can you look for my keys please?</i>
<ul style="list-style-type: none"> - Made of (a particular material) - Made from (changed from one form to another) - Make/Made out of (process of manufacture) - Make/Made with (one of several materials) 	<ul style="list-style-type: none"> - <i>It's made of wood</i> - <i>Paper is made from wood</i> - <i>They're made out of plastic</i> - <i>It's made with garlic and onions</i>
<ul style="list-style-type: none"> - Think of/about - The thought of 	<ul style="list-style-type: none"> - <i>Are you thinking of going to university?</i> - <i>The thought of him makes me sad</i>

Supported by	Take over	Take down	Send in
Napalm	(The) draft Draft papers	Post Posting(s)	Spread to
Opposed to	Turn against	Faced with	To withdraw
To do everything in its/your power	To stop the spread (of communism)	To take down others in your path	To commit forces To send in forces/ground troops
To lose a/one's life	Media footage	Brutal tactics	Vastly superior
Fail/failure to win over	Public anger	A turning tide of (public) opinion [also: a mounting tide]	High profile figures
War effort	Mounting criticism		

EXERCISES

1. Complete Unit 3 K (Grammar), page 37, in Close-Up and complete the text with the words in the correct form.
2. Complete Unit 33, exercise 3, page 77, in Hughes and change the position of the adverbs so the sentence has a different meaning.
3. Complete Unit 42, exercise 3, page 95, in Hughes and correct the mistakes in the sentences.
4. Complete Unit 52, exercise 2, page 115, in Hughes. Add the dependent preposition to the sentences.

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CIVILISATION

The Vietnam War & Anti-war Protests



After World War 2 Vietnam had been split into two parts: the North, under communist rule supported by China and the Soviet Union, and the South, non-communist, supported by the US.

However, during the late 1950s and early 1960s there had been increasing attempts by Vietcong guerrillas to take over the South. As a result JFK had dramatically increased spending in the region providing money and sending in military advisors to support, first, the French and then the anti-communist government led by Ngo Dinh Diem. JFK was continuing the containment policy of former administrations to do everything in its power to stop the spread of communism. Similarly, he, like others, believed in the Domino theory which maintained that if one country fell to communism others around it would succumb, just as one domino takes down others in its path. Of course, JFK had already recently encountered and feared a Soviet-

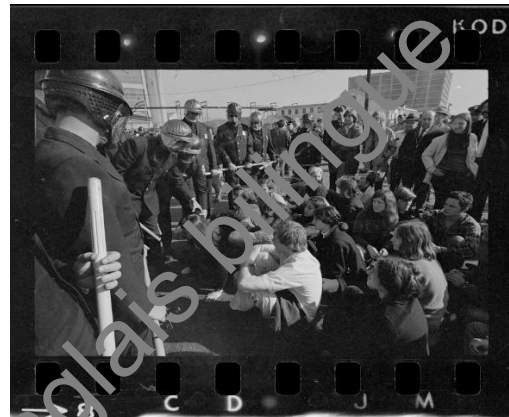
backed communist expansion in his own backyard in nearby Cuba.

After the assassination of both JFK and Ngo Dinh Diem in 1963 President Lyndon Johnson (former Vice-President) continued to increase military intervention in the area and by 1965 had committed US forces to aerial bombing raids and sent in ground forces to fight. At this stage there were 200,000 forces, the following year 385,000 and two years later 535,000 [Ref 3]. Overall 3 million tonnes of bombs would be dropped – more than all the bombs dropped in Europe during WW2. By the end of the war 58,000 American soldiers would be killed and 153,000 wounded. 500,000 Vietnamese civilians would lose their lives.



Although there was a lot of support for the war (many in the Administration were Hawks, as were many journalists in the media) the increasingly high number of American casualties, the media footage of the brutal tactics of US forces (burning entire villages, using napalm) and the failure to win over vastly superior guerrilla tactics in the dense Vietnamese jungles – there was increasing public anger and a turning tide of public opinion.

High profile figures like the boxer, Muhammad Ali, refused to fight. People demonstrated and burnt their draft papers. In 1970 four anti-war protesters were shot by the National Guard at a march at Kent State University.



Anti-war protestors included civil rights activists because many African Americans were drafted as new recruits and were given some of the worst postings and assignments [Ref 4]. Students in California were already protesting in 1960 but protest movements spread to all cities and universities by 1968. Liberals and pacifists were opposed to the war on moral grounds. Singers like Bob Dylan and John Lennon wrote protest songs. Eventually some politicians who had originally supported the war effort turned against it, even the former Secretary of Defence, Robert McNamara.

Finally, President Johnson, faced with this mounting criticism, declared he would not run for re-election and was succeeded by Richard Nixon in 1969. Nixon started to look at a way to reduce US intervention and asked his National Security Advisor, Henry Kissinger, to start peace talks. A Peace Treaty was finally signed in January 1973 and American forces were quickly withdrawn.

However, two years later North Vietnamese forces entered the southern city of Saigon and the country was finally taken under communist control.

Here is a video to look at about the Vietnam War: <https://youtu.be/9e9GWdT2pEQ>

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1. The Vietnam War: GCSE AQA curriculum <https://www.bbc.co.uk/bitesize/guides/zyh9mnb/revision/1> [accessed 7/1/21]
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3. Sanders, Vivienne (2007) The USA and Vietnam 1945-75, 3rd edition, Hodder Education
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LITERATURE

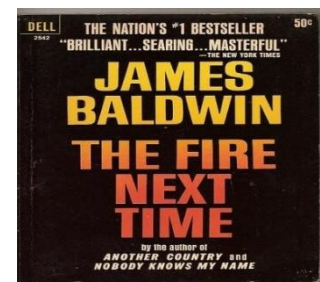
The Fire Next Time by James Baldwin



James Baldwin was born in Harlem in 1924. He was a writer, social critic and civil rights campaigner. He grew up in poverty, one of nine children with a strictly religious step-father. He followed his father into preaching while still in his teens. At 18 he left home to work on the New Jersey railroad and then discovered writing. By 24 he had left America because of its homophobic and racist views and went to live in Paris.

Although he returned to the US in the early 1960s to take part in the civil rights movement he returned to France disillusioned after the assassinations of his friends, MLK and Malcolm X. He died in 1987. He has written more than 20 books to high acclaim.

His book '*The Fire Next Time*' explores black identity and the state of racial struggle. It was a best seller but at the same time incendiary. It contains two essays. The first is written as a letter to his 14 year old nephew. The second is an account of his preaching experience and encounters with the Nation of Islam.



He attacks religion for its narrow thinking, separatism and racial violence. He is angry with white America but still envisages a future where both black and white citizens must act to understand one another and create one nation for all.

This is a short book to read. The Penguin Modern Classics 2017 edition is about 75 pages long. Here is a link to an audio reading on YouTube by Jesse Martin:

<https://www.youtube.com/watch?v=hi43zpigptI&list=PLuTmrUjyIUACmHPiW--PgVaGVhhDIJkoi&index=3&t=0s>

You can also watch some videos about James Baldwin on the following websites:

<https://www.pbs.org/wnet/americanmasters/james-baldwin-about-the-author/59/>
<https://www.pbslearningmedia.org/collection/james-baldwin-the-price-of-the-ticket/>

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3. James Baldwin Biog <https://www.penguin.co.uk/authors/10853/james-baldwin.html?tab=penguin-biography> [accessed 7/1/21]
4. The Fire Next Time <https://www.bl.uk/collection-items/the-fire-next-time-by-james-baldwin> [accessed 7/1/21]
5. Audio reading on YouTube by Jesse Martin: <https://www.youtube.com/watch?v=hi43zpigptI&list=PLuTmrUjyIUACmHPiW--PgVaGVhhDIJkoi&index=3&t=0s> [accessed 26/1/21].



WEEK 25

GRAMMAR

Confusion between Verbs

Learning Objective: *You will be able to distinguish between commonly confused verbs and know which verb to use in a given situation/context*

Terminology:

Verbs show an action or a state of being. They can be dynamic, stative or both.

Dynamic verbs talk about actions or events, facts/routines and actions that are in progress

Stative verbs talk about states, existence, beliefs and opinions and possession

Indirect speech/reported speech is when we report people's words or thoughts and make them part of our own sentence. Verb choice, order and tense is often changed in this form.

Cross-reference: CdS Weeks 13; Hughes, p16-17, 152, 241; Close-up Unit 11, page 141

This week you will look at when it is difficult to choose the correct verb. Confusion commonly exists between the following verbs:

Come	Movements to a place where the speaker/hearer is/was/will be	<i>What time will you come here?</i> <i>He comes from Scotland</i> <i>Soon they will come to a fork in the road and then turn left [= arrive at]</i>
Go	Movements to other places	<i>I'm going to Sarah's today</i> <i>He went to school last week</i>
Begin	To start to happen/exist [use either begin or start]	<i>The first session began on Tuesday</i> <i>Swimming classes started last month</i>
Start	<ul style="list-style-type: none"> - To start a journey - To start working (machines) - To make something start [use only start]	<i>She started to walk into town</i> <i>Shall I start the egg timer?</i> <i>He started up the car and drove off</i>
Say	To speak Direct speech	<i>She said he was late</i> <i>"I can't go on", she said</i>
Tell	<ul style="list-style-type: none"> - To instruct or inform + personal object - To distinguish or understand + noun phrase 	<i>Tell me a story</i> <i>She told me to work harder</i> <i>He can't tell the time yet</i>
See	Anything that 'comes to our eyes' whether or not we pay attention	<i>I see!</i> <i>Don't you see – I can't do it</i> <i>Did you see the TV series?</i>

Look	To concentrate, pay attention, a deliberate action	<i>Look at that ship!</i> <i>Please look at page 4</i>
Watch	<ul style="list-style-type: none"> - An experience going on/in progress, something that may change - To talk about a performance, play, cinema, film, match, TV 	<i>Can you watch the children while I step outside?</i> <i>Watch out!</i> <i>Did you watch that programme last night?</i>
Speak	<ul style="list-style-type: none"> - Knowledge/use of language(s) - Physical ability to speak - Speak on the phone - More serious/formal communication 	<i>Do you speak English?</i> <i>Speak up please</i> <i>I'll speak to John about it</i> <i>I need to speak to you about something</i>
Talk	<ul style="list-style-type: none"> - Informal communication - The act of giving a lecture 	<i>They're always talking</i> <i>[Informal] A talk about climate change</i> <i>[Formal] He will speak about climate change</i>
Teach	To give someone knowledge, to train, to instruct, someone who carries out the process of teaching	<i>She taught me English</i> <i>I teach Physics</i>
Learn	To acquire knowledge, someone who acquires knowledge	<i>I'm learning English</i> <i>English is a difficult language to learn</i>
Bring	<ul style="list-style-type: none"> - Movement to a place where the speaker/hearer is/was/will be - Joining movement of the speaker/hearer 	<i>Thanks for bringing me here</i> <i>Can you bring my bag?</i> <i>I've brought you a coffee</i> <i>I will bring the wine to the party</i> <i>You take Mum, I'll bring the kids</i>
Take	Movements to other places	<i>We can take a picnic</i> <i>Could you take me to Sarah's?</i>
Borrow	Receive for a time	<i>Can I borrow your umbrella?</i> <i>He borrowed £10 from me</i>
Lend	Give for a time	<i>Will you lend me your umbrella?</i> <i>I'll lend you £10</i>

VOCABULARY

Counterculture	Subculture	Youth movement	Alternative lifestyle
Hippy Hippie	Eastern religion	Buddhism	Spirituality
Freedom of speech (sexuality, gender, race)	Recreational drugs	Harmony	Communal living Commune(s)
Vegetarianism	Free love	Music festival	Beat Beat Generation
Mainstream	Folk music	Promiscuous Promiscuity	Sexual liberation
Rock & Roll	R&B Rhythm and Blues	Protest songs	Funk
Psychedelia Psychedelic	Guitar riff(s)	Gospel	Soul music

EXERCISES

1. Complete Unit 11 D (Grammar), page 141, in Close-Up and complete the reported sentences with the correct form of the words in brackets.
2. Complete Unit 3, exercises 1 and 4, page 17, in Hughes. Complete the sentences with the right information depending on whether the verb is used in a dynamic or stative form. Write sentences that are true for you using both forms.
3. Complete Unit 71, exercise 1, page 153, in Hughes and complete the sentences with either 'said' or 'told'.

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CIVILISATION

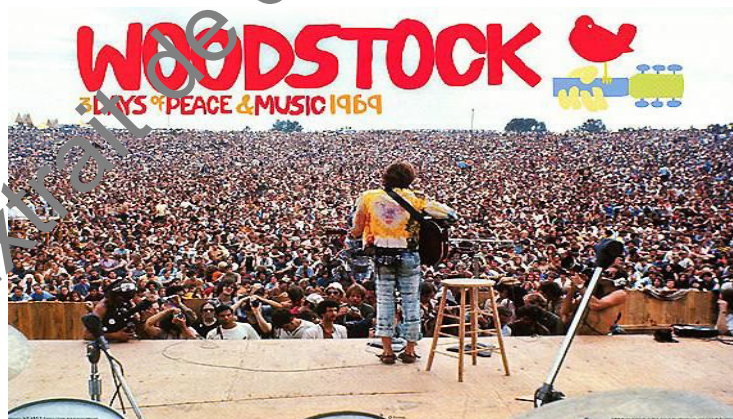
Countercultures and Feminism

The hippie counterculture grew as a youth movement in the US throughout the 1960s.



It was a culture that embraced Eastern religions, like Buddhism, and spirituality. It focused on freedoms of expression, speech, sexuality, gender and race. It experimented with art forms and recreational drugs. It advocated harmony, shared resources, communal living, vegetarianism and free love.

In August 1969 a music festival at Woodstock in Bethel, New York, attracted over 500,000 people and many big names; solo singers like Joan Baez, Janis Joplin, Joni Mitchell, and bands like the Grateful Dead, Jimi Hendrix, The Who, Santana and Crosby, Stills, Nash and Young.



A decade earlier the counterculture was the Beat Generation or Beat. People like Jack Kerouac and Allen Ginsberg rejected American standards and shunned society norms and conventions. It was generally a hidden, underground movement.

By the 1960s this had become more mainstream. The fashion and lifestyle of hippies was long hair, flowing robes, folk music and, to some, involvement in politics. It was also the

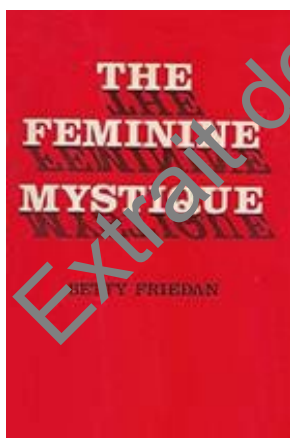
baby-boom generation (boomers, those born after WW2 (see Week 18)) reaching college age and rebelling against political and cultural authority.

The Civil Rights movements was also a stimulus and inspiration for the feminist movement; the struggle to improve rights for women. The Civil Rights Act of 1964 (see Week 23) included a section that prohibited discrimination and employment on the basis of gender.

Students, coming up through student organising committees on freedom on rights of speech or expression, racial issues or the war on Vietnam – like Casey Hayden and Mary King – were speaking up. Indeed, many older, married women, mainly white and middle-class, were encouraged to protest and the National Organisation for Women (NOW) was established in 1966.



Books were published countering the belief that women should remain at home doing housework and raising a family. There was Betty Friedan's '*The Feminine Mystique*' and Marilyn French's '*The Women's Room*' (see Week 26).

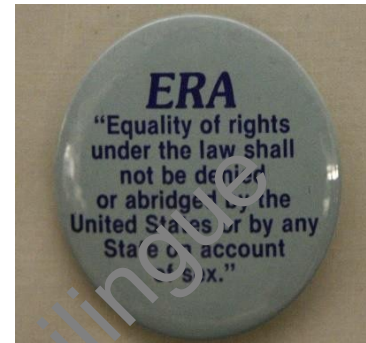


[Betty Friedan, far left in the above picture]

In 1960 the birth control pill (the pill) gave women control over conception.

However, there was a lot of opposition. People saw the movement as anti-American and the people as promiscuous intent on destroying the moral value and traditions of the nation. Remember the messaging during the 1950s (Week 18) which reinforced the

American capitalist way of life and values. Conservative housewives or those with strong religious and moral views didn't support the movement. People like Phyllis Schlafly from Illinois believed the Equal Rights Act (ERA) (see Week 30) would take away the rights of a woman to stay at home and be supported by her husband.



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1. Hippie Counterculture https://www.bbc.co.uk/programmes/topic/hippie_movement [accessed 7/1/21]
2. Student protests and anti-war protests <https://www.khanacademy.org/humanities/us-history/postwarera/1960s-america/a/the-student-movement-and-the-antiwar-movement> [accessed 7/1/21]
3. The Hippie Movement <https://libguides.mhs.vic.edu.au/c.php?g=867909> [accessed 7/1/21] -also pictures
4. Video on the Hippies and the counterculture <https://study.com/academy/lesson/hippies-and-the-counterculture-origins-beliefs-and-legacy.html> [accessed 7/1/21]
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CULTURE

Music of the 1960s

"You say you want a revolution? Look no further than the 1960s. The decade of political protest, sexual liberation, psychedelic drugs, eyebrow-raising fashions and sweet, sweet music."

[The evolution of music: The music revolution of the 1960s by Mandi Goodier <https://www.readersdigest.co.uk/culture/music/the-evolution-of-music-the-music-revolution-of-the-1960s> [accessed 19/1/21]

You already saw in the second trimester (Week 20) the development of the Rock and Roll sound in the 1950s.

Music in the 1960s was typified by folk, R&B (rhythm and blues) and protest songs.

Civil Rights had influenced songwriters with Bob Dylan's '*Blowing in the Wind*' and Joan Baez singing protest songs at the March on Washington and at Woodstock.



The R&B sound influenced 'funk' and James Brown's '*I Got You (I Feel Good)*' and it also influenced the British band, The Beatles, and their principal songwriters John Lennon and Paul McCartney, to write catchy tunes and melodies. Whilst the Beatles performed to incredible, and previously unseen levels of success (and hysteria) throughout the 1960s, there were some other less visible sub-genres.



The Velvet Underground wrote songs about the dark side of New York's sub-culture. It had links to experimentation with drugs and to the art and poetry of Andy Warhol. The group would experiment with live music, lighting effects, film footage and live dancers at Warhol's

studio, The Factory. This place was also the venue for events, parties, and artistic collaborations including the Pop Art movement.



Songs in the 1960s lyrically were about love, freedom, sexual liberation or just plain nonsense. Many bands embraced psychedelia; a dreamy, floaty sound with long guitar riffs, different instrumental sounds and increasing use of technological sound effects. Singers and bands included Jimi Hendrix, Donovan, Pink Floyd and Captain Beefheart.

Another pop sound at the time was Motown with its roots in gospel. It created a new genre called 'soul' music. Singers included Stevie Wonder, The Supremes (with Diana Ross), Gladys Knight and Marvin Gaye.

Inevitably there were tragedies related to the liberal use and experimentation with drugs or to alcohol addictions. Here are some of the unfortunate incidents:

- 1959 Buddy Holly died in a plane crash – it is said his death coincided with the death of Rock & Roll and ushered in the sound of the 60s.



- 1964 Sam Cooke (left), a soul singer, was shot in a LA motel.
- 1967 Otis Reading, a R&B soul singer, died in a plane crash.
- 1970 Janis Joplin (right) overdosed on heroin in a hotel room in Hollywood and in the same year Jimi Hendrix died in London in mysterious, still unknown, circumstances.



- In 1971 Jim Morrison, the front man of the psychedelic rock band, The Doors, died in Paris at the age of 27 again in mysterious circumstances. He had, though, been well known for his high drug and alcohol consumption.



- Elvis Presley, a popular singer and film star from the 1940s & 50s but also well into the 1960s, died of a drug's overdose in 1977.
- Much later on, John Lennon, would be assassinated in New York in 1980.

Despite the tragedies music and musicians moved on to a new sound for the 1970s with high-energy funk, disco and pop: Marvin Gaye, Elton John, The Jackson Five, Stevie Wonder and a heavier, hard rock sound with Led Zeppelin, AC/DC, Black Sabbath. Punk rock would also emerge with artists like Blondie, The Ramones and Patti Smith.



Here are some videos to watch about Mass Consumerism, Warhol and 1960s America:
<https://youtu.be/8mjUuMkGy6s>

And 3 videos about Andy Warhol and his pop art:

- Why is this Art? Andy Warhol's Campbell Soup Cans <https://youtu.be/SdbOrNLcC0I>
- The Case for Andy Warhol <https://youtu.be/pgw0-nZdW94>
- Warhol, Gold, Marilyn Monroe <https://youtu.be/IXfzq27fGvU>

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