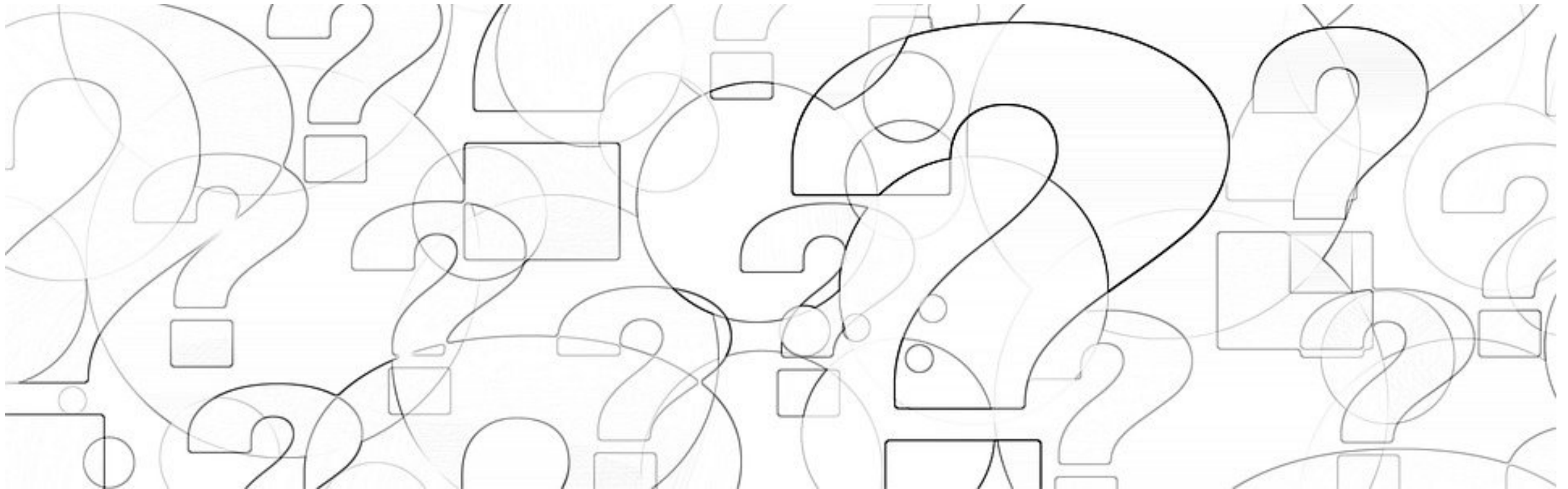


What Lies Beyond Buckingham Palace

Ivana Kirin & Jakob Patekar

Profil Klett, 2021



Is English an international language?

Yes.

What implications does this have for teaching English?

We cannot teach it as if we are preparing our students to visit London.

We need to move beyond Buckingham Palace.



English in numbers

- **2 billion** speakers of English
 - **530 million** speak English as their first language (L1)
 - **1.5 billion** learners of English
- **118** countries where English is either the official language, one of the official languages, or has a special status
- **4%** of conversations in English in the world are L1–L1

Sources:

<https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>

<https://lemongrad.com/english-language-statistics/>

<https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-maps-and-charts/>

What is an “English-speaking country”?

- Antigua and Barbuda
- **Australia**
- Bahamas
- Barbados
- Belize
- Botswana
- Brunei
- Burundi
- Canada
- Cameroon
- Cayman Islands
- Dominica
- Eswatini
- Fiji
- Gambia
- Ghana
- Grenada
- Guyana
- India
- Ireland
- Jamaica
- Kenya
- Kiribati
- Lesotho
- Liberia
- Malawi
- Malta
- Marshall Islands
- Mauritius
- Micronesia
- Namibia
- Nauru
- **New Zealand**
- Nigeria
- Pakistan
- Palau
- Papua New Guinea
- Philippines
- Rwanda
- St. Kitts & Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Samoa
- Seychelles
- Sierra Leone
- Singapore
- Solomon Islands
- South Africa
- South Sudan
- Sudan
- Tanzania
- Tonga
- Trinidad & Tobago
- Tuvalu
- Uganda
- **United Kingdom**
- **United States of America**
- Vanuatu
- Zambia
- Zimbabwe

What is
beyond an
“English-
speaking
country”?

- The world.

How did English become the most widely spoken language?

- You can't teach English without teaching how it became the dominant language.



<https://medium.com/sunnya97/british-colonialism-and-social-change-in-the-metropole-4bd87996aeec>

The Cultural Iceberg

Surface Culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep Culture

Communication Styles and Rules
facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:
courtesy and manners
friendship leadership
cleanliness modesty beauty

Concepts of:
self time past and future
fairness and justice
roles related to age, sex, class, family

Attitudes toward:
elders adolescents dependents
rule expectations work authority
cooperation vs. competition
relationships with animals age sin death

Approach to:
religion courtship
decision making

What do we teach?

In this part of our workshop...

- some ready-made materials
- lots of online resources (downloadable worksheets, presentations, videos, authentic texts...)
- food for thought







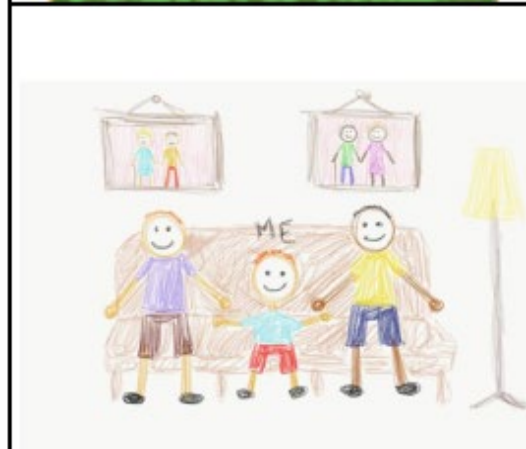
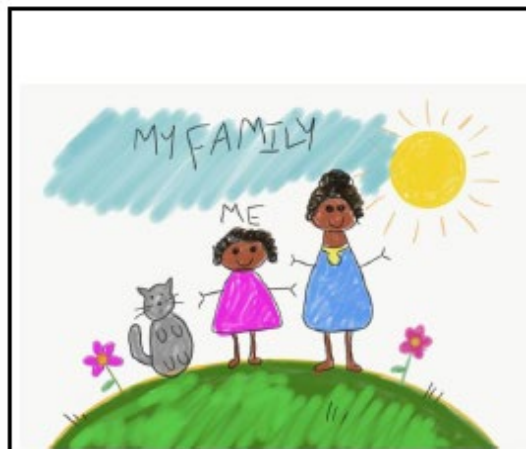


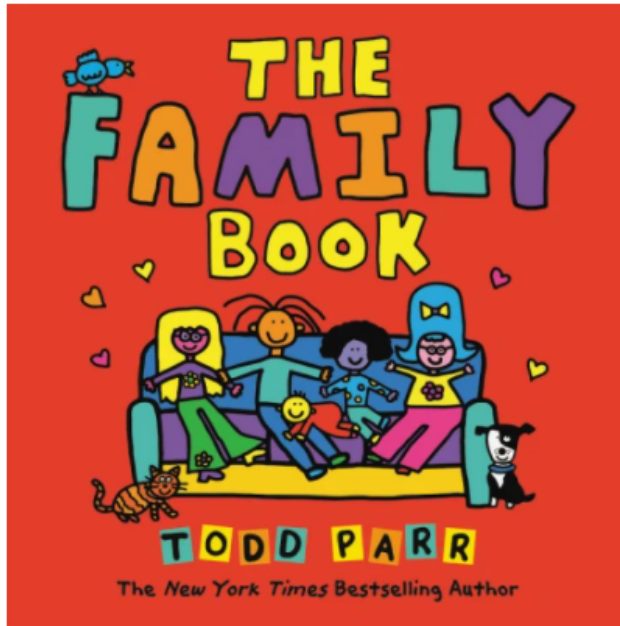


Family



British Council Teaching English
<https://www.teachingenglish.org.uk/article/my-family>





The Family Book

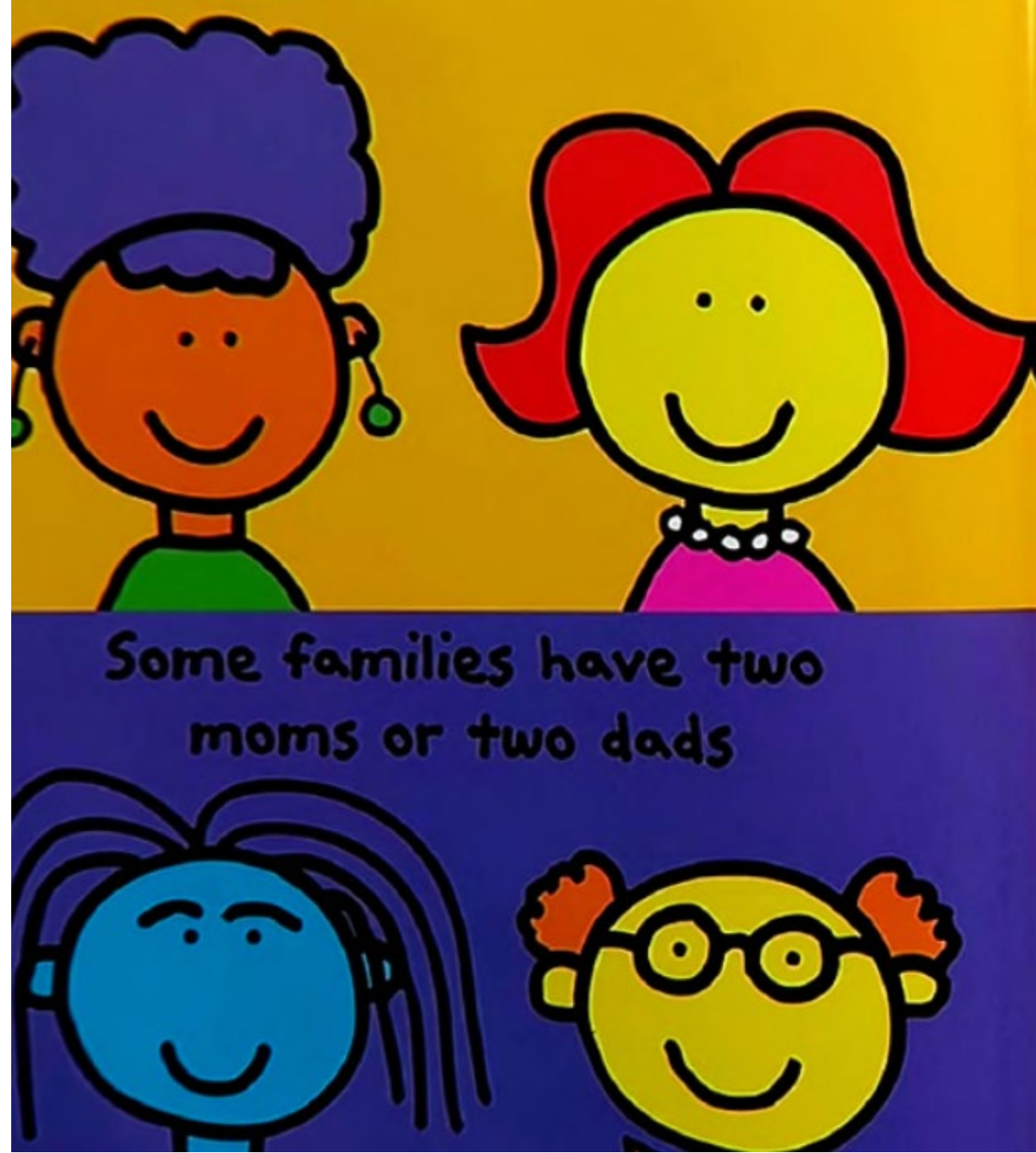
by: **Todd Parr**

There are so many different types of families, and THE FAMILY BOOK celebrates them all in a funny, silly, and reassuring way. Todd Parr includes adopted families, step-families, one-parent families, and families with two parents of the same sex, as well as the traditional nuclear family. His quirky humor and bright, childlike illustrations will make children feel good about their families. Parents and teachers can use this book to encourage children to talk about their families and the different kinds of families that exist.

https://www.youtube.com/watch?v=AyVL9bH0guk&t=6s&ab_channel=CenterforeLearning

My Spark lesson: <https://spark.adobe.com/page/OKwDUXjbmBYTR/>

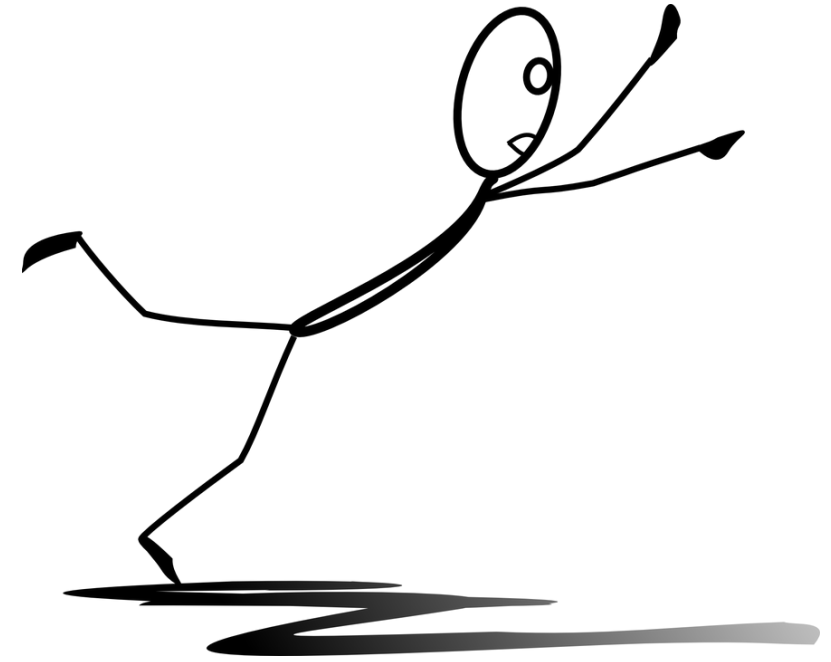
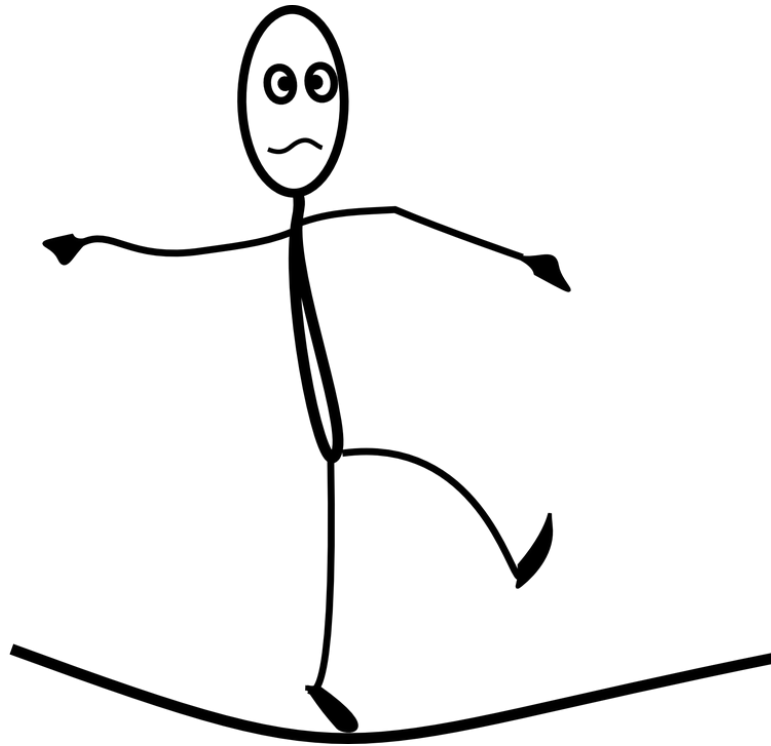
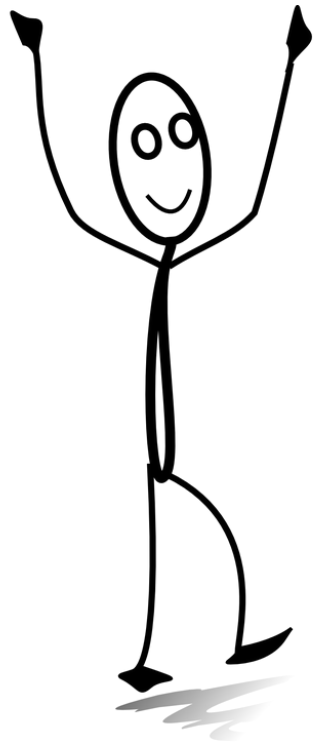
Let's carry out a poll!





Using images...

Oversimplifying...





Blame school textbooks with details often so abridged, softened or out of context that they are ultimately made false; children's books that simplify the story to its most pleasant version; or animated television specials like "[The Mouse on the Mayflower](https://www.nytimes.com/2017/11/21/us/thanksgiving-myths-fact-check.html)," which first aired in 1968, that not only misinformed a generation, but also enforced a slew of cringeworthy stereotypes.



<https://www.nytimes.com/2017/11/21/us/thanksgiving-myths-fact-check.html>

<https://www.smithsonianmag.com/history/thanksgiving-myth-and-what-we-should-be-teaching-kids-180973655/>

Native American responses to Thanksgiving

https://www.youtube.com/watch?v=jGc34FeFqH0&ab_channel=Cut

HORROR

COLONIZATION

SADNESS

BRUTAL

ROMANTICIZED

ATROCITY

SLAUGHTER

INACCURATE

Using authentic materials...

- ✓ easy text -> difficult task
- ✓ difficult text -> easy task

- ✓ pre-teaching vocab?
- ✓ inferring meaning of unfamiliar words
- ✓ glossary?

ENTRE NOUS 1. Livre de l'élève. Pruvost, N., Courteaud, F., Gomez-Jordana, S., Blondel, F., Chahi, F., Caballero, G., Poisson-Quinton, S., Daupras, C., Delannoy, G., et K. Brandel. EMDL, 2015.

études le travail la famille les voyages



rg

f, j'ai 40 ans
ns le secteur

vous le français ?
vaille beaucoup
sionnels
tal.

je
sbourg.

Prénom : Pedro
Âge : 29 ans
Ville : Dijon

Qui êtes-vous ?
Je m'appelle Pedro. Je suis cuisinier. Je parle espagnol, anglais et un peu français.

Pourquoi étudiez-vous le français ?
Pour améliorer mon niveau et ouvrir mon restaurant à Dijon.

Citez une chose que vous aimez à Dijon.
Le centre historique... mais j'aime aussi la moutarde !
(rires)

Prénom : Roberta et
Âge : 50 et 58 ans
Ville : Bordeaux

Qui êtes-vous ?
Moi, c'est Roberta et Fabio. Nous sommes...

Que faites-vous à Bordeaux ?
Notre fille habite à Bordeaux.

Pourquoi étudiez-vous le français ?
Parce que nous devons installer à Bordeaux notre restaurant la semaine prochaine ; nous aimons beaucoup cette ville.

Citez une chose que vous aimez à Bordeaux.
Le vin !

3A FROM RULE BRITANNIA TO COOL BRITANNIA

I can say a few facts about Britain in the past and today.

- 1 **SPEAKING** Work in groups. Look at the maps and the expressions below them. What do they show?



1 the British Empire, monarchy, colonies, trade



2 the Commonwealth, former colonies, independence

- 2 a) **READING** Read the texts, and match the headings to the paragraphs. There is one heading you do not need.

1 New Empire Within Britain 2 Rule, Britannia! Britannia, Rule the Waves! 3 God Save the Queen!

This line from the famous 18th-century patriotic song describes what Britain had achieved by the end of Queen Victoria's reign: an enormous British Empire. It had more than 25 per cent of the globe under its rule! The colonies were very important for trade. Britain took raw materials such as sugar, rice, cotton and wood from these countries and sold them as products such as textiles and furniture. But what legacy has the Empire left behind? The English language has become a world language. It's the mother tongue in nine countries, and many other countries use it as their official second language. It certainly makes communication easier, but some smaller countries have taken steps to protect their language from its influence. The Empire also brought a system of public education to indigenous people who were often illiterate. Some former colonies, such as Australia and New Zealand, still have similar school systems to Britain's. Driving on the left, football, cricket and rugby are some other examples of how British culture and traditions have influenced these countries. Even some flags still show their shared history with Britain! However, this influence wasn't a one-way street. British culture, in return, has become richer thanks to the people and traditions of the countries it used to colonise.



Salman Rushdie, a well-known British-Indian author, has come up with this expression for the people from former colonies moving to Britain. The Empire started falling apart during the first half of the 20th century. Country after country welcomed its independence. For some, it was difficult to find their own national identity after years of British rule. Still, most of these countries have decided to join the Commonwealth of Nations. This group was founded within the Empire in 1931, but it now consists of 54 independent countries. Queen Elizabeth II has said that all the countries and the different traditions they bring to the Commonwealth make it a strong community. Since it was founded, thousands of people from former colonies have moved to Britain for work and education, and in search of a better life. They have brought their culture and traditions with them and have helped create a multicultural Britain. Fashion, food, music, festivals and different customs from around the globe have enriched British culture. If you want to explore the cultural diversity of the British, a good way to do so is to look at the food they eat. Forget about fish and chips: curry has become Britain's national dish! You can also participate in various events all over the UK that show the many faces of the people that make up Britain as we know it today.



- b) Read the text again. Are the sentences **true (T)**, **false (F)** or it **doesn't say (DS)**?

- 1 The British Empire began under Queen Victoria's rule. 4 The Empire fell apart gradually.
 2 Britain colonised a quarter of the world. 5 The Commonwealth is a voluntary organisation.
 3 Australia was the most important and valuable British colony. 6 Fish and chips is Britain's least-favourite food.

my... GRAMMAR! Past simple vs present perfect simple

Look, think and discuss.

- 1 When do we use the past simple, and when the present perfect simple? Look at the examples below, and complete the table with **past simple** and **present perfect simple**.

Australia joined the Commonwealth in 1926.	Many former countries have joined the Commonwealth.
Time of the action is important, we say exactly when something happened in the past (it happened in 1926).	Time of the action isn't important, but the result of the action in the present is (they are members of the Commonwealth now).

- 2 Which time expressions do we use with past simple, and which with present perfect simple?

Let's practise more! → WB, pp. 46-50

Grammar summary → p. 126

- 3 Read Freddie's e-mail to his friend. Complete the text with the **past simple** or the **present perfect simple** of the verbs in brackets.

I (1) _____ (just/come) back from the British Museum. It's definitely my favourite place to be in London. I (2) _____ (recently/start) working on my new column for our online school newspaper. In our last meeting, my editor (3) _____ (suggest) that I write about famous artefacts in the British Museum. I (4) _____ (begin) my research a few days ago, but got stuck. What better way to get inspired than to visit the museum and 'feel' the history? The exhibits and the artefacts on display are really spectacular! Did you know that lots of former British colonies (5) _____ (ask) the UK to return treasures taken from their countries under British rule? So far, the museum (6) _____ (refuse) to give them back. They say that the collections have to be preserved as a whole, and that more people can see them in London. What do you think?

- 4 a) **2.8 LISTENING** Listen to Freddie's column. Match the pictures of the artefacts to their names. There is one picture you do not need.

1 Rosetta stone 2 Hoa Hakananai'a



- b) **2.8** Listen again, and make short notes in your notebook. What does Freddie say about the artefacts?

- 5 **SPEAKING** The British Museum is home to millions of artefacts with interesting stories to tell about the history of humankind. Work in groups. Follow the steps below, and do research.

- | | | | |
|--|---|--|--|
| Step 1
Choose an artefact from the British Museum. Find out what it is and where it is from. | Step 2
Prepare a photo and a short speech about it. | Step 3
Present your findings to the rest of the class. | Step 4
Write a short caption for your photo, and make a class display. |
|--|---|--|--|

The sun never sets on the British Empire

Bigger than the great Roman Empire, Britain colonised or conquered lots of countries. Look at the map of the vast British Empire and choose a country. Give an overview of their experience under the British rule.

Stolen artefacts



Rosetta Stone and Moai head statue are only some of the artefacts in the British Museum that are being asked for repatriation. Find out more where they came from and join the debate on where they belong.

finders keepers! shut up!

The legacy of the Empire

<https://ndla.no/en/subject:1:06270029-7aa7-4a7a-b383-128b275ff150/topic:2:184811/resource:1:109145>

https://www.youtube.com/watch?v=WVt690uXjwI&ab_channel=OxfordAcademic%28OxfordUniversityPress%29

BBC Teach Class Clips

<https://www.bbc.co.uk/teach/class-clips-video/gcse-history-what-legacy-has-the-british-empire-left-behind/zmyvrj6>

Stolen artefacts

<https://www.history.com/news/british-museum-stolen-artifacts-nigeria>

https://www.youtube.com/watch?v=x73PkUvArJY&ab_channel=StillWatchingNetflix

Edinburgh Festival
NON-CONFORMISM
A470
WILLIAM WALLACE
Tom Jones
RUGBY
Hadrian's Wall
The Stone of Destiny
The Orange Order
Offa's Dyke
TITANIC
Pottage
Whiskey
Rabbie Burns
CELTS
KILTS

PANTOMIME
Dickens
DICKENS
Jerusalem
ROLLS ROYCE
LAND GIRLS
Winston Churchill
VICTORIANA
Logie Baird
Oliver Cromwell
BARRAT HOUSES
Triumph

GLASS
DIVISION

BA
MODS
TIMES
KATHLEEN FERRIER
Tim Bowers-Lee
NELSON
moors
Cheddar
CURRY

Mongrel Nation
THE INDUSTRIAL REVOLUTION

SHAKESPEARE



Benjamin Zephaniah

<https://benjaminzephaniah.com/>

Benjamin on dyslexia

<https://www.theguardian.com/commentisfree/2015/oct/02/young-dyslexic-children-creative>

<https://www.teachwire.net/news/benjamin-zephaniah-dyslexia-is-a-weird-word>

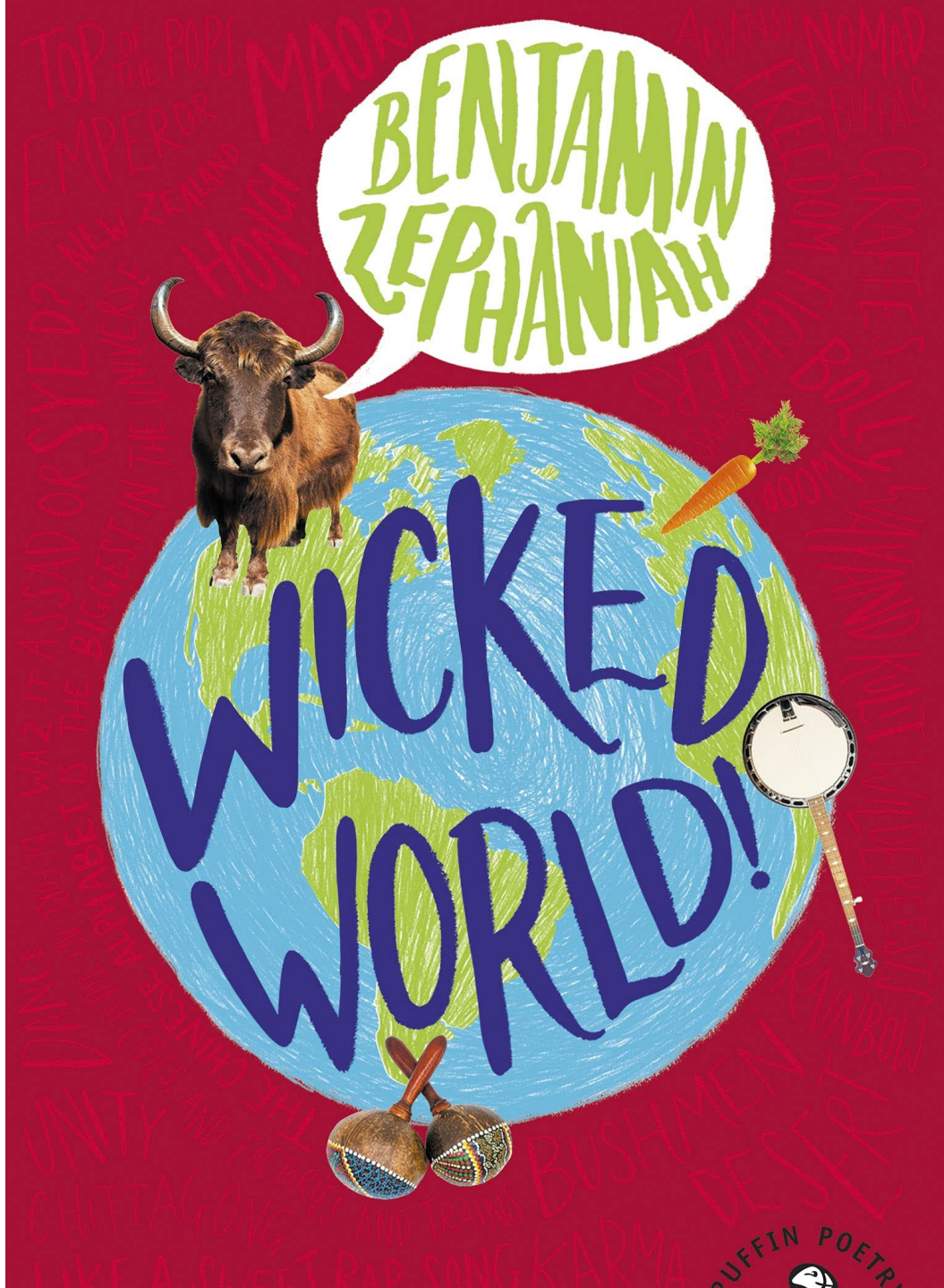
U.N. (UNITED NEIGHBOURS)

Me is a simple Jamaican man
From Jamaica in de Caribbean
Me look like an African
Because Africa is me Motherlan.

Me neighbour is a European
Born an bred in Engerlan
And we juss cannot understan
Why nations cannot live as wan.

The British (Serves 60 million)

https://www.youtube.com/watch?v=Aq13dvtZjP4&t=3s&ab_channel=BBC



On Britishness and stereotypes...

What is Britishness? The view from the classroom

https://www.youtube.com/watch?v=jHkr0WxcYU&t=7s&ab_channel=TrueTube

British Stereotypes!

https://www.youtube.com/watch?v=zHicVuA43iQ&ab_channel=BREM_ARDB%C3%A9atrice

MARK HADDON



**THE CURIOUS
INCIDENT
OF THE DOG
IN THE NIGHT-TIME**



**WINNER
WHITBREAD BOOK OF THE YEAR**

<https://spark.adobe.com/page/pl7v1H8C1PgNE/>

- ✓ Amazing Things Happen video
- ✓ a chapter from the novel
- ✓ the author reading a chapter
- ✓ reading and listening comprehension tasks

My name is Christopher John Francis Boone. I know all the countries of the world and their capital cities and every prime number up to 7,507.

Eight years ago, when I first met Siobhan, she showed me this picture



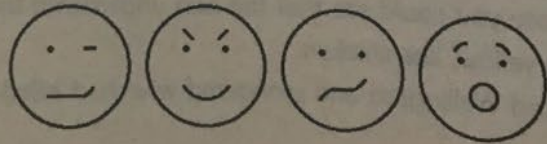
and I knew that it meant 'sad', which is what I felt when I found the dead dog.

Then she showed me this picture



and I knew that it meant 'happy', like when I'm reading about the Apollo space missions, or when I am still awake at three or four in the morning and I can walk up and down the street and pretend that I am the only person in the whole world.

Then she drew some other pictures



but I was unable to say what these meant.

I got Siobhan to draw lots of these faces and then write down next to them exactly what they meant. I kept the piece of paper in my pocket and took it out when I didn't understand what someone was saying. But it was very difficult to decide which of the diagrams was most like the face they were making because people's faces move very quickly.

When I told Siobhan that I was doing this, she got out a pencil and another piece of paper and said it probably made people feel very



and then she laughed. So I tore the original piece of paper up and threw it away. And Siobhan apologised. And now if I don't know what someone is saying I ask them what they mean or I walk away.

3B DIVERSITY, EQUALITY AND UNITY

I can talk about remarkable women.



1 **SPEAKING** Work in groups. Answer the questions below.

- 1 What are human rights?
- 2 Can you name some of them?
- 3 Do men and women have the same opportunities? Why do you think so?

2 a) **READING** Read the text. Find the answers to questions in Exercise 1.

Human rights are basic rights that should belong to all human beings, no matter what their race, gender, nationality, language or religion is. Each one of us deserves the right to life and liberty, to education and work, freedom from slavery, freedom of opinion and many other freedoms. Everyone should have these rights, without discrimination. Unfortunately, it's not always the case that they do. Both men's and women's rights, for example, are affected by inequality. However, it is especially difficult for women. Today, you can see women scientists, astronauts and prime ministers, but are they exceptions rather than the rule? Not so long ago, women had to fight for the right to vote. Things have changed for the better during the last century, but there is more that could be done. Recent research shows that two-thirds of illiterate people are female. In fact, of 150 million children who don't attend school, 90 million are girls. Women generally get paid less than men. And there are still a lot of jobs that are dominated by men: in the UK, for example, women make up only 12.8 per cent of people in STEM jobs. These examples show us that we still have a lot to do before we start treating women and men equally.

b) Read the text again. What piece of information in the text was new to you, and what surprised you most? Why?

3 a) **LISTENING** Listen to Freddie and Lola. What are they working on at the moment?

b) Listen again. Complete the biographical information about Malala Yousafzai and Mae Jemison.

**MALALA
YOUSAFZAI**



- 1 Date and place of birth
- 2 Education
- 3 Achievements
- 4 Awards

**MAE
JEMISON**



- 1 Date and place of birth
- 2 Education
- 3 Achievements
- 4 Awards

4 **WRITING** Find out more about remarkable women. Follow the steps below.

Step 1

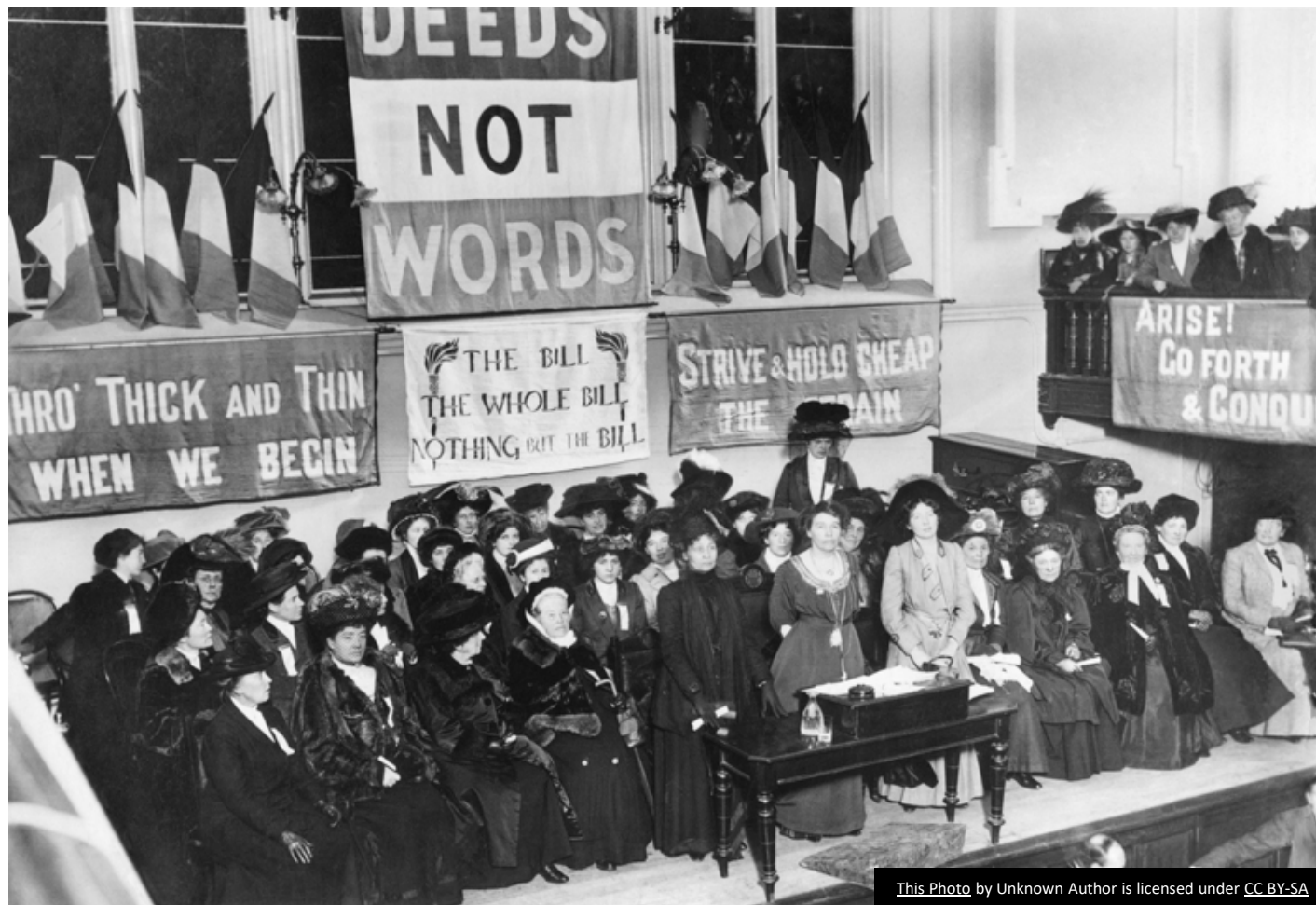
Think of a woman that has been an inspiration for you. Write a short biography. If possible, include the same biographical information as in Exercise 3 b).

Step 2

Make a class display. Which biography did you find most interesting and would you like to know more about?

PROJECT TIP!

Choose an important person from the past, and prepare a first-person account or an interview with them.



This Photo by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)

<https://www.womeninadria.com/dizajnerica-pokazala-trebao-izgledati-casopis-djevojke/>



PRIČAMO O.....



1 Answer the questions. Then listen and check.

1 What is a suffrage? 2 Who are the suffragettes?
3 What is feminism?

2 Listen again. Complete the timeline with short notes: What happened in each year?

1792 1893 1903 1914 1918
1928 1968 1970 1971

3 Use the timeline to talk about the fight for women's rights.



WOMEN'S RIGHTS MOVEMENT

1 What do you think the following events and terms refer to? Discuss with a partner.

interbellum	the Great Depression
suffragettes	the Roaring Twenties
Wall Street crash	the prohibition
inflation	the Dust Bowl

2 Match the events and terms to the explanations.

a interbellum	e the Great Depression
b suffragettes	f the Roaring Twenties
c Wall Street crash	g the prohibition
d inflation	h the Dust Bowl

- The ban on the production and sale of alcohol in the USA from 1920 until 1933.
- The interwar period between the end of World War I (1914-1918) and the beginning of World War II (1939-1945).
- A period of great economic and cultural prosperity in the 1920s in the USA, Canada and Western Europe.
- The members of women's organizations in the 19th and 20th centuries fighting for women's right to vote in general elections.
- Also known as the Stock Market Crash of 1929 or Black Tuesday. It began on Thursday, 24 October 1929 and it started the biggest stock market crash in US history. It was the beginning of the Great Depression.
- A global economic crisis which caused unemployment and stopped economic development in the 1930s.
- A period of great dust storms and drought in the USA in the 1930s.
- This process happens when the prices go up but the value of money goes down.



3 Read the report on the suffragette movement. Match the titles to the text.

- a Women fight back with "Suffrajitsu" d Women vs the government
- b Suffragettes in Great Britain e The history of voting
- c Votes for women



There are many liberties and rights we take for granted in the modern world, and one of them is certainly a person's right to vote. While most people have always had the right to vote for whom they wanted, women have only been accepted into this exclusive club in the previous century. The first modern country to allow women the right to vote was New Zealand in 1893 and the last European country to do the same was Switzerland in 1971.

In Great Britain the fight for women's suffrage started at the end of the 19th century when women's suffrage societies began campaigning in a peaceful way for women's rights. Soon it became clear that meetings, petitions and pamphlets would not make any significant improvements and that women would need to come up with a different strategy. In 1903 Emmeline and her daughter Christabel Pankhurst organised the Women's Social and Political Union (WSPU) and suffragettes began fighting for their rights more violently.



By 1912 it was clear that the British government did not plan on allowing women the right to vote. This motivated the WSPU to start using different tactics. Soon suffragettes were using vandalism, protests and even bombs to draw attention to their cause. The government reacted by putting almost a thousand women in prison where they continued their protests by going on hunger strikes. Because the government did not want to be responsible for women dying of hunger in prisons, they would either force-feed them or let them go home to get better and then put them back in prison under the so-called "Cat and Mouse Act".

Suffragettes soon had to fight more than just their government. In 1910 during a protest in front of the Parliament the police attacked more than 200 women and arrested more than 100. This event came to be known as Black Friday and it encouraged women to start learning jiu-jitsu in order to protect themselves. Not only were women learning martial arts to fight the police but they also protected their leaders in public places by organising their own security team called The Bodyguard.



Everything changed in 1914 with the beginning of World War I. The government released the suffragettes out of prisons and the women put the fight for votes on hold and focused on helping out on the battlefield and the home front. Partly in recognition of their work during the war, in 1918 all women over 30 were finally granted the right to vote and in 1928 every woman over the age of 21 got the same right.

4 Choose only one correct answer that best paraphrases the underlined word or phrase.

- 1 There are many liberties and rights we take for granted in the modern world.
a understand to be normal
b do not understand to be normal
c fight for
- 2 Women have only been accepted into this exclusive club in the previous century.
a 19th
b 20th
c 21st
- 3 In Great Britain the fight for women's suffrage started at the end of the 19th century.
a rights
b suffering
c right to vote
- 4 Soon it became clear that meetings, petitions and pamphlets would not make any significant improvements and that women would need to come up with a different strategy.
a songs, renovations, rise up
b leaflets, important changes, think of
c fliers, small changes, invent
- 5 By 1912 it was clear that the British government did not plan on allowing women the right to vote.
a asking
b giving
c taking from
- 6 Soon suffragettes were using vandalism, protests and even bombs to draw attention to their cause.
a to make people notice and support their fight
b to make people help them
c to make people join them
- 7 Women in prison continued their protests by going on hunger strikes and then the government would force-feed them.
a eating, ask them nicely to eat
b throwing away food, make them clean the mess up
c stopping eating, make them eat

- 8 Women were learning martial arts to protect themselves from the police.
a sports used for losing weight
b painting
c sports used for self-defence and attacking
- 9 Women put the fight for votes on hold and focused on helping out on the battlefield and the home front.
a stopped fighting for votes for a period of time
b didn't stop fighting for votes
c stopped fighting for votes for ever
- 10 Partly in recognition of their work during the war, in 1918 all women over 30 were finally granted the right to vote.
a not because, given
b because, allowed
c as thanks, denied the possibility

5 Choose one 20th-century event and do research on it. Prepare a short presentation. The questions below might help you.

Wall Street crash the prohibition the Roaring Twenties
the Great Depression the Dust Bowl



<https://www.equalityhumanrights.com/en/lesson-plan-ideas>

Lesson 1 - Actions and consequences

Using videos, students observe positive and negative behaviour in scenarios that are common to their lives, becoming aware that actions have consequences.

Lesson 2 - Developing empathy

Students develop empathy through role-play activities. Working in groups, using scripts or hot seating, students start to appreciate the feelings of people involved in negative experiences.

Lesson 3 - Identity and characteristics

Students use activities such as Guess Who to explore the different sides to identity. They learn that identities are complex and develop over time.

Lesson 4 - Diversity

After learning where our diversity comes from and the benefits it brings to students' own lives, they then celebrate difference by creating a pop group for Diversity Factor.

Lesson 5 - Prejudice and stereotypes

This lesson starts with a thinking skills activity which aims to reveal students own prejudicial and stereotypical views in order to introduce the concepts.

Lesson 6 - Discrimination

Students are introduced to the concept of discrimination by the teacher treating some students unfairly when they enter the class.

Lesson 7 - Equality Act 2010

During this lesson, students will appreciate the importance of equality by comparing inequalities of the past to their lives today.

Lesson 8 - What are human rights?

Through an interactive marketplace activity, students discover that we never have to choose our human rights, they belong to everybody in the world and every human right is needed to live and grow.

Lesson 9 - How do human rights work?

Students start with a simple human rights quiz before learning that human rights were

Lesson 10 - Balancing human rights

To start to appreciate how people's human rights can conflict and why they need to be

Lesson 11 - Influencing attitudes

During this lesson students start to think about how their attitudes and opinions are

Lesson 12 - Taking action

Students brainstorm the benefits of human rights and equality to their own lives and their community.

Susan B. Anthony

<https://kids.britannica.com/students/article/Susan-B-Anthony/272895>



<https://time.com/5847487/george-floyd-time-cover-titus-kaphar/>



https://www.youtube.com/watch?v=FxqzLTGvPOc&ab_channel=i-nastava

- Oh Freedom!
- Claudette Colvin
- Rosa Parks
- Little Rock Nine
- Greensboro Four
- Ruby Bridges
- Freedom Riders
- The Great March on Washington

Engleski jezik 4.r SŠ - Civil rights heroes

Engleski jezik, 4.r SŠ Civil Rights Heroes

Rejhana Nuhanović Tadijan

Ministarstvo znanosti i obrazovanja
Agencija za odgoj i obrazovanje
Education and Teacher Training Agency

Projekt Podrška provedbi
Cjelovite kurikularne reforme
(CKR)

0:10 / 19:50

CC BY-NC-ND

The image shows a YouTube video player interface. At the top, the video title is "Engleski jezik 4.r SŠ - Civil rights heroes". The main content area features a blue and white background with the text "Engleski jezik, 4.r SŠ Civil Rights Heroes" in a large, blue font. Below this, the presenter's name "Rejhana Nuhanović Tadijan" is displayed. On the right side, there is a circular video thumbnail showing a woman speaking. The bottom of the player contains a control bar with a play button, a progress bar showing "0:10 / 19:50", and various icons for volume, full screen, and sharing. Logos for the Ministry of Science and Education and the Agency for Education and Teacher Training are visible on the left, and logos for the European Union and the CKR project are on the right.



Civil Rights = the USA?

Teaching about the Holocaust

https://stranijezici.ffzg.unizg.hr/wp-content/uploads/2018/12/SJ_1_2_2013_1_KB-131-144.pdf

<https://www.ushmm.org/teach/online-tools-for-learning-and-teaching>



Translating statistics into people

- basic knowledge – “a lot of Jews died”
- **Who are the people who became those lost lives?**
- the individuality, the culture, the community and the diversity of those lives
- exploring the normalcy of pre-WWII Jewish life
- relate their own lives to those of the Jews at that time



(left)

(right)

Date: 1934 – 1936

Date: 2003

Locale: Bamberg, [Bavaria; Franconia], Germany

Locale: Osijek, Croatia

I liked the photograph with children in costumes because it reminded me of the time when I was a Pikachu in kindergarten. I remembered nice moments, how I spent time in kindergarten and played with my friends. The children from the old photograph also had a nice time with their friends and family. But they also lived through a horrible war. I feel very sad when I think about that. They lost their childhood. They lived during the Holocaust. And all they wanted was to live like all kids do – carefree, surrounded by their friends and family. I sometimes ask myself: Are we really different? Who says we are different and who gives them the right to say it? Why do we destroy children's lives, their dreams and hopes? Why do we kill other people? Just because they believe in a different God?

Nobody can decide how they come to this world: black, white, Jew or Catholic. Why should we suffer because of that? All people should work together and never let something horrible like the Holocaust happen again.

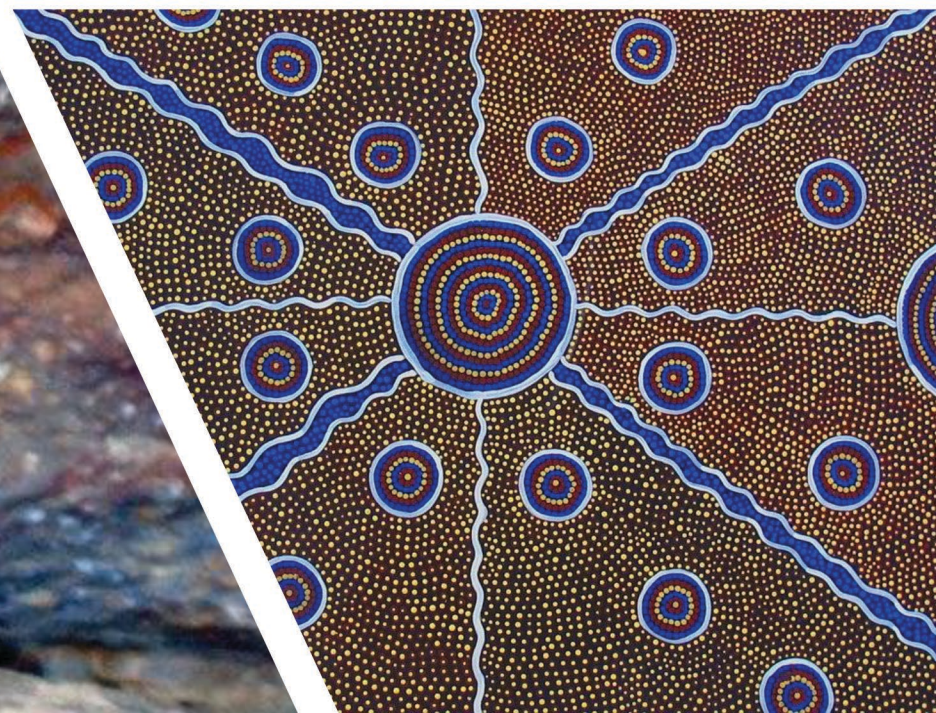
Matej Jugović, 7.b







Stolen generations



Homes Are Sought For These Children



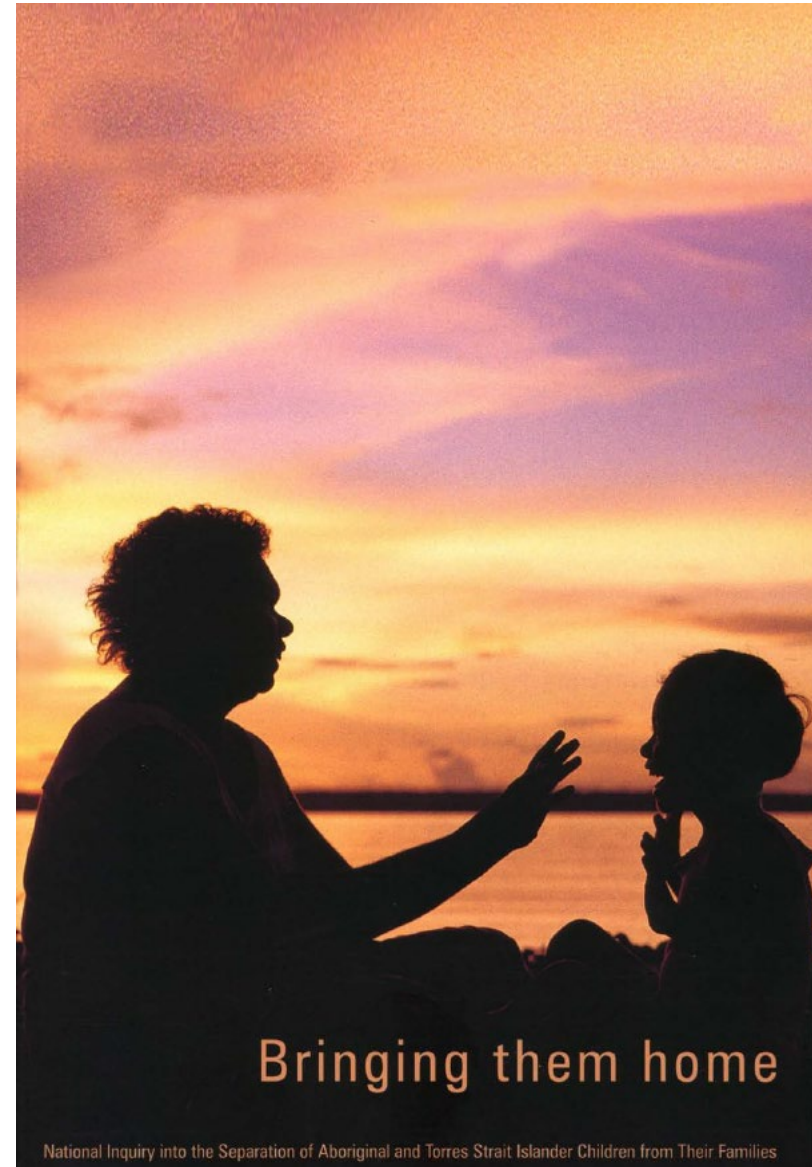
GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the D...
alf-caste home. The Minister for the Interior (Mr Perkins) recently ap...
charitable organisations in Melbourne and Sydney to find homes for the children...
rescue them from becoming outcasts.

I like the little girl in Centre of group, but
then by anyone else, any of the others to
do, as long as they are black.

Forgotten Australians

- official policy of Australian government
- forcible removal of Aboriginal and Torres Strait Islander children from their families
- institutions, mission, foster families
- assimilation policy – a matter of *welfare* and *protection*
- education (little or none) and job preparation (farmwork or domestic service) to gain equal footing with the whites
- children of mixed Aboriginal and white ancestry
- the 1960s
- 1997, Australia's Human Rights Commission, between 1 in 3 and 1 in 10 Indigenous children were removed
- 2008, Kevin Rudd

<https://humanrights.gov.au/our-work/bringing-them-home-report-1997>



John

We didn't have a clue where we came from. We thought the Sisters were our parents. They didn't tell anybody – any of the kids – where they came from. (...) Kids were just places in the home and it was run by Christian women and all the kids thought it was one big family. We didn't know what the words 'parents' meant because we thought those women were our mothers.

It was drummed into our heads that we were white.

I was definitely not told that I was Aboriginal. What the Sisters told us was that we had to be white. (...)

We hardly saw any visitors whatsoever. None of the other kids had visits from their parents. No visits from family. The worst part is, we didn't know we had a family.

When you got to a certain age – like I got to 10 years old... they just told us we were going on a train trip. They took us from Bomaderry Children's Home, where I had spent the past few years, to Kinchela Boy's Home. That's when our problems really started! (...)

First of all they took you in through these iron gates and took our little suitcases off us. Stuck it in the fire with your little Bible inside. They took us around to a room and shaved our hair off. They gave you your clothes and stamped a number on them. They never called you by your name; they called you by your number. It was just like a prison.

Aboriginal and Torres Strait Islander People

THE ABORIGINAL AND TORRES STRAIT ISLANDER POPULATION

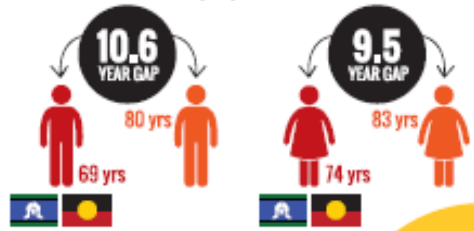


WHERE ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE LIVE



In 2010-12, the average life expectancy of Aboriginal and Torres Strait Islander people was

TEN YEARS LESS than that of non-Indigenous Australians.



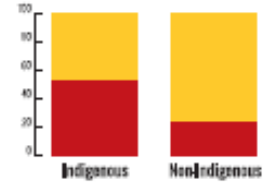
ABORIGINAL AND TORRES STRAIT ISLANDER SMOKING RATES



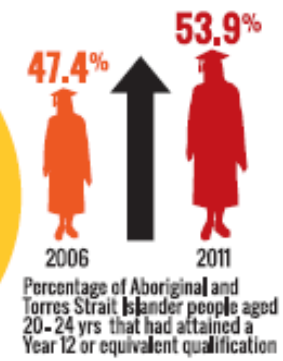
National rate of imprisonment



PROPORTION OF UNEMPLOYED PEOPLE (between 15-64 yrs), 2012-2013



In 2011, health services employed **14.6%** of employed Aboriginal & Torres Strait Islander people. Making them the largest source of employment for Aboriginal and Torres Strait Islander people.



Australian Human Rights Commission
Face the Facts

<https://humanrights.gov.au/education/face-facts>





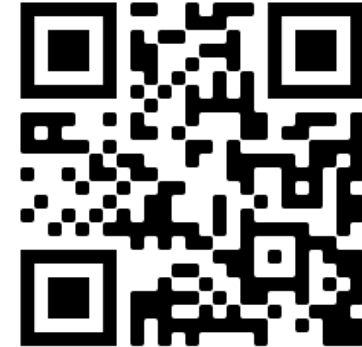
Nigeria & Nigerian English (1)

- Type in the chat three things you know about Nigeria or three things that come to mind when you think of Nigeria.

Nigeria & Nigerian English (2)

Have you heard these songs? What language(s) are they in?

- **WizKid – Essence** https://youtu.be/jipQpjUA_o8
- **CKay – Love Nwantiti** <https://youtu.be/MxjrsDV8Aeo>

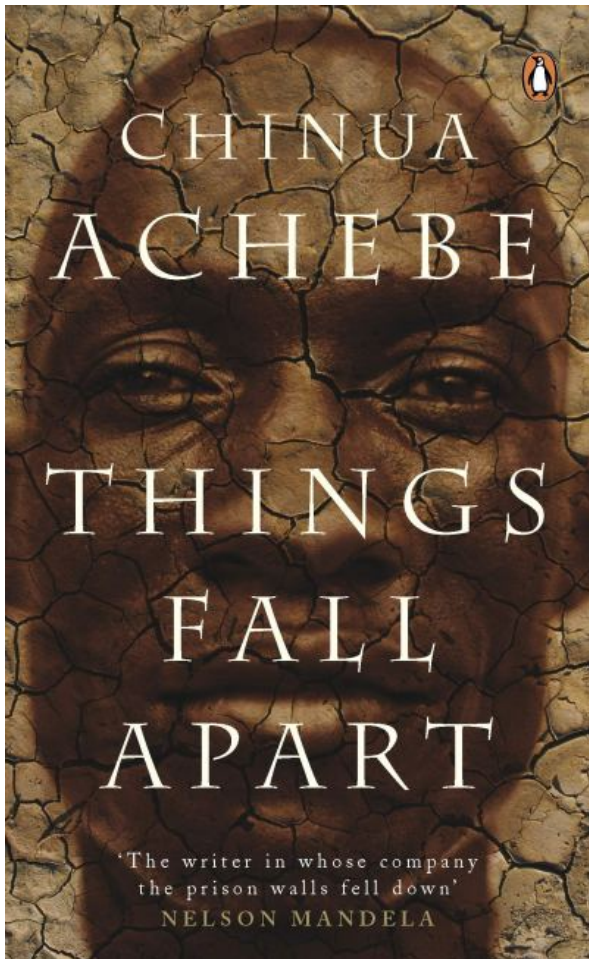


Nigeria & Nigerian English (3)

Can you tell which statements are TRUE and which are FALSE? Type in the chat the number of the statement and T or F.

- 1 The capital city of Nigeria is Lagos.
- 2 There are around 100 million people living in Nigeria.
- 3 English is the official language in Nigeria.
- 4 There are around 500 other languages spoken in Nigeria.
- 5 Nigeria was a French colony once.

About Nigerian English

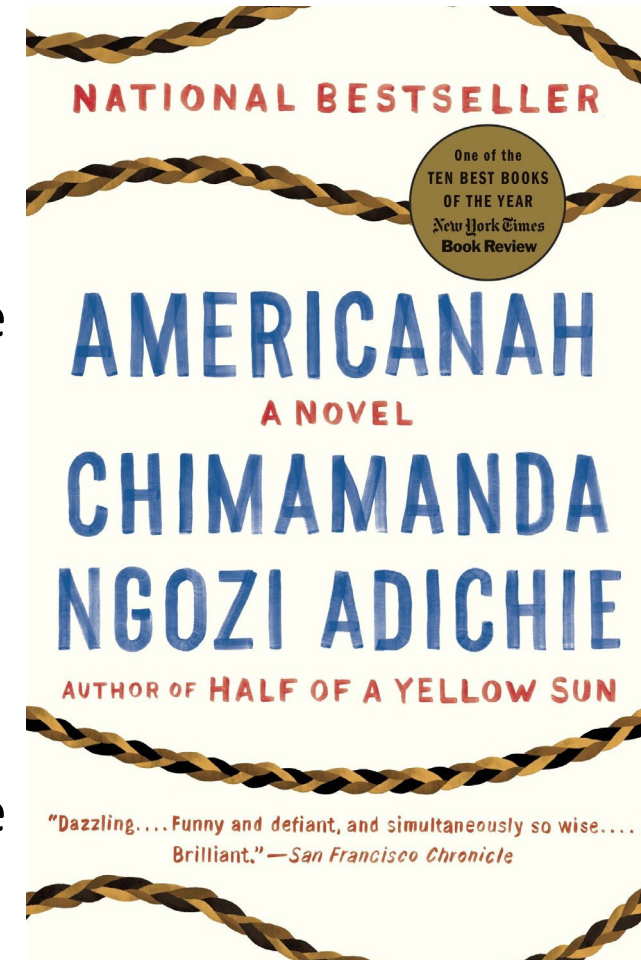


The price a world language must be prepared to pay is submission to many different kinds of use.

– Chinua Achebe

My English-speaking is rooted in a Nigerian experience and not in a British or American or Australian one. I have taken ownership of English.

– Chimamanda Ngozi Adichie



Nigeria & Nigerian English (4)

Match the words with their definitions. Type the number and the letter in the chat.

1 qualitative

2 parte after parte

3 okada

4 chop-chop

5 mama put

6 buka (bukateria)

7 to gist

8 to rub minds

9 ember months

10 next tomorrow

A Bribery and corruption in public life.

B To gossip.

C A street vendor, typically a woman, selling cooked food.

D A motorcycle passengers use as a taxi service.

E To consider a matter together.

F A roadside restaurant/stall that sells goods at low prices.

G The four final months of the year (September–December).

H Non-stop partying.

I The day after tomorrow.

J Excellent or of high quality.

Nigeria & Nigerian English (5)

1 qualitative – J Excellent or of high quality.

2 parte after parte – H Non-stop partying.

3 okada – D A motorcycle passengers use as a taxi service.

4 chop-chop – A Bribery and corruption in public life.

5 mama put – C A street vendor, typically a woman, selling cooked food.

6 buka (bukateria) – F A roadside restaurant/stall that sells goods at low prices.

7 to gist – B To gossip.

8 to rub minds – E To consider a matter together.

9 ember months – G The four final months of the year (September–December).

10 next tomorrow – I The day after tomorrow.

Nigeria & Nigerian English (6)

Discuss.

Is there a word you particularly like? Is there a word that reminds you of a Croatian word? Is there a word that reminds you of a word from another language?

Why do you think September, October, November, and December are called **ember months**?

...

Nigeria & Nigerian English (7)

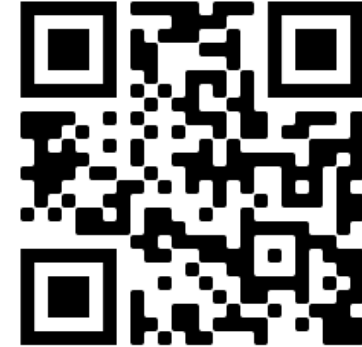
Choose three words from the matching task and use each word in one sentence.

Nigeria & Nigerian English (8)

- Why do you think Nigeria is called the Giant of Africa? Explore and report to the teacher/class.
- Find out three interesting things about Benin, a historical kingdom of West Africa (do not confuse it with Benin, a modern-day country in Africa).

Nigeria & Nigerian English (9)

- Nigerian English pronunciation
- <https://youtu.be/UfmqZtvFoSs>
- Nigerian Pidgin
- <https://youtu.be/wFcic0CCsDg>



Nigeria & Nigerian English (10)

- Lesson plan
- bit.ly/embermonths



Marcellina Akpojotor, "Rhythm of Evolving Story (Conversation Series)"



You do well!

(Nigerian Pidgin for Thank you!)

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ivana.kirin@gmail.com

Chidinma Nnoli, "A Poetry of Discarded Feelings / Things (III)"

