

L'AULA D'IDIOMA COM A MITJÀ D'INTEGRACIÓ I D'ENRIQUIMENT MULTICULTURAL

José Luis Bartolomé Sánchez

Curs 2004-2005

Centre de treball: IES Montsacopa (Olot, Garrotxa)

Especialitat: Llengua anglesa

Supervisió: Neus Serra (Servei Inspecció Delegació
Territorial d'Educació de Girona)

Llicència d'estudis retribuïda concedida pel Departament
d'Educació de la Generalitat, Resolució del 16 de juliol de
2004 (DOGC núm. 4182 de 26.7. 2004)

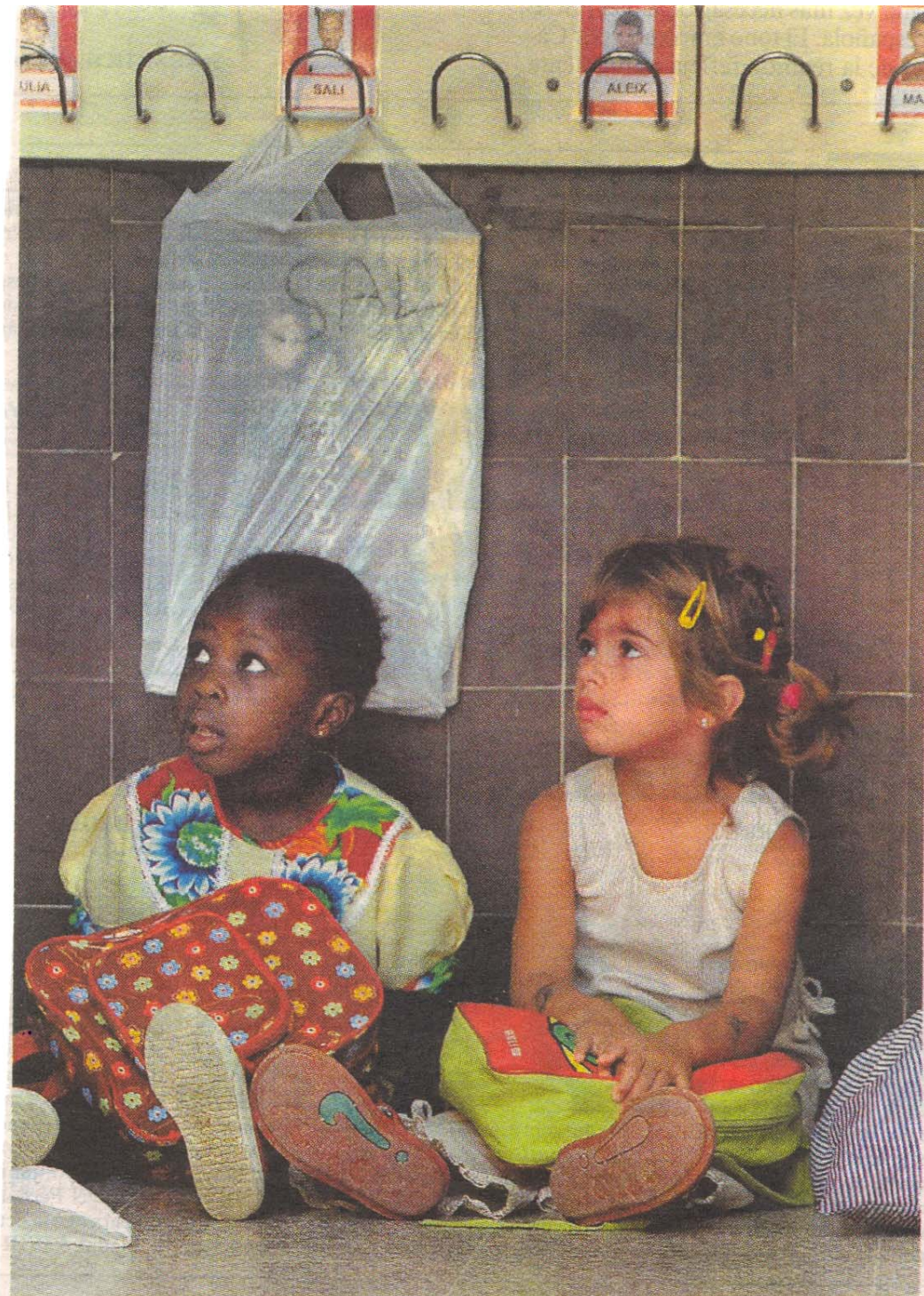
“The White Man Drew a Small Circle”

The white man drew a small circle in the sand and told the red man, 'This is what the Indian knows,' and drawing a big circle around the small one, 'This is what the white man knows.' The Indian took the stick and swept an immense ring around both circles: 'This is where the white man and the red man know nothing.'

Carl Sandburg

« L'home blanc va dibuixar un cercle petit »

L'home blanc va dibuixar un cerce petit a la sorra i va dir al pell roja: "Això és els que coneixeu els indis" i tot seguit va dibuixar un cercle gran al voltant del petit: "Això és el que coneixem els homes blancs." L'indi va agafar el pal i va escombrar un enorme cercle al voltant dels altres dos: "Això és on ni l'home blanc ni el pell roja no coneixen gens".



JOSÉ MARÍA ALGUERSUARI

INTEGRACIÓN. La imagen de Sali y Júlia en la escuela Cim de Teià es habitual en las aulas catalanas, donde la integración escolar es una realidad cotidiana

No. 3 January / February 2004 ISSN 0045 9127 3,35 €

CLUB



THE IDENTITY ISSUE

● PORTRAIT UK ● BEING MIXED RACE

+ Coldplay

Latino USA

Growing up mixed race in 1960's USA

SCHOLASTIC

www.link2english.com

MARY GLASGOW MAGAZINES

Índex

	Pàgina
Introducció	7
Greencards for Cultural Integration	11
Readers	113
- Around the world in ten Tintin books	118
- Australia	129
- America	139
- Far and Middle East	155
- Africa	177
- Far East. China & India	217
Pop Songs	249
Movies	357
Conclusions	428
Bibliografia	433

INTRODUCCIÓ

L'experiència personal dels darrers anys com a docent d'institut en un municipi amb un augment espectacular de l'arribada de famílies i alumnes d'altres països m'ha fet veure que l'entrebanc principal de contacte amb aquestes persones -l'idioma- resulta de vegades paradoxal. I sense cap mena de dubte —essent aquest un fenomen migratori general arreu de Catalunya i de l'Estat espanyol—planteja nous reptes de pedagogia d'aula i d'organització curricular de les assignatures.

Òbviament disposem del castellà -inicialment- per familiaritzar els sud-americans (peruans, equatorians i argentins, sobretot) amb el nou entorn escolar i social. El francès constitueix la llengua franca, sovint en funció del nivell d'escolarització i estatus dels nousvinguts, quan aquests procedeixen del Marroc o regions africanes francòfones. L'anglès serveix de pont de comunicació amb les famílies asiàtiques, de determinats països subsaharians (Gàmbia) i europeus de l'est, però amb les mateixes condicions que les esmentades respecte al francès. En algunes situacions la comunicació és gestual, inexistent o s'ha de recórrer a improvisats intèrprets en les primeres jornades d'acolliment al centre.

L'escolarització d'aquests alumnes resulta en general complexa i traumàtica. La familiarització amb la llengua catalana, els hàbits escolars i socioculturals, tot el procés de socialització amb altres adolescents, és un gran repte. Malgrat algunes experiències reeixides de voluntariat lingüístic (amb recompenses o sense) entre alumnes del país i els foranis, és obvi que el pes i la responsabilitat de la seva adaptació ràpida i eficaç ha de recaure en els docents i altres col·lectius professionals.

La paradoxa és que alguns / força nousvinguts saben o xapurregen una mica l'anglès, tot i que el seu nivell de competència en lectoescriptura és normalment deficitari. L'anglès, però, pot arribar a constituir segons l'aleatorietat del seu horari una assignatura inexistent o parcial, ja que s'han d'adaptar a una estructura especial on predominen les classes de català i assignatures en què el català continua essent la llengua bàsica instrumental.

Per al professorat d'idioma es presenta el dilema d'enviar aquests alumnes al grup de reforç o bé tenir-los amb el grup heterogeni corresponent. Una altra possibilitat és crear un segon grup de reforç d'alumnes estrangers, la qual cosa resultaria delicada : es podria malinterpretar com una manifestació de rebuig o excloent, i per altra banda caldria un professorat molt especialitzat per dur a terme aquesta tasca. Tant si es tracta d'un grup homogeni de reforç com si és heterogeni amb diversitats de nivells i capacitats, aquesta tipologia d'alumnes "ètnics" assumeixen un rol passiu i resignat fins que no assoleixen uns nivells de català que proporcionen una certa autonomia a l'hora d'estudiar el conjunt o part del currículum. Hi ha un problema transitori innegable de llengua, però també de desconexió i distància cultural (*culture gap*).

Fetes aquestes previsions, el que cal dissenyar és l'estada dels alumnes nousvinguts – amb les seves particularitats com els d'aquí quant a capacitats i interessos – en el context de la classe ordinària. La presència d'aquestes "flors d'altres mons" en el jardí de les nostres aules heterogènies pot enriquir, malgrat tota mena de possibles handicaps, el contingut de les unitats didàctiques de la llengua estrangera (anglès) i alhora convertir-los en protagonistes rellevants de determinades activitats lectives. Per a l'alumnat autòcton, les classes d'idioma amb un tractament de la multiculturalitat ha de suposar un estímul i una motivació afegits.

Aquest és el repte que vol superar el disseny d'aquest treball.

OBJECTIUS GENERALS INICIALS

- 1) Aprofitar la varietat de coneixements (minsos o abundants) de llengua anglesa dels nousvinguts per facilitar i agilitar la seva incorporació als centres de secundària i al nou entorn social, fent-los sentir més còmodes mentre dura el pla d'acollida i familiarització amb la llengua del país receptor.
- 2) Ampliar el coneixement cultural (*cross cultural knowledge*) dels alumnes nadius respecte als països d'origen dels nous companys, un cop els alumnes estrangers s'incorporen a la classe normal i amb horari estàndard.
- 3) Potenciar les quatre destreses bàsiques de l'aprenentatge d'idiomes: comprensió oral i escrita (*listening & reading*), expressió oral i escrita (*speaking & writing*) utilitzant temàtiques d'interès universals per als joves.
- 4) Reforçar el reconeixement i respecte envers la multiculturalitat.
- 5) Potenciar el treball cooperatiu a l'aula a través de tasques d'aprenentatge, jocs i role-play.

OBJECTIU ESPECÍFIC FINAL

El professorat interessat en el treball de la multiculturalitat a l'aula d'idioma (llengua anglesa) trobarà al llarg d'aquest estudi quatre dossiers de recursos abundants per tractar diversos aspectes d'integració al nou context cultural per als alumnes nousvinguts, així com d'ampliació i enriquiment del coneixement del món multicultural per al conjunt dels alumnes, foranis i nacionals. Aquests dossiers són:

- ✓ Greencards for cultural integration
- ✓ Readers
- ✓ Pop Songs
- ✓ Movies

S'ha de remarcar que el que s'ofereix són recursos, materials didàctics amb propostes de treball diversificades, però el que no s'ofereix és una metodologia rica en estratègies sobre com ensenyar anglès en una aula amb diversitat de nacionalitats, capacitats i d'interessos. La tria d'un determinat recurs pot comportar l'adopció d'una determinada manera de fer la classe, però aquest aspecte sempre ha de quedar a la consideració final i al tarannà del docent.

Excepte el dossier de *Class readers* –en què es precisa el nivell educatiu al qual va adreçat l'activitat- la resta no té assignat a priori un graó escolar determinat: els dossiers estan pensats per a cobrir l'etapa d'ensenyament secundari amb incidències puntuals i notables en el postobligatori (perfil dels alumnes de batxillerat). El conjunt de recursos elaborats no constitueix una programació succedània en termes absoluts, sinó d'unitats especials per impartir amb una periodicitat més o menys regular (una hora setmanal /quinzenal). Els objectius que fixa el disseny curricular per a tota l'etapa ESO no s'ha de veure afectat pel fet d'introduir uns objectius integradors com els proposats. El material que s'oferirà al professorat permetrà integrar-lo dins de la programació habitual a l'aula ja sigui paral·lelament a la utilització del llibre de text, o com a contingut per si mateix.

Cada dossier va precedir d'una presentació en què s'indica amb més detall els criteris de selecció dels continguts i es mostren pautes de com manejar-los. Aquests continguts sovint tenen la forma de quiz o qüestionari de resposta d'opció múltiple tancada, i de resposta oberta i de recerca en d'altres. Per les característiques i dificultat de l'activitat, en algunes ocasions es faciliten les respostes correctes. El dubte plantejat sobre la conveniència o no de facilitar les respostes clau de manera generalitzada mitjançant un solucionari en una separata al final de l'estudi o dins l'espai in situ corresponent a cada dossier (ressaltant-les en negreta o cursiva) s'ha resolt de manera pseudo-salomònica: incorporar-les en un solucionari a part suposa d'una banda una feina gegantina que a més inflaria amb excés el volum de l'estudi en el calendari de la seva execució final; facilitar-les directament en el text pot destorbar i desmotivar la manera de fer del professorat partidari de compartir la recerca activament amb els seus alumnes. Per altra banda, aquests qüestionaris es poden adaptar ampliant-los o escurçant-los. En definitiva, ens hem inhibit, els hem deixat de costat en la presentació en format paper i magnètica. El professorat inquiet o curiós podrà tenir a l'abast els solucionaris que l'autor haurà elaborat a començaments del curs 2005-06, disponibles al seu correu electrònic al qual tindran accés oportunament.

El teixit de multiculturalitat predominant en aquest estudi és el de les nacionalitats dels alumnes que l'autor ha tractat més i que poden ser l'objecte d'explotació didàctica en la seva reincorporació a l'aula: xinès, indi, magrebí (Marroc) i sub-saharià (Gambia); sobretot els dos primers. No obstant això, s'ha procurat mostrar una visió de policromia cosmopolita el més ample possible.

La hipòtesi inicial del treball és que hi ha una manca notable de materials i de recursos didàctics per afrontar el repte de la multiculturalitat a l'aula en aquests moments. Al nostre país i a les nostres escoles la multiculturalitat és un fenomen incipient. No podem incorporar-nos encara als debats europeus (portades de la revista *Time* i *Club* que precedeixen aquesta introducció) sobre si la multiculturalitat és morta o sobre la crisi (entesa en un sentit positiu o negatiu) que pot despertar la barreja d'identitats. La nostra situació sociocultural és de llindar, on les imatges integradores com les de la Sali i la Júlia encara són notícia al començament de cada curs escolar.

Resultant aquesta hipòtesi una obvietat, aquest treball vol fer una aportació transitòria el més ambiciosa possible, convençuts que ben aviat –com passa en altres terrenys novedosos de la pedagogia- disposarem de programes de formació en metodologies actives i de recursos a dojo per tractar la multiculturalitat a l'aula de llengua estrangera. Tant de bo –com manifestem en les darreres línies de la presentació del primer dossier (“Greencards...”)- que el treball intercultural suposi una modificació positiva dels hàbits i rols d'estudi dels alumnes d'aquí i dels nousvinguts. En la seva vessant de treball per a l'educació en valors i convivència, esperem que aportï trets allisonadors de coneixement i de respecte envers altres cultures, que ens han d'ensenyar a evitar tota mena d'estereotips racistes o ètnics. No hi ha dubte que treballant els uns amb els altres podrem empètir el cercle de la nostra ignorància, al qual al·ludeix el poema de Carl Sandburg.

“L’aula d’idioma com a mitjà d’integració
i d’enriquiment multicultural”

GREEN CARDS
FOR
CULTURAL INTEGRATION

Presentació

En aquest primer capítol de l'estudi trobareu 64 fitxes d'activitats integradores per als alumnes nous, que òbviament també són administrables i profitoses per al conjunt de la classe. Aquestes fitxes permeten el treball en les diverses destreses lingüístiques. Sovintegen els jocs, les activitats de petita recerca i consulta, el debat, la dramatització, i tot plegat el disseny de les activitats aposta clarament per tot allò que suposa treball cooperatiu. La línia metodològica ve indicada pels seus agrupaments:

- ◆ Classroom management & living English
- ◆ International background information
- ◆ Cultural awareness
- ◆ Social life & behaviour
- ◆ Youth culture
- ◆ Contrast of cultural identity
- ◆ Creative writing skills
- ◆ Cooperative learning games
- ◆ Dramatisation and role-play

Tot aquest material, però, no representa cap proposta de programació d'aula adreçada a cap nivell escolar concret: hi ha prou varietat per triar tasques que resultin més adequades per als graus de l'ESO o del batxillerat segons el criteri pedagògic de cadascú.

La confecció d'aquest recull de fitxes didàctiques és el resultat d'una laboriosa tasca d'adaptació a un discurs de pedagogia en la multiculturalitat de:

- ✓ Un farcit d'activitats realitzades pel propi autor en el context de la seva pràctica docent anterior.
- ✓ Activitats resultants de la seva imaginació creativa amb els estímuls de les notícies d'actualitat i el conjunt dels recursos bibliogràfics consultats, que són citats oportunament.

Aquesta feina laboriosa ha resultat doncs més personal i original del que s'havia previst. L'orientació inicial era recollir productes ja elaborats per llibres de text en forma d'unitats didàctiques o exercicis ocasionals de policromia cultural dins d'aquestes unitats. El resultat d'aquella recerca exploradora va resultar decebedora i alarmant. Estem a les beceroles del treball sobre la multiculturalitat a l'aula d'idioma. Per sort, es comença a flairar una certa primavera en aquest camp gràcies als articles de reflexió, propostes de materials d'aula i pàgines web de la revista de l'APAC. Cal confiar que el mercat editorial prendrà bona nota d'aquesta necessitat d'incorporar el teixit de les relacions interculturals i el coneixement de les societats multiculturals en el disseny de nous llibres i materials didàctics.

Per no inflar excessivament el cos de les fitxes hem renunciat a incloure-hi textos de referència massa llargs. Aquests s'han traslladat a unes separates (*Appendixes*), en les quals tampoc no tenen cabuda els textos de referència de publicacions que estan més a l'abast de les hemeroteques escolars (revista *Time*, revistes pedagògiques de Mary Glasgow Publications).

Cal un seguit d'observacions. El títol "Green cards for cultural integration" té un valor metafòric de voluntat d'acceptació i d'integració cultural a l'aula i al país d'acollida. "Green card" és el terme americà per a 'permís de residència'. Això es pot explicar als alumnes nous encoratjant-los a realitzar les tasques de manera responsable i satisfactòria. No cal, però, establir un còmput de recompenses per la feina realitzada i crear el miratge que la seva integració dependrà de la suma i resta de llistons superats.

S'ha posat molt d'èmfasi en les tasques cooperatives. Sovinteja l'expressió "intercultural pair", que s'ha d'entendre arreu com **un alumne del país + un alumne de fora del país amb llengua materna diferent**. El cas dels alumnes americans de parla i cultura hispànica és una mica especial però no distorsiona el significat de l'expressió, i es pot matisar en funció de l'activitat proposada. Al llarg de la redacció s'alternen les expressions "national", "native", "domestic" per referir-se als alumnes de casa; s'empren "foreign", "newcomers", "immigrant" per referir-se als que han vingut d'un país estranger. "Monolingual pairs" / "monocultural pairs" és la **parella que comparteix una mateixa llengua materna**, sigui quina sigui. "Multicultural groups" són aquells que **comparteixin tres o més llengües maternes** diferents.

No s'hauria de fer una lectura de correcció política d'aquests termes. Gairebé tot el lèxic del món de les migracions humanes (integració, assimilació, adaptació, adopció, preservació d'identitat, neutralització, segregació, exclusió, marginació, discriminació positiva...) està en constant revisió pels recels que desperta entre les diverses sensibilitats dels seus estudiosos. Podríem haver adoptat un únic terme més esportiu i poètic: **home students / guest students**. Però també el concepte "guest" pot resultar d'interpretació capciosa i exclouent, ja que podria donar a entendre que resultaria desitjable que aquesta població immigrant s'estigués entre nosaltres de manera provisional i no definitiva.

El conjunt de les activitats implica prendre consciència del fet diferencial de les nostres identitats culturals, copsant el que tenim en comú i els valors aliens que ens podrien enriquir com a persones sense fronteres. És un tema delicat en la pedagogia dels valors i de la convivència, que pot generar inhibicions i reticències a l'hora de treballar a classe, si hem de creure les observacions dels especialistes en pedagogia intercultural

"We should not be unaware of the difficulties inherent in a true pedagogy of the intercultural speaker. It is one thing to encourage students and teachers to become aware of others' and their own national identity; quite another to ask them to speak openly in class about their own ethnic, gender-related, race-related, or class-related particularities. Both approaches can easily fall prey to reductionism, essentialism and stereotyping. Teachers are rightly reluctant to reduce their students to representative samples of one or the other social group."

(Claire Kramsch, "The Privilege of the Intercultural Speaker", dins *Language Learning in Intercultural Perspective*, p. 30)

Aquestes fitxes s'han elaborat amb el pensament, el sentiment i la convicció que en general l'ambient de l'aula pot ser obert, cordial i entusiasta per a l'exercici de tasques de comunicació intercultural. En cas contrari, caldria un paper previ de moderador per part del professorat per crear una atmosfera favorable per dur-les a terme. Aquestes fitxes també aposten per combatre estereotips de perfils culturals passius en la

didàctica de l'idioma o qualsevol altra assignatura. En el cas dels alumnes xinesos hi ha tot un reguitzell de generalitzacions (per influència del confucianisme i el taoisme) reconegudes com a convencionalismes vàlids fins i tot pels mateixos especialistes xinesos en interculturalitat

- ◆ They are diligent, persistent, friendly, willing to learn
- ◆ They are weak at oral communication
- ◆ They are unwilling to work in groups
- ◆ They prefer whole class work or individual work
- ◆ They find asking for help embarrassing. It means giving a burden to others
- ◆ They prefer to ask questions after a class at the end of the lesson
- ◆ They don't ask questions because they are shy and afraid of making mistakes
- ◆ They prefer questions which are carefully thought out
- ◆ They do not like to waste the teacher's time
- ◆ They refuse both foolish or smart questions that may be interpreted as showing off or rude
- ◆ They use paradox or polarity to express that all things are relative: *yes* and *no*, *right* and *wrong*, for example.
- ◆ They don't like to show off. To be passive, not putting themselves forward, is the essence of Wu-wei ("not doing anything" leads to "doing nothing and nothing is left undone").
- ◆ They are masters of the skills (grammar, vocabulary) which demand good memory techniques which we may find unsuitable ("parrot-learning") for Western students.
- ◆ They do not welcome rewards and praise ("well done!") from teachers.
- ◆ They participate by listening and thinking, and questioning in their mind.
- ◆ The Chinese students' academic relationship with Western teachers is usually likely to be a vertical rather a horizontal one in discussions, debate, opinions, asking questions. To them following and obeying a teacher's suggestions are a sign of respect and also an avoidance of conflicts.
- ◆ Chinese students emphasize more results than process. To them it is unimportant to present a process clearly, as long as the result is right.

[notes tretes de Lixian Jin & Martin Cortazzi, "The culture the learner brings: a bridge or a barrier?" dins *Language Learning in Intercultural Perspective*, pp. 98-118]

Aquestes observacions poden resultar certes de vegades; sortosament també hem trobat en la nostra experiència d'aula multicultural alumnes xinesos que han esmicolat en mil bocins aquest estereotip. Una pedagogia de valors i convivència entre cultures afins o allunyades suposa un petit o gran repte. Seria magnífic poder constatar ben aviat com a generalització que els alumnes d'aquí i els nousvinguts han modificat positivament els seus hàbits i rols d'estudi tradicionals com a producte del treball "inter pares".

Acabem aquesta presentació amb una guia de les habilitats i procediments d'aprenentatge que es poden treballar, de manera compartida de vegades, al llarg de les 64 fitxes numerades.

Listening	1, 6, 7, 11, 12, 23, 33, 39, 41, 49, 50
Speaking	2, 6, 12, 23, 24, 25, 26, 30, 32, 33, 34, 35, 36, 39, 40, 42, 43, 44, 56
Reading	9, 22, 29, 31, 34, 36, 37, 38, 39, 40, 42, 44, 47, 48, 49, 50, 51, 55
Writing	12, 15, 20, 21, 28, 29, 30, 32, 38, 48, 49, 50, 51, 52, 62
Role-play	8, 37, 38, 59, 62, 63, 64
Cooperative tasks	3, 4, 9, 10, 15, 23, 24, 25, 27, 35, 36, 40, 43, 46, 55, 58, 60, 61
Vocabulary	5, 6, 7, 35, 36, 45, 46, 49, 53
Non-verbal communication	2, 5, 10, 54, 57
Research, background quizzes	13, 14, 15, 16, 17, 18, 19, 20, 31, 39, 40, 44, 46

CARDS FOR CLASSROOM MANAGEMENT & LIVING LANGUAGE

Card # 1 "Das verlorene Ohr" (The Lost Ear)

Play a short story in a language most of the students (all of the students if possible) are not familiar with. Give each student a list of questions in English with multiple choice / open answers.

"Das verlorene Ohr" *

You are going to hear the first scene of a funny sketch in German. Listen and answer these questions. *Viel Glück!* (Good luck!)

1. Martha and Erich are having...
 - a) breakfast
 - b) a meal in a restaurant
 - c) a birthday party
2. Who can't sleep well these days?
 - a) Erich
 - b) Martha
 - c) both
3. Erich wants to have some...
 - a) chicken
 - b) ice-cream
 - c) honey
4. Martha screams, "O Gott, Erich!" What's wrong with her husband?
 - a) he has lost one of his fingers
 - b) he has lost his right ear
 - c) he has lost his left ear
5. Martha suggests they may find it in...
 - a) the bathroom
 - b) their bedroom
 - c) the children's playroom
6. To Erich there is only one explanation:
 - a) Someone has stolen it
 - b) Someone must have taken it to the police-station
 - c) His mother-in-law (Sache) wants it for cooking

* from *Der eine und die andere. Szenische Dialoge* (Verlag Klett Edition Deutsch, 1994)

How well did the students do in this game of chance? How did they feel? Explain that this activity is intended to show them the frustration and helplessness learners or teachers can feel when they don't understand a foreign language at all.

Try this activity over and over again: an English listening task followed by questions in German; a song or a story in a Romance language followed by comprehension questions in Arabic; a Chinese story followed by questions in Catalan or Spanish...

At the end of this painful activity there should be a kind of agreement that all the students and the teacher should be willing to help each other, particularly trying to help integrate those foreign students to whom the sound of English and / or Catalan is 'all Greek to them'.

Card # 2 "Things in common"

Ask the students to get into pairs with other foreign students whose name starts with the same letter as theirs (Ahmed, Albert...). They can speak in English, Catalan, Spanish, body and sign language... to find as many things as possible that they have in common.

After a time limit of about ten minutes each pair reports their findings only in English. It is assumed that the stronger learner will help the weaker one in the grammar building of the short sentences and pronunciation

Albert: Ahmed is 13 and I'm 13 too

Ahmed: Albert has got two sisters. I've got two sisters

Albert: I go to school by bus like Ahmed

Ahmed: I like football. Albert likes football too

Albert: I'm a vegetarian

Ahmed: I'm not a vegetarian but I love vegetables

Albert: I like pets. Ahmed likes pets too

Ahmed: I don't have a Playstation

Albert: I don't either

[adapted from *Using the Mother Tongue*, p. 20]

Card # 3 "Bilingual sentence building"

The students stand in a circle. They will be handing words and phrases round the circle shifting from Catalan to English or vice versa.

- Student A says a word of their choice to student B: *RABBIT*
- Student B receives the word and hands it to student translating it: *CONILL*
- Student C receives the word and adds another word: *WHITE RABBIT*
- Student D translates the phrase: *CONILL BLANC*
- Student E adds a word: *UN CONILL BLANC*
- Student F translates into English: *A WHITE RABBIT*
- Student G adds one or two words: *THERE IS A WHITE RABBIT*
- Student H translates into Catalan: *HI HA UN CONILL BLANC*

The game goes on until the sentences become too unwieldy

THERE IS A WHITE RABBIT IN THE VEGETABLE GARDEN. IT'S EATING CARROTS

When the collective game is over set the students in intercultural pairs and ask them to reconstruct the bilingual sentence step by step in only one language at a time

RABBIT
WHITE RABBIT
A WHITE RABBIT
THERE IS A WHITE RABBIT
.....

[adapted from *Using the Mother Tongue*, p. 29]

Card # 4 "Multilingual standing sentences"

Split a long / short sentence into bits. Ask for as many volunteers as bits.

"I need five volunteers"

Hand each volunteer a stiff sheet of paper / a piece of cardboard with one word highlighted on it. One of the words must not be English, and its grammar category must be easy to guess (nouns work well)

EVERY WE XIANGQI PLAY DAY

Each student must stand close to the right partner so as to build the correct sentence all together

WE PLAY XIANGQI EVERY DAY

It is then time for the teacher to start some cultural questions

"Is Xiangqi a game or a musical instrument?"

"Where is it very popular, in India or in China?"

and let the students carry on with further spontaneous questions

"How do you play it?"

"How many people can play it?"

The sentences can include punctuation marks so that seven players are needed for

DO / YOU / EAT / MANTOU / FOR / BREAKFAST / ?

Nine for

I / LIKE / MIFAN / , / BECAUSE / IT'S / EASY / TO / COOK

Eleven for long sentences like

A / LOT / OF / PEOPLE / IN / CHINA / GO / TO / WORK / BY / ZIXINGCHE

You can try this game with more than two languages just for fun. As a learning game it might drive some students crazy.

Lexical notes

Xiangqi: Chinese chess
Mantou: Chinese bread
Mifan: boiled rice
Zixingche: bicycle

Card # 5 "You scratch my back"

On the board, write a list of words from recent lessons that you want your students to revise

honey milk butter coffee tea sugar flour

- Put the students into monolingual pairs. They briefly rub each other's backs as a friendly ice breaker / warmer.
- Ask student A to finger-write in capital letters one of those words in their mother tongue (Catalan, Arabic, Chinese, Spanish, Portuguese...) on student B's back.
- Once student B has understood the MT word, they write the English translation on student A's back without speaking.

In some cultures you can only do this exercise by putting females with females and males with males. In other cultures, body-touching is simply not acceptable. Instead of writing on each other's backs, ask the students to finger-write on the desk.

[adapted and simplified from *Using the Mother Tongue*, p. 47]

Card # 6 "Chanting vocabulary"

This repetition game helps students stick the sound of words in their heads.

Make a list of over 10 words of a particular field (**animals**, for example). Put the students into monolingual pairs. Give them copies of the list you have prepared in English

bird fly
cat horse

chicken	monkey
cow	pig
dog	rabbit
duck	sheep
fish	snake

Explain that this is a repetition exercise. The students can change from their mother tongue to English and vice versa at any time. Demonstrate this activity with one student, standing up and chanting rhythmically. With a Chinese student, it could go like this

You (choosing the first word from the list)	BIRD
Student	NIAO
You	BIRD
Student	NIAO
You	NIAO
Student	BIRD
You	NIAO
Student	BIRD
You	CAT
Student	MAO
etc.	

Ask the same cultural pairs to stand up and chant their way through the set of words.

Lexical notes

The Chinese words for those animals are:

NIAO	bird	CANGYING	fly
MAO	cat	MA	horse
JI	chicken	HOUZI	monkey
NIU	cow	ZHU	pig
GOU	dog	TÜZI	rabbit
YAZI	duck	YANG	sheep
YU	fish	SHÉ	snake

[adapted from *Using the Mother Tongue*, p. 49]

Card # 7 "Working with loan words"

Take the students to an empty room. All the students and the teacher stand in the middle of the room. Give each student a sheet of paper with a word written on it in big letters. The words are foreign words English has borrowed from other languages (Hindi, Chinese, Arabic, Spanish...).

There is a chair in each corner of the room with a notice on it: **Spanish corner, Arabic corner, Chinese corner, Hindi corner**. Explain that each student is a bearer of one word and they must run to the right corner at the teacher's request

"Mr or Mrs Namaste, please go to your corner...now!"

At the end of this game, the word groupings are to be checked. Explanations may be necessary. Let the students from other backgrounds join the explanation of these words...in English!

Arabic	Chinese	Hindi	Spanish
fakir	kung fu	sari	toreador
intifada	feng-shui	namaste	mosquito
harem	ginseng	dhoti	siesta
souk	chopsuey	puri	tortilla
hashish	yang	ganja	guerrilla

You may wish to test the students' long term memory in some further lessons. Give a list of these 20 exotic words. As you read the definitions the class is to call out the word

"It's like hashish, a preparation for smoking" GANJA
 "It's a Chinese dish of meat with rice or onions made with leftover food" CHOPSUEY

[adapted from *Using the Mother Tongue*, p. 51]

Card # 8 "Miming commercials"

Put students into intercultural groups (A,B,C,D...) and ask them to think of a TV commercial that they all know (from TV3, TV1, Antena 3, Tele 5...) and could mime. Tell them to mime it to one other group. The second group must guess the kind of item (not the trademark!) which is advertised in the mime

"It's a perfume" No
 "A medicine?" Yes

Change places. The second group mimes the TV commercial. The first group does the guessing

"Is it a car?" right

As a whole TV commercials (either originally made in Spain or elsewhere) are a good source of cultural input for native and foreign students.

Card # 9 "Cooperative reading comprehension"

Prepare two copies of a text so that one copy contains the first half of the text in the mother tongue (Catalan) and the second in English (sheet A). The other copy should be the reverse with the first half in English and the second in Catalan (sheet B).

Add the comprehension questions so that they are in the opposite language to the text.

Sheet A

- first half of the text in Catalan
- questions in English
- space for student to answer in Catalan
- second half of text in English
- questions in Catalan
- space for student to answer in English

Sheet B

- first half of the text in English
- questions in Catalan
- space for student to answer in Eng
- second half of text in Catalan
- questions in English
- space for student to answer in Cat

Tell the students to mark the answers. Put students into pairs with the same sheets to check the answers. Pair off sheet A and sheet B students. Tell them to read each other's texts and then check and compare their answers.

This activity can work quite all right with foreign students whose English is good and native students whose English is not so good or rather shaky. Foreign students can get more familiar with Catalan while helping out Catalan partners understand the English half of the text.

[adapted from *Using the Mother Tongue*, p. 54]

See appendix 1 ("Robin Hood") for a sample.

Card # 10 "When fingers speak"

Work with the class standing in a circle. Ask two students to come to the board to act as scribes. Tell the students to think of a gesture involving fingers that they use in their mother tongues.

One student does their gesture. Their neighbour copies it and gives the English words that would express the meaning for them.

Ask the student who did the gesture to confirm or deny the meaning (different gestures have different meaning in different languages). Ask for any other interpretation from the rest of the class.

Ask one of the scribes to draw the gesture on the board and the other to write down the various meanings of it that the class comes up with.

Repeat the process until everyone has had a chance to show their gesture.

[simplified from *Using the Mother Tongue*, p. 78]

Card # 11 "Multilingual Chinese whispers"

Divide your class into rows of six or ten. Make sure in each group there are two speakers of the same exotic language (Chinese, Arabic, Hindi, Russian, Spanish...). Each group decides on the strategic position of those exotic speakers in their row (first and last, next to each other, a "national" student in between, two "national" students in between, etc.). One of those two particular speakers must use their mother tongue in the game, the other just English.

The teacher gives the starter in each line a piece of paper with a message in English ("Shall we go dancing this Saturday night?"), which must be whispered softly into the next student's ears. Write down on the board the performance of each finisher.

Check and discuss how well the various whispering techniques worked. Did the position of the "foreign" speakers influence in the output? How about the difficulty of the sound of the exotic language? Should the aural skills of the other whisperers be improved?

Try this cooperative game again changing places (by lining up different students) and language roles (all the students in each group whisper in one single language, English; except for the starter and the finisher, each student whispers in their mother tongue).

Card # 12 "Cassette letters"

As homework, ask all the students in the class to write a similar letter to the one below making suitable changes. Then they are to make a recording on a tape. They will get good marks for the sound of their English as well as for the beauty of the letter. The cassette letters are aimed at imaginary friends and must supply relevant information about the class students, whatever their background.

10 November

Dear Helen,

Hello! Thank you for your letter.

I'm fourteen years old and I'm in the second year at secondary school. We study English on Monday, Wednesday and Thursday.

My dad works in a hotel and my mum in a hospital. She's a nurse. My sister is sixteen years old and her name is Isabel. My little brother is called Josep. He is only eleven. We have a small dog, Blackie.

I like jazz, but my favourite music is pop music. My favourite singer is Britney Spears. She's American.

My favourite subject at school is maths and my favourite sport is volleyball, but I also play football at the school playground. I don't like chess or bikes.

My favourite food is pizza and my favourite drink is milk. My favourite colour is green and eight is my lucky number.

I enclose a postcard of my town and a photo of my family.

Best wishes

Joan

The teacher may like to collect some samples of these cassette letters and prepare a listening task for the whole class. Include a couple of foreign students.

MEETING MY CLASSMATES

	Nikolai	Sandra	Fatima	Carles
Dad's job				
Mum's job				
Brothers / sisters				
Pets				
Favourite music				
Favourite subject				
Favourite sports				
Favourite drink				
Favourite colour				
Lucky number				

This is an exciting way for the students to get to know each other at the beginning or at the end of a school term.

CARDS FOR INTERNATIONAL BACKGROUND INFORMATION

Card # 13 "Catalonia quiz" (level 1)

1. What are the colours of la senyera, the Catalan flag?
 - a) green and white
 - b) red and yellow
 - c) black and brown
2. Who is Pasqual Maragall?
 - a) the religious leader of the Catalan Church
 - b) the coach of F.C. Barcelona
 - c) the president of Catalonia
3. What are Llobregat and Segre?
 - a) mountains
 - b) cities
 - c) rivers
4. What is cava?
 - a) champagne
 - b) a dark cave
 - c) a small city near Barcelona
5. Catalonia's Day is on 11th...
 - a) September
 - b) October
 - c) December
6. The popular dance of Catalonia is...
 - a) cobla
 - b) gralla
 - c) sardana
7. Which of these comarques (small regions) is in the province of Girona?
 - a) Osona
 - b) Selva
 - c) Priorat
8. Barça supporters are nicknamed...
 - a) culers
 - b) pericos
 - c) granotes
9. What do you put on a slice of bread for "pa amb tomàquet"?
 - a) olive oil
 - b) peanut butter
 - c) sugar

10. A typical Catalan hat is a...
- a) caganer
 - b) barretina
 - c) masia

Card # 14 "Catalonia quiz" (level 2)

11. Who is Gerard Quintana?
- a) a songwriter
 - b) a TV3 showman
 - c) a flamenco dancer
12. A "casteller" is a person who builds...
- a) sandcastles on the beach
 - b) luxury houses for rich people
 - c) human towers
13. Port Aventura is a large amusement park near the...
- a) Costa Brava
 - b) Costa Daurada
 - c) Costa Vermella
14. A "pagès" is a...
- a) bread-maker
 - b) farmer
 - c) fisherman
15. Antoni Gaudí was a famous...
- a) architect
 - b) traveller
 - c) missionary
16. Which of the following set the modern rules of Catalan grammar?
- a) Joan Amades
 - b) Pompeu Fabra
 - c) Montserrat Roig
17. Who is Montserrat Caballé?
- a) a famous doctor
 - b) an opera singer
 - c) a jazz singer
18. You can hear a choir of boys singing "El Virolai" in...
- a) Camp Nou
 - b) Montserrat Monastery
 - c) les Rambles in BCN
19. James I the Conqueror was a great...
- a) king
 - b) boxer
 - c) bandit

20. Which of the following is a famous museum in Figueres?
a) Picasso
b) Miró
c) Dalí

Check your answers. Work with a Catalan partner to correct the wrong answers. Ask about the distractors. They are also useful to know about.

Card # 15 "Spain quizzes" (level 1 & 2)

Work in intercultural pairs. Design two quizzes, an easy one (level 1), and another which is a bit harder (level 2). Remember you can learn as much from the distractors (the two wrong items in each question) as from the right answers.

Here are the right answers for these quizzes. It's up to you which quiz they belong to:

Christopher Columbus	Moncloa Palace
Flamenco	Pedro Almodóvar
Bullfighting	Tamara and Niña Pastori
Paella	Miguel de Cervantes
Ebro and Tagus	"Land of rabbits"
RENFE	Queen Sofía
Teide	El Prado Museum
Francisco Franco	"Concierto de Aranjuez"
40 million	Rioja wine
In Barcelona in 1992	
4 (Catalan, Euskera, Galician and Spanish)	

Card # 16 "China quizzes" (1 & 2)

China quiz 1

1. Who was the Chinese girl warrior that fought against the Huns?
a) Mulan
b) Yeh-Shen
c) Min-Yo
2. What do the Chinese use most often to eat with?
a) forks and spoons
b) fingers
c) chopsticks
3. What are the ancient rulers of China called?
a) King and Queen
b) Emperor and Empress
c) Concubines

4. What do Chinese use to help them do math problems?
 - a) ricksha
 - b) abacus
 - c) wok

5. What is one thing considered to be good luck in China?
 - a) panda
 - b) lotus blossom
 - c) dragon

6. Where did the ancient rulers once live?
 - a) Forbidden City
 - b) Yangtze River
 - c) Great Wall

7. What is the busiest river in China?
 - a) Yangtze River
 - b) Blue River
 - c) White River

8. What is an endangered animal in China?
 - a) Panda
 - b) Elephant
 - c) Water Buffalo

9. What do Chinese that live in the northern part of China eat as their main food?
 - a) noodles
 - b) spaghetti
 - c) rice

10. What was buried with the first emperor of China to protect him in the after life?
 - a) ricksha
 - b) woks
 - c) terra cotta soldiers

China quiz 2

1. What do most Chinese often use for transportation?
 - a) junk boats
 - b) bicycle
 - c) car

2. What do the Chinese use as a taxi?
 - a) junk boat
 - b) bicycle
 - c) ricksha

3. What is an ancient and modern sport in China?
 - a) kick ball
 - b) kite flying
 - c) croquette

4. What do most Chinese use to cook their food in?
 - a) chopsticks
 - b) abacus
 - c) wok

5. What do Chinese call it when they use songs, music, and dance to tell ancient folk tales?
 - a) Chinese Opera
 - b) lotus
 - c) Sacred Way

6. What do some Chinese families live in on the water?
 - a) junks
 - b) Xin Nian Jie
 - c) wok

7. What is used as a religious symbol in China?
 - a) lotus blossom
 - b) kite
 - c) a wheel with eight spokes

8. A wheelbarrow, a fire cracker and paper are Chinese...
 - a) modern tools
 - b) inventions
 - c) natural resources

9. What invention made by the Chinese is now used by all people around the world?
 - a) chopsticks
 - b) railways
 - c) umbrella

10. What do the Chinese call the repeated cycle of twelve years?
 - a) Xin Nian Jie
 - b) zodiac calendar
 - c) Chun Jie

Card # 17 "India quizzes" (1 & 2)

India quiz 1

1. What is the capital of India?
 - a) Mumbai
 - b) Kolkata
 - c) New Delhi

2. Many of the cities of India have been renamed. What was Kolkata called before it was renamed?
 - a) Trivandrum
 - b) Madras
 - c) Calcutta

3. What is the national animal of India?
 - a) goose
 - b) Royal Bengal tiger
 - c) cow
4. In which year did India win independence?
 - a) 1950
 - b) 1932
 - c) 1947
5. Which is the longest river of India?
 - a) the Son
 - b) the Indus
 - c) the Brahmaputra
6. What is the main language of India?
 - a) Bengali
 - b) Hindi
 - c) Sanskrit
7. Which city is called the "Bollywood City" in India?
 - a) Kolkata
 - b) Mumbai
 - c) Chennai
8. Who wrote the national anthem of India (a song called "Jana gana mana")?
 - a) Rabindranath Tagore
 - b) Rudyard Kipling
 - c) Vikram Seth
9. Which is the national calendar of India?
 - a) Saka Era Calendar
 - b) Gregorian Calendar
 - c) Julian Calendar
10. Which is the national flower of India?
 - a) eight-petalled lotus
 - b) shamrock
 - c) peacock

India quiz 2

1. The doctrine of "ahimsa" (non violence) was followed by...
 - a) Gandhi
 - b) Mohan Kapoor
 - c) Mehul Kumar
2. Who was the Indian film personality voted by the BBC as the Star of Millenium?
 - a) Amitabh Bachan
 - b) Satyajit Ray
 - c) Mira Nair

3. Sabeer Bhatia was responsible for developing what internet facility?
 - a) Hotmail
 - b) Nettophone
 - c) Yahoo

4. A form of dance drama from Kerala is called...
 - a) Kathakali
 - b) Katanga
 - c) Katharevousa

5. What does the wheel on India's flag symbolize?
 - a) Wheel of Fortune
 - b) Wheel of Truth
 - c) Wheel of Law

6. India's first woman prime minister was...
 - a) Mohandas Karamchand
 - b) Indira Gandhi
 - c) Indira Nehru Jawaharlal

7. The holy book of the Hindus is...
 - a) Bhagavadgita
 - b) Guru Mardana
 - c) Pariah

8. 20,000 workers were needed to build the...
 - a) National Congress in Delhi
 - b) Taj Mahal
 - c) Bay of Bengal

9. The Palk Straits separates India and which country?
 - a) Pakistan
 - b) Burma
 - c) Sri Lanka

10. Mt Everest is ...
 - a) in India (in the Kashmir region)
 - b) on the border between Nepal and Tibet
 - c) near Jaipur, "the pink city"

Card # 18 "Morocco quizzes" (1 & 2)

Morocco quiz 1

1. Let's start off with an easy one. In which continent does Morocco lie?
 - a) Asia
 - b) Africa
 - c) South Oceania

2. What sea is to the north of Morocco?
 - a) Mediterranean
 - b) Atlantic
 - c) Red Sea

3. What mountain range covers most of Morocco?
 - a) Atlas Range
 - b) Meknes
 - c) Casablanca Rockies

4. What is the dominant colour of the Moroccan flag, with an outline of green and a five-pointed star in the center?
 - a) blue
 - b) yellow
 - c) red

5. What is the capital of Morocco?
 - a) Tangier
 - b) Rabat
 - c) Fes

6. What desert lies to the east of Morocco ?
 - a) Timbuktu
 - b) Sahara
 - c) Mauritania

7. What is the name of the hilly coastal area in the north of Morocco?
 - a) Caucasus
 - b) Carpathian
 - c) Er Rif

8. Which city is near the Spanish settlement of Melilla?
 - a) Agadir
 - b) Nador
 - c) Sallee

9. What is the Moroccan resort town known for its leatherwork?
 - a) Marrickville
 - b) Marrakech
 - c) Toubkal

10. The estimated population of Morocco in 2002 was...
 - a) 20,000,000
 - b) 12,000,000
 - c) 31,000,000

Morocco quiz 2

1. What is the official language of Morocco?
 - a) Berber
 - b) French
 - c) Arabic

2. In which year did Morocco win independence?
 - a) 1956
 - b) 1921
 - c) 1808

3. What is the currency unit of Morocco?
 - a) Tiyn
 - b) Tajin
 - c) Dirham

4. What is the national drink of Morocco?
 - a) ice tea
 - b) mint tea
 - c) white coffee

5. Which of these would wear a "jellaba" in Morocco?
 - a) men
 - b) men and women
 - c) women and children

6. What is Tangier's old fortified area known as?
 - a) Kasbah
 - b) Mullah
 - c) Souk

7. A typical pasta dish in Morocco often with meat added is...
 - a) couscous
 - b) henna
 - c) harira

8. Which is the most important minority language in Morocco spoken by Berbers?
 - a) Riffian
 - b) Tamazight
 - c) Tagalog

9. Which is the title for Lalla Salma?
 - a) Princess
 - b) Queen
 - c) Lady

10. Fatema Mernissi is one of the most famous women from Morocco. She's a...
 - a) scientist
 - b) musician
 - c) writer

Card # 19 "Gambia (also The Gambia) quiz"

1. The Gambia is a thin country, whose capital is a port. What is the capital?
 - a) Banjul
 - b) Fatoto
 - c) Brikama

2. The Gambia is almost completely surrounded by which country?
 - a) Western Sahara
 - b) Guinea-Bissau
 - c) Senegal

3. Which river runs through Gambia?
 - a) Cesamance
 - b) Saloum
 - c) Gambia

4. If you were in Gambia, what currency would you be using?
 - a) Gambian dollar
 - b) Dalasi
 - c) C.F.A. franc

5. You are preparing a trip to Gambia. What languages would you have to learn to communicate with the locals?
 - a) English, French, Mandinka and Jola
 - b) English, Wolof, Mandinka and Fula
 - c) Portuguese, Jola, Serahuli and Wolof

6. Which of these *is not* an administrative division (like a country or state) in Gambia ?
 - a) Central River
 - b) North Bank
 - c) South Bank

7. You want to catch some of the local holidays in your trip to Gambia. When is Gambia's Independence Day celebrated?
 - a) 18 February
 - b) 11 March
 - c) 14 April

8. If you wanted to buy a house in Gambia, what would you put as the internet country code while trying to locate on online?
 - a) .gb
 - b) .gm
 - c) .ga

9. What is the total area (land and water) of The Gambia?
 - a) 12,400 sq km
 - b) 11,300 sq km
 - c) 10,130 sq km

10. Hard one to finish. You want to see some sights, so you ask a local for some ideas. He says you should go see the highest point in The Gambia. How high is the highest point in The Gambia, and what is it called?
 - a) 119 m tall. Sukuta
 - b) 61 m tall. Bully Hill
 - d) 53 m tall. Unnamed

China & India quiz

1. What kind of food is "chapatti"?
 - a) bread
 - b) a red vegetable
 - c) a small fish

2. What is "mah-jong"?
 - a) a bike
 - b) a game
 - c) a poem

3. "Yang ch'in" is...
 - a) a musical instrument
 - b) a religious leader
 - c) the rising sun

4. "Ginseng", a kind of Chinese herb with tonic properties has....flowers
 - a) red
 - b) yellow
 - c) greenish

5. "San" is a traditional garment worn by... women
 - a) Muslim
 - b) Indian
 - c) Chinese and Japanese

6. A "sitar" is...
 - a) a book of prayers
 - b) a musical instrument
 - c) an alcoholic drink

7. The river sacred by the Hindus in the north of India is...
 - a) Ganges
 - b) Bangladesh
 - c) Brahmaputra

8. The currency in China is...
 - a) yen
 - b) yuan
 - c) rupee

9. The official language all over China is...
 - a) Mandarin
 - b) Cantonese
 - c) Fu Manchu

10. Which of the following British sports is very popular in India?
 - a) croquet
 - b) baseball
 - c) cricket

South America large quiz

- 1) The place-name Argentina means land of...
 - a) silver
 - b) lakes and rivers
 - c) wheat
- 2) Some 85 per cent of the people of Argentina are of ... origin
 - a) Indian and mulatto
 - b) European
 - c) Muslim and Jewish
- 3) The Galapagos Islands, visited by Charles Darwin in 1835, are off the coast of...
 - a) Ecuador
 - b) Chile
 - c) Peru
- 4) Easter Island, famous for its "moai", has belonged to Chile since 1888. Its Polynesian name is...
 - a) Aloha Aloha
 - b) Rapa Nui
 - c) Atahualpa Capac
- 5) Simón Bolívar and José de Sant Martín were great...
 - a) *conquistadores* like Pizarro or Valdivia
 - b) liberators of the South American countries from Spanish rule
 - c) missionaries of the Catholic Church
- 6) The mythical silver-mining town of Potosi is in ..
 - a) Bolivia
 - b) Paraguay
 - c) Brazil
- 7) Guanaco, vicuña and alpaca are animals kept for their fine woolly hair. They are related to...
 - a) pumas
 - b) araucanas
 - c) llamas
- 8) Quechua, Aymara and Guarani are ...
 - a) native languages
 - b) plants from the rainforests
 - c) tributary rivers to the Amazon
- 9) "Meninos da rua" in Brazil are homeless...
 - a) old people
 - b) street kids
 - c) gold-seekers
- 10) The name of the Brazilian president is...
 - a) Lula
 - b) Favela
 - c) Sambeira

- 11) The Spanish name for the Falkland Islands, largely inhabited by penguins, is...
 - a) Malvinas
 - b) Gallinas
 - c) Halcón Emperador

- 12) An important ethnic group in Brazil of European stock is...
 - a) German (3%)
 - b) Italian (20%)
 - c) Galicians (55%)

- 13) Former President Alberto Fujimori comes from a minority ethnic group in Peru, ...
 - a) Filipino
 - b) South Korean
 - c) Japanese

- 14) The grassy plains supporting cattle and sheep in Argentina and Uruguay are called...
 - a) patagonias
 - b) bambas
 - c) pampas

- 15) accounts for half of the exports in Colombia
 - a) mineral water
 - b) canned fish
 - c) coffee

- 16) The Venezuelan economy is dominated by state-owned...
 - a) coca plantations
 - b) oil production
 - c) Miss Beauty contests

- 17) The Atacama Desert, one of the driest places on the earth, is in ...
 - a) Panama
 - b) Paraguay
 - c) Chile

- 18) Gue Chevara, the legendary guerrilla leader born in Argentina, played a significant role in the revolution (1956-1959)
 - a) Cuban
 - b) Jamaican
 - c) Peruvian

- 19) What do Gabriel García Márquez and Paulo Coelho have in common?
 - a) They are very successful writers
 - b) They are Nobel Prize winners for Economy
 - c) They are freedom fighters for the Indian rights

- 20) Argentina is being given the funny nickname 'Argenchina' because...
 - a) it is one of the leading producers of china (porcelain) in the world
 - b) China tea is replacing *maté* as a national drink
 - c) flocks of Chinese immigrants are growing more and more

Set the students into intercultural pairs. Ask them to design variations to the quizzes above (Spain & Morocco quiz, Gambia & China quiz, Catalonia & India quiz, South

America & Asia quiz...). Half of the items can be borrowed from the national quizzes in the cards before. The items for the second half must be thought of by these international quizzers. They can use handy encyclopedias and dictionaries to complete their research.

CARDS FOR CULTURAL AWARENESS

Card # 21 "The importance of local knowledge"

Show the students samples of ads from *National Geographic* magazine that stress the importance of cultural similarities, differences and contrasts. Examples:

- a wedding ring goes in the bride's left foot in India, in the left hand in Hong Kong.
- a locust or grasshopper is a pest in the USA, a pet in China, an appetiser in Northern Thailand.
- the "macché" hand gesture in Italy means "be patient" in Egypt and "that's just perfect" in Greece.
- a cup of tea (teacup) has different shapes in the UK, China or Turkey.
- welcome greetings with your hands are different in Asian countries.
- milk teeth are taken by the Tooth Mouse in Mexico, collected by the Tooth Fairy in the UK, but they are thrown onto a roof in Japan.
- gifts to a newborn are not the same in the UK, China or Turkey.
- there is a piece of cheese in a mousetrap in the USA, a small dried fish in Malaysia
- lucky or unlucky numbers are not the same in China, Japan or the USA.



Set the students in intercultural pairs. Let them talk about this issue freely for about five or ten minutes until they find a cultural item they share / they don't share in common. Ask them to make an artistic explanation (like in *National Geographic*) on a stiff sheet of paper. Collect these sheets and display them on a billboard.

Card # 22 "Stereotypes in comics"

Are Catalan people really as tightfisted as the Scottish people are said to be? Are Latin Americans lazy? Are Chinese cunning and cruel? Are the black African people silly and gullible? Are Americans vain and boastful?...

Make groups of students who share the same likes for iconic heroes: Mafalda, Mortadelo & Filemón, Lucky Luke, Asterix, Tintin, Massagran... Let one foreign student get into these groups. Ask them to scan a number of comics of their kind and find examples of cultural stereotypes, clichés and racial prejudices. This job can be done outdoors. Each group must report to the class. It does not matter the language in which the comic book is published (Asterix, Tintin and Lucky Luke are easily available in English).

A couple of tips: *Tintin and the Blue Lotus*, *Tintin in Congo*, *En Massagran i els negrers*, *Aventures encara més extraordinàries d'en Massagran*. The Tintin stories are also available in DVD. It could be a neat idea to select some tracks that show cultural stereotypes and provide a good listening task at the same time.



He's alive!

That's better, eh? You almost swallowed half the river!... What's your name?... I'm Tintin...

I am Chang Chong-chen... But... why did you save my life?

I thought all white devils were wicked, like those who killed my grandfather and grandmother long ago. During the War of Righteous and Harmonious Fists, my father said.

The Boxer Rebellion, yes.

But Chang, all white men aren't wicked. You see, different peoples don't know enough about each other. Lots of Europeans still believe...

...that all Chinese are cunning and cruel and wear pig-tails, are always inventing tortures, and eating rotten eggs and swallows' nests...

The same stupid Europeans are quite convinced that all Chinese have tiny feet, and even now little Chinese girls suffer agonies with bandages...

...designed to prevent their feet developing normally. They're even convinced that Chinese rivers are full of unwanted babies, thrown in when they are born.

So you see Chang, that's what lots of people believe about China!

They must be crazy people in your country!!

Meanwhile...

I have news for you, General, about Tintin...

You know where he is?

L'engrama el matí...

Vaja, ja hi ha baralles!

Renoi! Quin combat!

Alto!

És que m'ha pispat el barret de palla tau m'aco!

No, és ell qui m'ha robat!

Qui diu la veritat?

Ah! Us baralleu per un barret de palla? Ja us posaré d'acord... Aquí ho teniu!

Ja el tenim feut de Sallouó!

El sinyó blanc es molt just! Ha donat mig barret a cadascú!

I aquí, que passa, ara?

Card # 23 "Exchanging postcards"

Collect postcards from all around the world. Each student should bring into the classroom a couple of them (postcards they were sent to, postcards they sent to relatives or friends, postcards they can make on their own from pictures in old magazines...).

Make sure the pick includes enough postcards of popular places in Catalonia and regional Spain as well as of the countries of the foreign students in the class. Let the students seat in pairs of their choice. They can talk freely about the places shown on their postcards

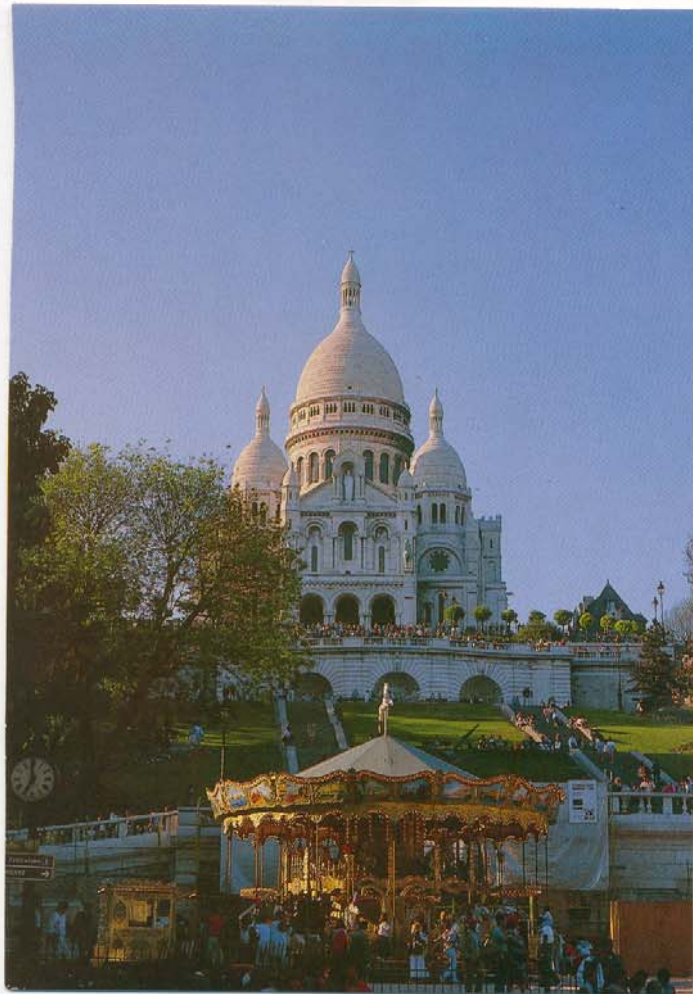
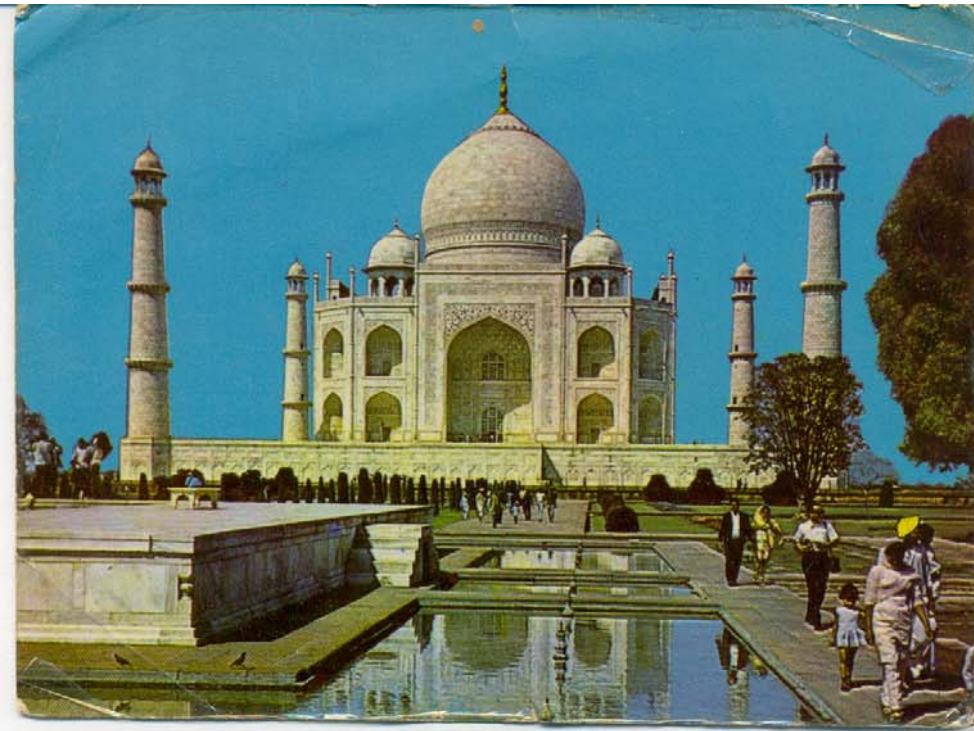
What is this?
Where is this?
.....

After five minutes ask the students to place their postcards onto the teacher's table in some particular boxes (America / Africa / Spain / Asia / Oceania / Europe / islands...). The teacher improvises general knowledge questions while putting up each postcard:

- Where is Avenida 9 de Julio?
- Is this a pagoda or a mosque?
- Who built this temple? (Sagrada Família)
- Where is Hollywood?
- How old is the Acropolis in Athens?
- Where is Puerta del Sol?
- Which city in Turkey lies between two continents?
- Name another two Spanish islands like the one in the postcard
- Where does the Road to Santiago lead to?
- How do you say "Records des de Londres"?
- Are there rainforests in Hawaii?
- Which is the most beautiful building in Agra, India?
- What is the **Golem** according to a Jewish legend in Prague (Praha)?
- Which is the highest tower in Paris?
- Where is the Great Wall?
- Is surfing a popular sea sport in Australia?
- What is the most famous mountain range in Canada called?
- Is this the Taj Mahal (actually showing La Basilique du Sacré-Coeur in Paris)?
- Miss Liberty stands on a small island in the Big Apple. What city is this?

In a second round let the students themselves present the postcards of multicultural interest for the class. They can be shown on an opaque projector.

- This is a souk in Marrakesh. A souk is a market-place.
- This is the monastery of Santa Maria in Ripoll. It is the cradle of Catalan culture.
- This is the Golden Temple in Amritsar, a holy city for the Sikh. It stands by a lake.
- This is Avenida 9 de Julio, one of the busiest in Buenos Aires, my hometown.



Card # 24 "Stamp detectives"

Collect a selection of postage stamps issued by the target country. Sets of stamps (cancelled or in mint condition) can be bought in stamp shops or hobby shops. The students can also bring items from their own collections. Make sure there is enough stuff for the following sets:

- USA
- Spain
- Other backgrounds the foreign students in the class belong to

Introduce the activity: *"Today you will have a chance to be detectives. I'm going to give each of you some stamps from the United States. Pretend you know nothing at all about the country and that you have only these stamps to tell you about it. Try to find out as much as you can about the US: what it is like, what the people are like, how they live; famous Americans, famous places..."*

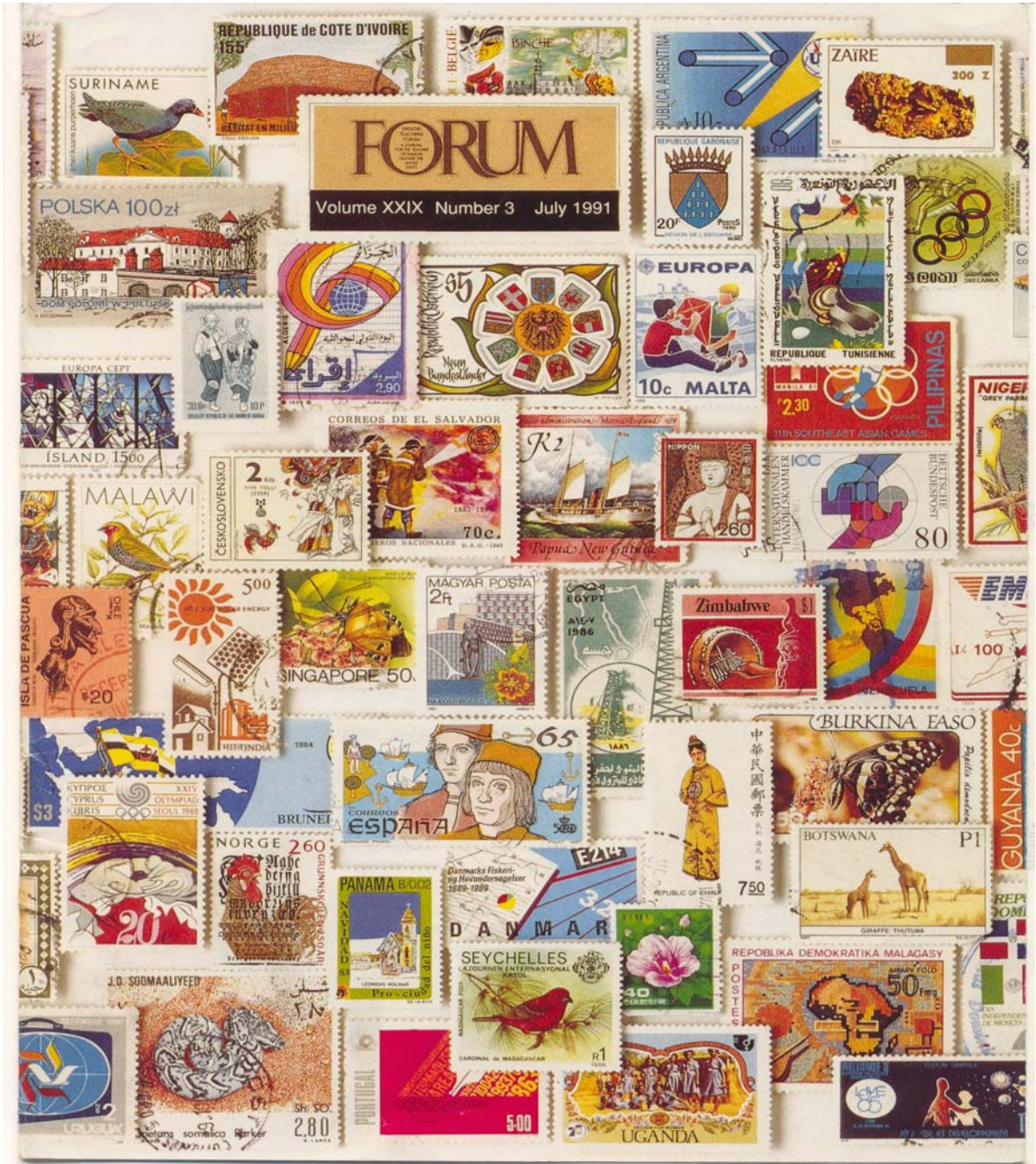
Distribute the USA stamps, giving four or five to each student. They are allowed 20 minutes to look at their stamps and to list as many clues as they can find. They can work individually or in pairs. Finally they take turns to report what they have found out to the class

- ✓ Samuel F. Langley was an aviation pioneer
- ✓ In the 1880s people travelled in omnibus
- ✓ *The Adventures of Huckleberry Finn* is a classical book
- ✓ Knute Rockne was a legendary football star

Follow-up. Put the students into intercultural pairs. Distribute some 'Spain' stamps and some of the other partner's country (Morocco, Senegal, Brazil, India...). Each pair exchanges clues and information. After a limited time, those pairs take also turns to report: the foreign students about Spain, the national students about their partners' homelands.

Remarks: encyclopedias can be time-wasting tools for the detectives. Handy dictionaries and a magnifying glass can be far more useful.

[adapted from *Cultural Awareness*, pp. 52-3]



Card # 25 "Funny photos in the press"

Ask the students to pick out funny pictures from newspapers and magazines. These photos must be bearers of multicultural information: customs, traditions, racial prejudices, stereotypes... It can be worthwhile reading the footnotes under the photos .

Examples:

- Two Russian males kissing on the mouth
- An Arabian sheik dressed in traditional white garments and a trimmed beard
- Princess Lalla Salma (king Mohamed VI's wife) wearing Western style
- Queen Rania of Jordan not wearing a chador to cover her head.
- The Osborne bull by some Spanish national roads
- Silvio Berlusconi's joking with a "cornutto" hand gesture
- A black African hunter in traditional clothes holding a spear and a mobile phone
- "Catalán el último" (a banner in a popular race in Madrid)
- A wealthy American wearing a Texan hat
- Germans eating sausages at a beer party (Oktoberfest)
- An African woman carrying a baby strapped to her chest / back
- George W. Bush swearing his office on the Bible
- A Spanish pop star (Alejandro Sanz) doing a "well done" thumb gesture

Good and funny cultural insights can be found in institutional adverts

DO YOU KNOW IN WHAT COUNTRY PEOPLE CALCULATE
EVEN WHILE DANCING?

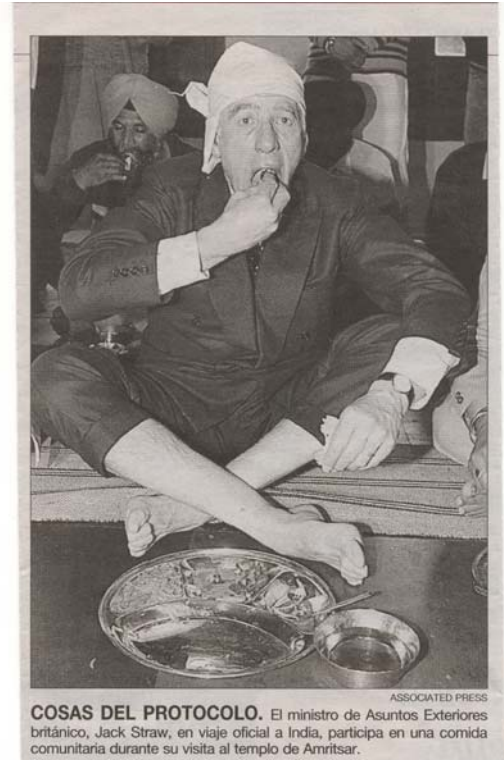
IN CATALONIA, OF COURSE!

Discuss the information behind these photographs. Are they really facts or stereotypes? Are traditions changing in those countries?

It is a tradition in Africa for a woman to strap her baby to her body.
This comes from the need to take care of it while working in the fields.
But in Europe they can also carry their baby in a pram.

The king of Morocco's wife cannot be a queen. That does not happen in Jordan, which is also a Muslim country with a Hashemite background unlike Morocco's, which is Allauite. But in these two countries women can wear in Western fashion. The king of Morocco's wife can now be seen in public, which did not happen before.

A "well done" thumb can be rude in some cultures just like the OK sign rounding two fingers.



COSAS DEL PROTOCOLO. El ministro de Asuntos Exteriores británico, Jack Straw, en viaje oficial a India, participa en una comida comunitaria durante su visita al templo de Amritsar.

Card # 26 "Exchanging horoscopes"

Work with a Chinese partner. Tell her / him about the twelve signs of the zodiac, the classical name and the plain name in English, as well as the birth periods they are supposed to govern

Aries, the Ram	21 March
Taurus, the Bull	20 April
Gemini, the Twins	21 May
Cancer, the Crab	21 June
Leo, the Lion	23 July
Virgo, the Virgin	23 August
Libra, the Balance	23 September
Scorpio, the Scorpion	23 October
Sagittarius, the Archer	22 November
Capricorn, the Goat	22 December
Aquarius, the Water-Carrier	20 January
Pisces, the Fishes	19 February

What is your Chinese partner's sign? What are people of that sign like? Read from a national newspaper her / his horoscope for the current week. Translate those horoscope lines into English.

Ask your Chinese partner to tell you about the Chinese calendar, which names each of the twelve years after an animal. The Chinese believe the animal ruling the year in which a person is born leaves a deep influence on personality. They say, "This is the animal that hides in your heart".

You can find in the table below which animal you are only if your birthday falls before 20 January or after 20 February. If your birthday is before 20 January your animal is the one corresponding to the year before your birth. If your birthday falls between 20 January and 20 February, you'll need to know when (on what day) the Chinese New Year began the year of your birth.

Rat	1900	1912	1924	1936	1948	1960	1972	1984	1996
Ox	1901	1913	1925	1937	1949	1961	1973	1985	1997
Tiger	1902	1914	1926	1938	1950	1962	1974	1986	1998
Rabbit	1903	1915	1927	1939	1951	1963	1975	1987	1999
Dragon	1904	1916	1928	1940	1952	1964	1976	1988	2000
Snake	1905	1917	1929	1941	1953	1965	1977	1989	2001
Horse	1906	1918	1930	1942	1954	1966	1978	1990	2002
Sheep	1907	1919	1931	1943	1955	1967	1979	1991	2003
Monkey	1908	1920	1932	1944	1956	1968	1980	1992	2004
Rooster	1909	1921	1933	1945	1957	1969	1981	1993	2005
Dog	1910	1922	1934	1946	1958	1970	1982	1994	2006
Boar	1911	1923	1935	1947	1959	1971	1983	1995	2007

What personality features are attributed to these animals? Compare them with the signs of the zodiac. You can make funny comparisons: 1 ESO students are....., because they were born in; 2 ESO students are.....because they were born in....., etc. You can also have a double personality profile, that of the year in which you were born (Chinese) and the one of your birthday (Zodiac). Which one do you like better?

There are many different folktales that explain the origin of the years being named after an animal. One of the legends tells that the Lord Buddha summoned all the animals to come to him before he departed from earth. Only twelve came to bid him farewell and as a reward he named a year after each one in the order they arrived.

Ask your Chinese partner to tell you her / his version of the folktale.

Card # 27 "Atlas"

The students are given blind maps of the USA and the UK. They are asked to fill them out with whatever cultural elements they can think of (objects, buildings, products, landscapes...), omitting ways of thinking or behaving. They must also be encouraged to draw as well as write.

Compare how the images of foreign perspective differ among cultural backgrounds. Try this activity again. Now the students are given blind maps of Spain and the countries of the leading immigrant groups in the class (Morocco, India, China, Argentina, Gambia...).

Discuss the dominant / most recurring elements for each set of map. In the case of the foreign students, compare the weak / strong / similar responses of

- newly arrived students
- students who have been living among us for more than two years

Has the extended residence in the Catalonia / Spain reduced or reinforced the stereotypical knowledge of these communities?

[adapted from *Language Learning in Intercultural Perspective*, p. 262]

Card # 28 "The power of grammar shades"

What value judgements are implicit in the following sentences?

"She's from India. She's good at maths"

"He's a well-dressed Moroccan"

"Although she's a black doctor she's very competent"

The choice of grammar categories can help reinforce or undermine stereotypical images. An intercultural oriented grammar lesson could focus on e.g. conjunctions from a sociocultural point of view. One can link "He's from Madrid" and "he's very nice" in a number of different ways:

"Although he's from Madrid he's very nice" (a prejudice against "madrileños")

"He's from Madrid and he's very nice" (neutral, unbiased view)

"Because he's from Madrid he's very nice" (biased and complimentary for "madrileños")

Devise sentences of your own from the three sets of words below. First they must show a national prejudice. Then try to fine-tune them into neutral and praising statements.

America (USA)	fashionable	and
England	conservative	however
Spain	hardworking	although
Scotland	lazy	so
Ireland	friendly	but
India	tolerant	because
China	self-confident	though (end of sentence)
Japan	shy	as well / too
Gambia	clean	
Mexico	dirty	
Morocco	cheerful (good-humoured)	
	patient	
	noisy	
	polite	

You may wish to start this grammar exercise with simpler categories, like negations or softening frequency adverbs:

“Dirty Turk!” → “He’s not a dirty Turk!”
“She’s Moroccan. She’s well-dressed” → “Women in Morocco are usually well-dressed”

[adapted from *Language Learning in Intercultural Perspective*, pp. 267, 273]

CARDS FOR COMPARATIVE SOCIAL LIFE & BEHAVIOUR

Card # 29 “Shopping habits”

The statements below give information about shopping habits in the UK and the US. Are these habits the same (S) or different (D) from the shopping habits of the people in your culture? Puck a tick (✓) in the appropriate boxes. If any of these habits are different, write brief notes explaining the differences.

In the UK and the US

In your culture

1 Adults do most of their own shopping for clothes

Notes

2 Mothers usually buy all the clothes

for the young children of the family

Notes

3 Teenagers usually choose their own clothes

Notes

4 Married couples usually shop for large items such as cars, furniture, and TV sets together

Notes

5 Shopping for groceries is usually done by going to the supermarket once a week

Notes

6 Shops do not close for lunch, and some stay open till 7.00 p.m. or later on certain days, especially in big cities

Notes

7 Department stores and grocery stores are open all day on Saturdays

Notes

8 In families, it is often the mother who does most of the food shopping

Notes

9 Many oven-ready (frozen or micro-wavable) items are available in supermarkets

Notes

10 Many people buy bread, cakes, biscuits, and pies in a supermarket rather than in a bakery

Notes

[from *Cultural Awareness*, pp. 75-6]

Card # 30 "Dating customs"

Divide the class into intercultural pairs. They discuss the customs listed in the task sheet below. If the custom is different, they make brief notes explaining the difference. Following the pair-work, volunteers take turns to report their answers.

DATING CUSTOMS

In the UK and the US

In your culture

1 Young men and women go to parties for clothes

S

D

Notes

2 In their mid-teens (around the ages of 14 or 15), boys and girls go on dates (to parties, dances, the cinema)

Notes

3 Parents very rarely choose dates for their children

Notes

4 Teenagers usually date people of their own age, but sometimes girls date boys who are two or three years older

Notes

5 A man often goes to collect his date at her home

Notes

- | | | |
|--|--------------------------|--------------------------|
| 6 Women may invite men to parties or other social events | <input type="checkbox"/> | <input type="checkbox"/> |
| | Notes | |
| | <hr/> <hr/> | |
| 7 Teenagers meet members of the opposite sex at school, parties, or other social events | <input type="checkbox"/> | <input type="checkbox"/> |
| | Notes | |
| | <hr/> <hr/> | |
| 8 Men and women sometimes share expenses on a date | <input type="checkbox"/> | <input type="checkbox"/> |
| | Notes | |
| | <hr/> <hr/> | |
| 9 Teenagers and young adults meet and choose their own dates | <input type="checkbox"/> | <input type="checkbox"/> |
| | Notes | |
| | <hr/> <hr/> | |
| 10 Men and women sometimes date people of different economic, ethnic, social, or religious backgrounds | <input type="checkbox"/> | <input type="checkbox"/> |
| | Notes | |
| | <hr/> <hr/> | |

[from *Cultural Awareness*, pp. 60-1]

Card # 31 "Marriage customs"

Engage yourself in this **Geo quiz** about commitment customs and celebrations around the world.

- 1) **Of Alabama, West Virginia, California, and New York**, which state prohibits marriage between first cousins?
- 2) **In Berber culture**, which internal organ is considered to be the embodiment of love?
- 3) **What color** is a traditional Chinese wedding dress? Why?

- 4) **Name the traditional circle dance** often performed at Jewish weddings.
- 5) **Suttee** refers to what Hindu practice illegal in India?
- 6) **What two countries** were the first to legalize same-sex marriages?
- 7) **In traditional Hopi culture**, how does a woman propose to a potential husband?
- 8) **What vows** do a bride and groom make during a Thai Buddhist wedding?
- 9) **Name the Greek** goddess of women and marriage.
- 10) **Which U.S. state** was last to remove language banning interracial marriage from its laws?
- 11) **Why is a Masai bride warned** not to look back when she leaves for her new husband's home?
- 12) **What does the symbolic marriage** of young girls to the Hindu god Vishnu prevent, according to the Newar people of Nepal?
- 13) **How many weddings** take place in Las Vegas, Nevada, each year?
- 14) **Name three ancient cultures** in which royal marriages between brothers and sisters were common practice.
- 15) **At what point** is marriage finalized for members of Africa's Ndzundza Ndebele tribe?
- 16) **Whose presence at a Catholic wedding** was required by the Council of Trent in 1563?
- 17) **What do brides in Greece** write on the soles of their wedding shoes?
- 18) **Who conducts** a Quaker wedding ceremony?

Answers

1. West Virginia
2. the liver
3. Red. It represents luck and happiness
4. the Hora
5. a widow's immolation on her husband's funeral pyre
6. The Netherlands in 2001 and Belgium in 2003
7. She bakes bread. If he accepts it, they're engaged
8. None
9. Hera
10. Alabama in 2000 (U.S. Supreme Court invalidated all state bans in 1967)
11. She is told she'll turn to stone
12. Stigma of widowhood or divorce
13. More than 100,000
14. Inca, Egyptian, and Hawaiian societies
15. With the birth of a child
16. Priest and witnesses
17. Names of unmarried friends: those that rub off will be next to marry
18. the bride and groom

[taken from *National Geographic*, February 2005]

Follow-ups

□ Can you add a few more items to this Geo quiz? Think about customs in your country (Spain, Senegal, India, Argentina...). For example:

Why do brides wear white in Spain and many other Western countries?

What is the bride price in some African societies?

Who pays the dowry in India?

□ Read about the experience of being mixed race (movie star Halle Berry and golf star Tiger Woods were kids from mixed races) in "Being Mixed Race" (*Club*, Mary Glasgow Magazines, January / February 2004), pp. 6-7.

□ Read and translate this poem by American poet Langston Hughes (1902-1967)

"Cross"

My old man's a white old man
And my old mother's black.
If I ever cursed my white old man
I take my curses back.

If ever I cursed my black old mother
And wished she were in hell,
I'm sorry for that evil wish
And now I wish her well.

My old man died in a fine big house,
My ma died in a shack.
I wonder where I'm gonna die,
Being neither white nor black? (1925)

Read the last verse again. How have things changed in the USA since 1925? Is it still a taboo to marry a black wife or husband? How about Spain?

Card # 32 "Social behaviour"

Explain to the students that they are going to work together in small groups to discuss the situations described on this task sheet. Ask them to write short notes about what happens in their country

UK / US

My country

1 When people are invited to a party, they often take a bottle of wine or even bottles of beer

2 When invited to a dinner party, people usually arrive within fifteen minutes of the appointed time

3 At an informal party, people don't wait

- to be introduced. They introduce themselves. _____
- 4 When people are being introduced, they try to make direct eye-contact with the other person. _____

- 5 After a formal introduction, people often use titles until they are invited to use first names _____

- 6 People shake hands when they meet other people for the first time, but not every time they see them after that. _____

- 7 Men and women friends may kiss each other on the cheek if they see each other after a long time, or even each time they meet. _____

- 8 People often try to start a conversation with someone they don't know by making a comment about the weather. _____

- 9 People may try to start a conversation by complimenting the other person. _____

- 10 During the 'farewell' stage of a conversation people will often move away from each other little by little and decrease eye-contact _____

Lead a short discussion focusing on the following questions:

- In which situations is behaviour in the UK or the US different from behaviour in your country?
- In which situation is it the same?
- What rules of behaviour would you borrow from the UK / US?
- What rules of behaviour in your country could be congenial for the UK / US citizens?

[from *Cultural Awareness*, pp. 101-2]

Card # 33 "Same or different ?"

Ask the students to take a sheet of paper and draw a line down the middle. At the top of the sheet on one side of the line they write the word **same**. On the other side, **different**.

Play a video sequence which contains sequences involving rituals (weddings, birthdays, funerals, courtroom scenes, cocktail parties..) of a target culture as well as aspects of everyday-routine behaviour

- Courtesy to women
- Degrees of politeness
- Eating habits
- Greetings
- Kissing, hand-shaking, gestures
- Leave-taking
- Loudness or quietness of the voice
- Seating arrangements in meetings / receptions
- Small talk
- Sniffing / coughing / sneezing / nose blowing, etc.
- Ways of giving instructions / orders
- Ways of indicating agreement
- Ways of opening / closing meetings
- Ways of beckoning / pointing
- Ways of standing / sitting

You can use selected DVD tracks of Spanish / Catalan / US / UK movies or soap operas. A few tips:

Todos los lunes al sol
El cor de la ciutat
Sleepless in Seattle
Four Weddings and a Funeral

The students work in intercultural pairs or groups of four. Their task is to find three things that are the same in their country as what they see in the video sequence, and three things that are different. The findings are reported to the class:

- ◆ “When Chinese people meet they shake hands or nod their heads. They don’t hug or kiss”
- ◆ “In China a bride does not wear white. She wears red, because it brings good luck”
- ◆ “When people in China talk to each other, we don’t look straight at the other person’s eyes”

[from *Cultural Awareness*, pp. 73, 103]

CARDS TO WEAVE YOUTH CULTURE TOGETHER

Card # 34 “Music”

Compare rap and bhangra music. How has rap changed the life of teenage Americans? How has it changed the clothes they wear (shoelaces untied, baseball

caps backwards...), the way they speak and their attitude to life? Has rap also changed the lives of their top performers?

Read "Rap Style" in *Club* (Mary Glasgow Publications, October 2004), pp. 7-9.

What influences of the rap (hip-hop) culture are shared by the European youngsters?

Now read this article about bhangra music

Bhangra Music

The influence of Indian and Pakistan cultures is everywhere in India. The latest fashions on the catwalks have an Eastern look, and Prince Charles has named chicken tikka masala as Britain's national culinary food. Now British music fans are listening to *bhangra* -traditional dance music from the Punjab region of India and Pakistan. Musicians have combined bhangra with rap, reggae, hip-hop and pop to create a hot new sound. While this form of music has been popular with young British Asians since the early 1980s, more and more people in the general public are getting into it these days. Big-name performers like Craig David and Missy Elliot have recently recorded bhangra songs on their albums.

The main instrument in *bhangra* is the *dhol*, a kind of drum. Because of its high-energy rhythm, bhangra is very popular at dance parties and weddings. The words of bhangra songs are usually in Punjabi, though some musicians record in English as well. Many of the bhangra musicians are Britons whose parents are immigrants. Some of them do not even speak Punjabi but have learned a little in order to perform in the original language.

Young British Asians are excited by the combination of bhangra and modern dance rhythms, and they are happy that the music is now attracting a wider audience. As one fan said, "Bhangra's been at our parties and our weddings for all our lives. Now it's great that everyone can appreciate it!". Critics, though, say that bhangra shouldn't be performed with electric instruments -they believe that bhangra musicians should use only the original instruments in order to preserve the Punjabi culture. But whatever the critics say, it doesn't seem to stop the bhangra fans from buying CDs.

(from *Valid* for Bachillerato 1, Burlington Books)

Talk about bhangra with a Punjabi classmate.

- What are these songs about?
- Are the lyrics subversive or irreverent?
- Like Justin Timberlake or Eminem, who are white and have been accepted by the black rap culture, are there any white performers of bhangra?
- How different is Malkit Singh -the king of bhangra- from other performers?
- Why isn't bhangra performed with musical instruments?

- Has bhangra changed fashion or other aspects of the lifestyle of teenagers in Punjab, India or Great Britain?

You may wish to compare other samples of ethnical music as a source of cultural change: “rai” in Northern Africa (see activity suggested in the pack following Song # 24, “Rock the Casbah”, in the *Pop Songs* chapter of the study), Fela Anikulapo-Kuti in Nigeria (see *Batonga, la revista de las músicas del mundo*, enero de 2005).

Card # 35 “Cinema detectives”

Work in intercultural pairs. Collect from national newspapers big-sized ads (otherwise you might need a magnifying glass) of movies showing at the moment. Find clues (director, actors, producer, original title...) so that you can place that cluster of ads (about 20) in one of these boxes

Hollywood
Movies

Alien
(non Hollywood)
movies

Discuss with your partner the ‘Alien movies’. What movie titles come from Spain, France, China, Japan, South Korea, India? What do you know about the actors and the film-makers?

Look at the original movie title and its translation. What translations are fair (literal), what translations are free? Examples:

<u><i>Largo domingo de noviazgo</i> (dir. Jean-Pierre Jeunet)</u> A Very Long Engagement	free
<u><i>Old Boy</i> (dir. Park Chan-Wook)</u> <i>Tsuchiya Garon Minegishi Nobuaki</i>	probably free (South Korean film)
<u><i>Doble visión</i> (dir. Chen Kuo Fu)</u> <i>Double Vision</i>	fair

It must be noticed that quite a few alien films bear an original English title, ranging from Chinese (*Happy Together* by Wong Kar-Wai) to Catalan (*Darkness* by Jaume Balagoró). Some Hollywood movies do not change their title when showing abroad (*Million Dollar Baby*, *Ocean’s Twelve*...)

What Catalan / Spanish movie stories would you recommend to your foreign partner? Why?

- ❖ I think *Mar adentro* (Sea Inside) is great but a bit sad. It’s about a man who has been lying still in bed for 30 years because of a diving accident. He wants somebody to help him die.

- ◆ What about *Amor idiota*?
- ❖ I haven't seen it, but my dad says there are a lot of sex scenes.

Card # 36 "My kind of TV films"

Work in intercultural pairs. Look at the TV films showing Saturday through Friday of a particular week (for example in *TVMania*, *La Vanguardia* mag published on Saturdays). Read the reviews quickly and place at least 30 titles under these themes

war	Terror	adventure	drama	western	thriller	comedy
melodrama	historical background	science fiction	disaster	romance	action	biography

Look at the original titles again. What translations are fair / free / do not change?

If you are working with a partner from the Far East (India, Pakistan, China) or Latin America (Argentina in particular) track one film from those countries that sounds interesting, which is worth watching out for and recording. Make arrangements about where and when you'll watch the videotape

*Where shall we see Luna de Avellaneda? In my house or in your house?
Is this Friday afternoon fine?*

Discuss these selected films with your partner. Take a few notes about the social background and language (Spanish in Argentina). In a next week lesson report briefly to the class what you learnt

I know some funny Spanish words from Argentina: "boludo" means 'silly',
"mango" means 'money'. A "departamento" is an 'apartment'.

Card # 37 Role-play "West meets East. East meets West"

Work with a partner from India. What do you know about Bollywood and its icon stars? What does your partner know about the new Spanish cinema? Do you know who Shah Ruck Khan is? (his Indian fans believe he is God, who has incarnated Himself on Earth). Does the name Mira Nair (it rhymes with 'fire') ring in your ears? Does your partner know who Javier Bardem and Alejandro Amenábar are?

Here are a few facts about Bollywood:

India's film industry --often referred to as Bollywood since many of the movies are made in Mumbai, formerly known as Bombay—is the biggest in the world, producing more films and drawing a larger audience than Hollywood. The United States produced 600 films in 2003, while India produced 1,100 the same year, a third of them in Hindi, India's official language. And Indian films draw a global audience estimated at 3.6 billion annually, a billion more than Hollywood.

Bollywood has become a globally recognized brand; like Darjeeling tea or the Taj Mahal, it has become an emblem of India. Its films are popular in the Middle East, Central Asia, Africa, Latin America -and now the U.S and Europe, where immigrants from Bollywood-loving countries make up most of the audiences and provide more than 60 percent of overseas revenues. With the recent buzz surrounding Bollywood-inspired films like *Bride and Prejudice* and *Monsoon Wedding*, and the nomination of one -*Lagaan*- for a 2001 Oscar, even Hollywood is starting to take notice of its rival.

[from "Inside Bollywood", *National Geographic*, February 2005, p. 57]

- Working with an Indian male partner, play the roles of Shah Ruck Khan and Javier Bardem. They are making a film about an Indian emigrant who lives in Barcelona working as a DJ in a famous disco. They are taking about the screenplay, and also about their professional careers and the Spanish and Bollywood cinemas. Write the dialogues first, do some rehearsal before acting out in and for the class.
- Working with an Indian female partner, play the roles of Mira Nair and Alejandro Amenábar. They are making a film together, co-directing *Come Here (Ven aquí / Idhar Aao)*, the story of a Spanish mother who looks for her only son in an ashram in India. They also talk about their professional careers and their plans for the future.

In both dramatizations it is important that the actors look as much as they can (clothes, hair style...) as the characters they are playing. You can find photographs and plenty of reading stuff in the following articles:

- ◆ "Mira Nair: From Bombay to Mississippi", *The Unesco Courier* (November 1998), pp. 46-49.
- ◆ "2005 Alejandro Amenábar Spanish Eye", *Newsweek* (December 27 / January 3, 2005), pp. 68-70.

- ◆ “A Force of Nature. Mira Nair”, *Time* (January 24, 2005), pp. 60-62.
- ◆ “Javier Bardem. The Sea Inside”, *Time* (January 31, 2005), pp. 64-65.
- ◆ “Inside Bollywood”, *National Geographic* (February 2005), pp. 52-69.

Card # 38 “Face to face. Sports Q & A”
--

□ Read this imaginary / partly real interview (some of the last Q&A are borrowed from *Time* magazine, September 27, 2004, p. 74) between NBA t/all stars Paul Gasol and Yao Ming.

PG: When did you come to the USA?

YM: When I was chosen in the first place of the draft in 2002

PG: What was your team in China?

YM: Shanghai Sharks

PG: How did you become interested in basketball?

YM: My parents also played basketball. They encouraged me to play, but I didn't like it very much. Then the Chinese authorities forced me to play because I was very tall.

PG: When did you first play for the Chinese National Team?

YM: When I was 18. That was in 1998. Then at the 2000 Olympic Games I played against the US Dream team.

PG: That was when many US basketball coaches wanted you on their teams?

YM: That's right.

PG: Why do people call you “The Little Giant”?

YM: I guess this funny nickname comes from the fact I'm only 2.26 m. tall

PG: Did you earn a lot of money in China?

YM: I made 20,000 dollars every season. At the Houston Rockets the salary scrapes the sky: 4.4 million dollars a year.

PG: What do you miss about your life in China?

YM: Spending time with my friends and going to internet cafes to play video games.

PG: Are you relieved Shaquille O'Neal, now with the Miami Heat, is in another conference now?

YM: Yes.

PG: Has playing in the U.S. changed your personality?

YM: It has fertilized my growth as a person. The competitiveness of the NBA brings out more emotion in me, and I'm more willing to display that emotion now.

PG: Why did U.S. basketball team play so badly at the Olympics?

YM: It's a lack of understanding of international basketball, the rules, the players. Team China has the same problem.

PG: What's the biggest misconception Americans have about China?

YM: I don't know, but the Chinese seem to know more about Americans than the other way around.

PG: Would you ever want to be a U.S. citizen?

YM: Not right now. Because of the terrorism thing, it's safer to be a Chinese citizen. I still feel very Chinese. This is my country. Besides, basketball is an international language.

PG: Are there any talented players in China now that may also become NBA stars like you?

YM: Sure. There's another center forward Yi Jianlin. He is 16 years old and is 2.12 m.

Then there's a promising playmaker Liu Wei, another forward Zhang Fangyu.
 PG: **Thank you for your time for this interview.** *Xièxièni.*
 YM: Graaaciness ah tuu.

"Reyes Estévez talks to Hicham el Guerrouj".

Here are some prompts and factfiles about Hicham el Guerrouj. Use them to write the interview.

- ✓ Born in Berkane, a seaside town in Morocco, on 14 September 1974
- ✓ Played football first but was too short to be a goalkeeper
- ✓ Started running at the age of 15. His idol, Said Aouita
- ✓ Bronze medal in Seoul 1992 (junior)
- ✓ World-record holder of 1500 race (Athens 1997, Seville 1999, Edmonton 2001, Paris 2000)
- ✓ Gold winner in Athens 2004 in the 1500 and 5000 metre race
- ✓ Awarded the Uissam Al Arch rank by king Muhammad VI of Morocco
- ✓ Príncipe de Asturias Award for Sport 2004
- ✓ Unicef Goodwill Ambassador. Gave 50,000 euros to build schools in the south of his country
- ✓ Deep follower of Muslim religion

What he thinks of himself

"I have a godlike gift for running"
 "I'm a missionary of athletics"

What Reyes Estévez thinks of Hicham el Guerrouj

"He's a noble person, very kind. Success has not made him a vain person"
 "He's very competitive"
 "I look up to him"

Spanish chess champ Paco Vallejo talks to Viswanathan Anand, a national hero in India, the second best player in the world. Paco wants to know about the origin of this board game. Match the black with the white shapes:

- | | |
|--|--|
| <ul style="list-style-type: none"> ◆ When did the Hindus begin chess in India? ◆ What did they call it? ◆ Was it a game for two players? ◆ What did it symbolize? ◆ What did the pieces look like? ◆ Where did the Indians take the game to? | <ul style="list-style-type: none"> <input type="checkbox"/> Chaturanga <input type="checkbox"/> elephants, horses, chariots, soldiers <input type="checkbox"/> for four players <input type="checkbox"/> a long time before the sixth century <input type="checkbox"/> to Persia <input type="checkbox"/> a battle between Indian armies |
|--|--|

□ Find about other remarkable sportsmen / sportswomen in Asia, Africa and Central and South America. Devise peer interviews (with a Spanish counterpart) that sound attractive and interesting. You can collect all the interviews (with photos) in a class album.

CARDS FOR CONTRAST OF CULTURAL IDENTITY

Card # 39 "Chanting national songs at school?"

Read this news headline and the main point of the story

Els escolars de França aprendran "La Marsellesa"

Un diputat considera l'himne un símbol davant la immigració

[...]

"L'ensenyament de *La Marsellesa* a l'escola contribueix a respondre al repte de l'assimilació de les poblacions exteriors vingudes al territori nacional", va assenyalar el diputat.

El Periódico, 20.02.05

Do you think learning and singing national songs or anthems at school can help integrate or discriminate foreign newcomers? Discuss it in the class.

Just for sheer cultural interest collect a number of 'patriotic' Catalan folksongs. Read and write down the main stanza and sing out the tune:

“L'emigrant”

Dolça Catalunya,
pàtria del meu cor,
quan de tu s'allunya
d'enyorança es mor.

(Jacint Verdaguer)

“El cant de la senyera”

Al damunt dels nostres cants
aixequem una senyera
que els farà més triomfants.

(Joan Maragall)

“El cant del poble”

Glòria, catalans, cantem!
Cantem amb l'ànima!
Un crit i una sola veu,
Visca la pàtria!

(Josep Maria de Sagarra)

“La Santa Espina”

Som i serem gent catalana
Tant si es vol com si no es vol,
Que no hi ha terra més ufana
Sota la capa del so!

(Ángel Guimerà)

“Els segadors”

Catalunya, triomfant
Tornarà a ser rica i plena!
Endarrera aquest gent
Tan ufana i tan superba!

Bon cop de falç!
Bon cop de falç, defensors de la terra !
Bon cop

(from an original folksong from the 17th century)

Translate into English the stanza:

- a) with the most chauvinistic words
- b) with the saddest, most nostalgic words

Read and listen to the whole text of “L'emigrant” (lyrics by Jacint Verdaguer, music by Amadeu Vives). This song should be a reminder that Catalonia has also been a land of emigrants.

Check from this list the things that Catalan emigrant misses most far away from his fatherland:

- ✓ valleys
food
- ✓ mountains and hills
- ✓ rivers
- ✓ woods
the wind
the sea
- ✓ the birds

- ✓ the climate
- ✓ the sky
- the plants
- ✓ cities
- ✓ his family
- wild animals
- school friends

Do some research about emigration in Catalonia suggested by that song:

- In what ages did Catalans have to leave their homes for lands with better job chances?
- Where did they go? How did they go there? Did they settle for long?
- What is an “indià”? And an “americano”?

Try to get into a foreign newcomer’s skin. Talk to one of them. How does he / she feel far away from home, his / her friends? What things or places does he / she miss most? Write a short checklist.

You may wish to carry on with this empathetic activity by considering the mass migration of other Spanish peoples to Catalonia and some European countries in the 1950s and 1960s. You can also collect and study a large pack of emotional emigrant / immigrant songs in Spanish from that time.

Card # 40 “Making friends at the table. Food”

“Der Mensch ist, was er isst”
 -Man is what he eats-
 (Ludwig Feuerbach, 1804-1872)

Make your free interpretation of the quote above. What kind of cultural information can we get from the food people in one particular country eat? Do the following quiz to find out some suggestions

A multicultural food quiz
True or false?

- ___ In Muslim countries it has been traditional to eat using only the right hand
- ___ In Arab countries, men often prepare the coffee
- ___ Noodles, a Chinese invention, were eaten only by the poor until about 1500
- ___ Boiling, steaming and stir-frying are not common cooking methods in China
- ___ Trade in spices enriched the Arab world which joins Europe to Africa and Asia
- ___ The Spanish learned about potatoes from the Indians in North America
- ___ African dishes often consist of a bulk food (yam) or a cereal (rice, sorghum)
- ___ Most cooking in Africa is over an open wood fire
- ___ Rice has been the staple food in Asia only since the British introduced it in 1810
- ___ In India, food and religion *are not* closely connected

Do you think there is a kind of close relationship between the food we eat and our looks? Are people in industrialized countries more obese and unhealthy because of the food they eat? Here is a fact: these people eat between six and seven kilograms of food additives every year.

Rice vs potatoes

Work with an intercultural partner. Talk about rice (the traditional staple food in Africa and Asia) and potatoes (the staple food in America and Europe). Exchange these sets of warming (not boiling) questions:

- ◆ Do you eat rice? Do you like rice?
- ◆ How often do you eat rice?
- ◆ Is there a special rice dish from your country?
What other ingredients are in it?
Do you know how to make it?

- Do you eat potatoes? Do you like them?
- How often do you eat potatoes?
- Is there a special potato dish from your country?
What other ingredients are in it?
Do you know how to make it?

Teach each other how to make a “rice dish”. A few international tips: *yaki onigiri* (rice balls), *mifan* (boiled rice), *arroz com feijao* (rice and beans), rice banana cake, *pilaf* rice, fried rice, *risotto alla Milanese*...

How different is the cooking and presentation of Chinese *mifan* from “arròs bullit”? Try a bowl of rice with chopsticks together.

Talk about different ways to cook potatoes: boiled, stewed, fried, grilled...

- What do you know about “fish and chips”?
- What are French fries?
- What are potato crips?
- What are “patates a la brava”? What about “patates rosses”?

Make a “tortilla de patatas” together. This Spanish omelette recipe is easy to cook. It can be eaten hot or cold. Some people prefer to make it without onions. Ingredients:

- 2 medium-sized potatoes, peeled and thinly sliced
- 2 eggs
- 1 onion, chopped
- some olive oil
- salt

Cake parties

Organize a light cooking contest in which all the class students can participate. Make monocultural groups of three. Each group is to make:

A sweet dessert
 A cake
 Some tea

At an arranged time display all the food at the school canteen. Each student must try a piece of it and vote on the best dessert, cake and tea. Make sure there is plenty of choice: Moroccan orange salad, Chinese fruit salad, *naryal ladu* (coconut with cardamom), etc.

School food

Recently arrived students may find it useful to translate the weekly / monthly school menus into their own language or English as a learning activity. National students can help them to do this job

IES Les Cols				
Curs 2004-2005				
Menú setmana 7-11 febrer				
<i>Dilluns</i>	<i>Dimarts</i>	<i>Dimecres</i>	<i>Dijous</i>	<i>Divendres</i>
llenties	arròs a la cubana	X	amanida pasta	mongeta i patata
llonça porc	lluç a la planxa	X	vedella estofada	botifarra
fruita del temps	flam / iougurt	X	crema catalana	iougurt

Muslim, Hindu and Sikh regulars should highlight in red (or any other colour) those foods / dishes banned by their religious beliefs.

A walk around

In multinational groups of three or four call on a number of local restaurants which offer exotic food (Chinese, Indian, Mexican, Moroccan, Japanese...). Collect take-away brochures and copies of the food served on the premises. Talk to the restaurant staff if necessary to make it clear the sort of food they offer. Foreign students will find a short visit to a local Catalan restaurant a most interesting activity.

When the school outings are completed, each group makes a list of the types of dishes they have gathered under the following entries

salads	soups	meat	pasta	fish	seafood	vegetables and pulses	desserts

Then they should fill out a card for each type of food. These cards can be collected and stored for further interactive games.

soups

name	country
------	---------



It might be highly interesting to notice the influence of multicultural cuisine on a particular national restaurant (Britain's most popular meal today is curry, not roast beef!). A good source of cosmopolitan knowledge about cookery are TV programmes: "Karakia" on channel 33 is far more colourful and enriching than *Canal Cocina* on satellite TV.

Sharing shopping bags and trolleys

Another 'field' activity to enhance the atmosphere of friendliness among multicultural groups is that of encouraging them to do the supermarket shopping together.

First each student writes down their shopping list at home on a midweek day. They bring it into the classroom and translate it into English the day / two days after. Then they compare different shopping lists until each student finds a foreign partner with rather similar items on their list. Next each pair decides on further chores: do the shopping together on Friday afternoon / Saturday morning, at which supermarket they are meeting, about how much money they can spend on the shopping, etc.

There is an important sociological lesson to learn from this activity: students can talk about healthy / unhealthy food, useful / useless items, different trademarks and choices. Since immigrant families are supposed to be more thrifty, native students may become less picky or consumerist.

Card # 41 "Festivals and traditions"

Do this listening task adapted from the text book *Open Doors 2* (only if the tape is available to you):

Festivals and traditions

1. Dean sends a lot of cards to his friends in the middle of...
 - a. September
 - b. November
 - c. December

2. On **Christmas Day** the English people eat..
 - a. a big meal with a big tree
 - b. turkey
 - c. a pumpkin pie and a silver pudding

3. Ruth is not Christian. She's...
 - a. Jewish
 - b. an American Mormon
 - c. Buddhist

4. For **Hannuka** Ruth lights a candle every day. For how long?
 - a. eight days
 - c. eighty days

- c. eighteen days
5. What does Ruth eat at the parties?
 - a. nice food, sweets and cakes
 - b. spicy food
 - c. sweets and cakes
 6. Where does Veena come from?
 - a. Hindu
 - d. India
 - c. Hindi
 7. What does Veena usually buy for **Diwali**?
 - a. new clothes
 - b. happiness
 - c. presents
 8. How old is Somchai? Where is he from?
 - a. 40-China
 - b. 14-Thailand
 - c. 14-Tibet
 9. **Vesak** is a Buddhist festival that takes place...
 - a. in May
 - b. three times a year during the full moon
 - c. when the moon is down
 10. For Vesak Buddhists light candles, eat special food and say...
 - a. prayers
 - b. proverbs
 - c. prayers

Card # 42 "Food and festivals. *Talking Turkeys*"

Read this poem, "Talking Turkeys!", written in a Jamaican accent by Birmingham-born Benjamin Zephaniah (1958-). You can find the poem with spelling notes as well as information about this Rastafarian poet in *Current* magazine (November / December 2000, pp. 26-7)

Be nice to yu turkeys dis christmas
 Cos turkey jus wanna hav fun
 Turkeys are cool, turkeys are wicked
 And every turkey has a Mum.
 Be nice to yu turkeys dis Christmas, 5
 Don't eat it, keep it alive,
 It could be yu mate an not on yu plate
 Say, Yo! Turkey I'm on your side.

I got lots of friends who are turkeys 10
 An all of dem fear christmas time,
 Dey wanna enjoy it, dey say humans destroyed it
 An humans are out of dere mind,
 Yeah, I got lots of friends who are turkeys

Dey all hav a right to a life, Not to be caged up an genetically made up By any farmer an his wife.	15
Turkeys just wanna play reggae Turkeys just wanna hip-hop Can you imagine a nice young turkey saying, “ I cannot wait for de chop”? Turkeys like getting presents, dey wanna watch christmas TV, Turkeys hav brains an turkeys feel pain In many ways like yu an me.	20
I once knew a turkey called Turkey He said “Benji explain to me please, Who put de turkey in Christmas An what happens to Christmas trees?” I said, “I’m not too sure turkey But it’s nothing to do wid Christ Mass Humans get greedy an waste more dan need be An business men mek loadsa cash.”	25 30
Be nice to yu turkey dis Christmas Invite them indoors fe sum greens Let dem eat cake an let dem partake In a plate of organic grown beans, Be nice to yu turkey dis Christmas, An spare dem de cut of de knife, Join Turkeys United an dey’ll be delighted An yu will mek new friends “FOR LIFE”	35 40

➤ *After reading tasks*

1. Here are some subjects Benji (Benjamin Zephaniah) addresses in this poem:

- a) the loss of Christian traditions for Christmas
- b) materialism and consumer society
- c) animal rights
- d) artificial food

Number them from **1** (the most important subject) to **4** (the least important):

1- **2-** **3-** **4-**

2. Benjamin Zephaniah criticizes things...

- a) in a polite way
- b) in a blunt, humorous way
- c) angrily

3. In working groups of five (as many as stanzas in the poem) sing out / read out this poem to the sound of a hip-hop tune.

Card # 43 "Festivals, holidays and celebrations"

Work in intercultural pairs again. Encourage the foreign partner to ask a couple of questions and take a couple of notes for the following red-letter days (marked in red in Catalan calendars):

What do you celebrate on...?
How do you celebrate it?

Notes

11 September

12 October

1 November

6 December

25 December

6 January

March / April

23 April

1 May

24 June

You can find suggestions for a multicultural calendar in the pack of activities following Song # 14 "I Just Called to Say I Love You" in the Pop Songs chapter of this study.

Card # 44 "Losing or winning my religion"

The following is a set of activities intended to stir up class debates about the world's leading religions. The teacher is welcome to pick the ones that may sound less uncomfortable for the students.

What do we believe in? A quiz

How many of these questions can you answer alone? _____

Try again. Now with a new partner. What is the tally now? _____

4. What are the five pillars of Islam?
5. What are the ten commandments in the Bible?
6. What do Christians believe in?
7. What do Muslims believe in?
8. What is the symbol of Christianity?
9. What is the symbol of Islam?
10. What do Hindus believe in?
11. What is the symbol of Hinduism?
12. What are the four noble truths of Buddhism?
13. What is the symbol of Buddhism?
14. Do Buddhists believe in a god?
15. What are the key beliefs of Sikhism?
16. How do Sikhs meditate?
17. What do Jews celebrate on Yom Kipur?
18. What is Sabbath?
19. What food is banned for Jews?

Key

1. *Shahada* (Allah is the one God, and Mohammed his messenger), *Salat* (praying five times a day), *Zakat* (giving charity to those in need), *Sawn* (fasting at Ramadan), *Hajj* (pilgrimage to Mecca, the holy city of Islam, at least once in your lifetime).
2. 1. You shall have no other gods before me 2. You shall not make yourself an idol
3. You shall not misuse the name of the lord 4. Remember the Sabbath by
keeping it holy 5. Honour your father and your mother 6. You shall not murder
7. You shall not commit adultery 8. You shall not steal 9. You shall not give
false testimony against your neighbour 10. You shall not covet your neighbour's
house, wife, servants... or anything that belongs to your neighbour.
3. That Jesus Christ is the son of God
4. In one God, Allah
5. A cross which represents the place where Jesus Christ died
6. A star and a half moon
7. They believe that when somebody dies their soul comes to life again in another body. If the person has led a good life they will reincarnate in a higher life; otherwise the wicked will be reborn in a lower life
8. The mystic syllable OM
9. *Dukkha* (all existence is suffering), *Samudaya* (the cause of suffering is desire), *Nirodha* (freedom from desire leads to nirvana, the end of suffering), *Magga* (nirvana may be attained through the eightfold path, that combines ethical conduct, mental discipline -in particular the practice of meditation- and wisdom).
10. The eight-spoked wheel
11. It is a religion without god
12. God is everything, all the human beings will be reborn, we are all equal to the eyes of god

13. They sit on the ground and use a string of beads as they meditate
14. It's the day of atonement (expiation of wrong doings), the last of the ten days of penitence that begin with Rosh Hashana (the Jewish New year)
15. Saturday, the holy day of rest for the Jews
16. Pork and seafood



Who knows?

Handy encyclopedias will be necessary to answer most / some of these questions:
You can supply clues in a messy or tricky way.

1. In what religions do people pray in groups?
2. When do we celebrate these holidays, the birth of the founders of these religions?

Christmas	Mawlid Al-Nabi	Janmashtami
Wesak	Guru Nanak day	

3. What are the two main religious holidays for the Christians? What do they celebrate?

Christmas	birth of Jesus Christ
Easter	crucifixion and resuscitation of Jesus Christ

4. What are the four main religious holidays for the Muslims? What do they celebrate?

Mawlid Al-Nabi	birth of Mohammed
Laylat Al-Qadr	revelation of Qran to Mohammed
Id Al-Fitr	end of Ramadan
Id Al-Adha	end of pilgrimage to Mecca. Feast of sacrifice

5. What are the three main Hindu holidays? What do they celebrate?

Divali	festival of lights of the New year
Holi	spring festival
Janmashtanmi	birth of Krisna

6. What are the three main Buddhist holidays? What do they celebrate?

Wesak	birth of Siddharta Gautama (Buddha)
Bodhi	enlightment of Buddha
Parinirvana	ascension of Buddha

7. What are the three main religious holidays for the Sikh?
Baisakhi New year and formation of Khalsa (the pure ones)
Divali release from prison of the 6th guru Hargobind

8. What are the three main religious holidays for the Jews? What do they celebrate?
Januka festival of the lights
Pésa (Jewish Easter) liberation from Egyptian slavery
Yom Kiour day of atonement

9. Friday, Saturday and Sunday are holy days for...

Muslims (Friday)
Jews (Saturday)
Christians (Sunday)

Class debate

From the information in the quizzes before and other stuff...

- What things or celebrations look pretty similar?
- In what religions is praying and meditation important?
- Which religion seems to be the simplest to follow?
- Are Christianity and Islam the only religions to have a holy book (the Bible, Qran)
- What are the holy days for Muslims?
- Do you think Sabbath and Sábado (dissabte) have anything in common?
- What religions ban some sorts of food?
- What can we learn from other religions?
- Sikhism is a syncretic religion. It harmonizes principles of Islam and Hinduism. What elements would you harmonize from other religions?
- Which religion is the most tolerant, which the most peaceful? Which the most fanatical?
- ...

Religion and tolerance

What was your answer to the last question before?

Christians?
Muslims?
Hindus?
Buddhists?
Sikhs?
Jews?

Indian-born British novelist Salman Rushdie (1947-) wrote a book in 1988 which was banned in India, and in 1989 Ayatollah Khomeini of Iran declared it blasphemous and issued a **fatwa** (order of death) against him, which still remains today. What book was that?

- a) *The Moor's Last Sigh*
- b) *East, West*
- c) *Midnight's Children*
- d) *The Satanic Verses*

Now read the following news stories

Martes 21 diciembre 2004	El País
REVUELTA CONTRA UN TEATRO	
LOS SIJS BRITÁNICOS LOGRAN RETIRAR DEL CARTEL UNA OBRA QUE JUZGABAN OFENSIVA	

<i>El País</i> , domingo 9 enero 2005	sociedad / 37
PROTESTAS CONTRA LA BBC POR EMITIR UN MUSICAL "BLASFEMO"	
Grupos cristianos formulan 7.000 quejas	

Have you changed your mind now?

Try to find further factual evidence that Hindus, Buddhists and Jews can also be pretty intolerant at times. You can find it in books (*Around the World in Eighty Days*) as well as in newspapers and films.

Tips for further reading

- ❖ The revival of Christianity in the USA. Read "Teenage Christians" in *Club* (Mary Glasgow Magazines, April 2004, pp. 8-9).

Before you read it, put on your knowledge hat:

What do you know about the *True Love Waits* trend in the USA? What do you think it searches for?

What do you know about Christian rock? Do these names ring in your ears?

Delirious *Destiny's Child* *Evanescence*

- ❖ The teacher may wish to concentrate the class debate on the world of Islam, as it is a hot topical subject. Some readings before in various levels of difficulty can make safe ground for discussion for the whole of the class

"Understanding Islam" in *Current* (Mary Glasgow Magazines, January-February 2004), pp. 6-8

"The Struggle with Islam", special report of *Time* magazine (September 20, 2004), pp. 24-46.

L'islam explicat als nostres fills by Tahar Ben Jelloun (La Magrana, 2001)

Un libro para la paz by Fatema Mernissi (El Aleph Editores, 2004)

- ❖ You will find a string of activities about religion in the pack following song #13 “God” in the *Pop Songs* chapter of this study.

Card # 45 “Language detectives”

Two restless young women from Morocco have recently written two books in which they describe their experience as immigrants in Catalonia: Laila Karrouch (*De Nador a Vic*, 2004), Najat El Hachmi (*Jo també sóc catalana*, 2004). Both books are dotted with Arabic words that provide the reader with highlighting notes about their cultural background.

De Nador a Vic: **axan, hanna, iimma, tagín, khol, iuius, harira, 'iid, refqi, halal, asalaha asalamé, hammam, jins.**

Jo també sóc catalana: **lala, iema, salam alikum, allah uakbar, zaxneft, rafki, i'd-adha, enxagallah allah, hamdulillah, zasotx, henna, harera, hanna.**

Work with a Moroccan partner in the class (one of Berber stock would be a wiser choice) or on your own. Set these 26 words under the following squares. It must be noticed that two words occur with different spellings (harira / harera, refqi / rafki)

greetings	family	cosmetics	religion	food	other fields

Card # 46 “Proverbs in a small world”

Proverbs and maxims tend to reflect different and sometimes opposite social, cultural, ethnological, and historical backgrounds. The moral values and wisdom that lie behind proverbs may still be relevant in modern times or sound archaic, having lost their impact on modern life. An English speaker might say “I am as happy as Punch”, whereas a northern African speaker would say “I am as happy as a king”, “I am as happy as a fish in the water”. Discussion can be directed toward deciding which of those proverbial idioms corresponds to the idea of absolute happiness: Are fish really

happy in polluted waters? Are the lives of kings (and queens like Elizabeth II) really covetable nowadays? Wouldn't English kids find the Punch and Judy show just boring today since watching cartoons or playing video games are far more exciting leisure activities?

Put the students into working groups and ask them to collect proverbs (from books, internet pages) in as many languages as possible (English, Catalan, Spanish, Arabic...) about topics like: love and marriage, youth and age, friendship, politeness, time, money, food, working life in the countryside, the weather, animals, etc. When the collection is completed ask the students to put the proverbs into pairs, either concordant or discordant. For example (using English proverbs only):

- “There’s nothing like plain food”
- “An apple a day keeps the doctor away”

- “Two’s company, three’s a crowd”
- “The more, the merrier”

- “A friend in need is a friend indeed”
- “Friends are plenty when the purse is full”

- “Money is a passport to everything”
- “Health is better than wealth”

Challenging as this task can be, encourage the students to find matching proverbs in two different languages, either concordant or discordant

- concordant “Money is a passport to everything”
 “Poderoso caballero es Don Dinero”

- discordant “Money makes the world go round”
 “El dinero no hace la felicidad”

Working in intercultural pairs again the students can be asked to find correspondences in Catalan and another language to some well-known English sayings

Grasp all, lose all	Kill two birds with one stone	Like father, like son
Qui tot ho vol, tot ho perd	Matar dos pardals d'un tret	Tal pare, tal fill

A still tongue makes a wise head	The early bird catches the worm	All's fair in love and war

Every cloud has a silver lining	Too many cooks spoil the broth	Many hands make light work

Cleanliness is next to godliness	Make hay while the sun shines	You can't sell the cow and drink the milk

An alternative is to present a pick of proverbs from an exotic country written in English and find correspondences in the student's mother tongue, whatever it is. You can also try to find similar proverbs from the original English stock.

Morocco proverbs

Allah gives dried beans to eat to him who has no teeth left
By all means trust in Allah, but tie your camel first
Every rose has a thorn as its friend
If at noon the king declares it is night, behold the stars
If the prayers of dogs were answered, bones would rain from the sky
One man's shit is another's factory of bliss
The dawn does not come twice to awaken
The heart of a fool is in his mouth, the mouth of a wise man is in his heart

It is (?) surprising to find out how many similarities are shared even by distant cultures. The teacher may prefer to present the rough equivalences but without writing the proverbs in full so as to arouse the students' interest in replacing blanks with key words

Déu dóna _____ a qui no té queixals

A Dios rogando y con el mazo _____

There is no gain without _____

Donde hay capitán no _____ marinero

If wishes were horses beggars would _____

A more challenging task to be done in small multicultural groups is to choose a topic, "money" or "marriage" for instance, and to study how different cultures look at it.

Whatever the approach, the experience of working with proverbs will take the students beyond folk literature to the discovery of language peculiarities and cultural differences / similarities. They will find that a fruitful exchange of ideas takes place, which opens perspectives on various topics of general interest that relate (if the picks are not archaic) to true-to-life situations.

The Swahili folk culture is rich in "methali" (proverbs). You can find about it in the activities following the reader "The Gentlemen of the Jungle" in the *Class Readers* chapter of this study.

Card # 47 "An African Christmas story"

Read "The Night Before Christmas", a wonderful African story by P.E. Adotey Addo (see appendix 2). Then do the following activities

Points of understanding

- 1) How did the people in the narrator's village use to celebrate the Christmas season?
- 2) Why would the children look forward to the Christmas service?
- 3) Which word would you say to wish a friend from Ghana "Merry Christmas and a Happy New Year"?
- 4) Why did the narrator feel "Christmas would never come" that year? How had things changed in his village since April?
- 5) "We had no idea what day or time it was". How did the narrator's grandmother know it was almost Christmas?
- 6) When did his grandmother die? What were her last words?
- 7) Why did the villagers hide in the forest when they heard several cars?
- 8) Why did the 'travelers' go to that village?
- 9) How did 'these strangers' help the villagers and the narrator's sister?
- 10) How and how long did the villagers celebrate the birth of the baby boy?
- 11) What was the baby called?
- 12) How did Christmas come to that African village that night?
- 13) What did the narrator learn that night before Christmas?

Thinking over

- a) What do we know about the narrator (age, family...)?
- b) How do we know this story happened in Africa? Find five clues
- c) What things show the story happened in a village and not in a big city? Which was the most beautiful / interesting place in that village?
- d) Four miracles happen in this story. What are they?
.
.
.

e) Compare our Christmas traditions and those of this African village. What are the differences?

f) The following are the most important elements of a Nativity scene (a crib):

the baby Mary Joseph the manger the ox the mule
the star the Magi the shepherd

What of the elements above can you find in this African story?

g) Compare the cruelty of the so-called Army of Liberation of Ghana in the 20th century and that of Herod, King of Judea (c. 73-4 BC). Do you remember the Gospel account of the Massacre of the Innocents?

h) Do you think this is a true story or just fiction? Support your choice.

CARDS FOR CREATIVE WRITING SKILLS

Card # 48 "Greetings from.... "

This postcard-writing activity requires some previous reading for background information as well as empathy. The students are challenged to pretend they are boys and girls living now / holidaying in other countries around the world. After gathering some info they write a post-card addressed to the teacher or someone in their class

<p>Hi, teacher!</p> <p>Greetings from Banjul! It's a nice place. A bit larger than Olot. It is on St Mary's Island at the mouth of the Gambia River. It was founded by the British in 1816 as a trading station.</p> <p>The weather is very hot now. The food is not bad. The people in the street and in the shops are very friendly. I'm meeting a lot of boys and girls from France and Germany who stay in the same hotel. They are also sunseekers. I'm speaking lots of English all around.</p> <p>Tomorrow I'm visiting Ebrima's village. I'll give his family the presents he gave me for them.</p> <p>See you soon,</p> <p>Jordi</p>	<p>Mr J.L. Bartolomé</p> <p>IES Montsacopa</p> <p>Av. Joan de Cabriol s/n</p> <p><u>17800</u> Olot, Spain</p>
---	--

--	--

A far more empathetic alternative is to let each student play the role of a character from the “Jo sóc de...” series of Catalan stories about kids / young people from all around the world (La Galera-Rosa Sensat):

- Lenessú (Benin)
- Hassan (Nador)
- Fátima-Vanessa (El Salvador)
- Bully (Gambia)
- Bali (China)
- Minu (India)
- Shafiq (Pakistan)
- Búxara (Morocco)
- Nancy (Bolivia)
- Takao (Japan)
- Dana (USA)
- Eric (Norway)
- etc.

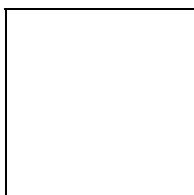
After reading the book in Catalan each student selects topical pictures of each place and write a large / short post-card to another classmate

<p>Hi, Ahmed!</p> <p>Greetings from San Salvador. I'm spending my holidays in my father's hometown. It's very hot now and the rivers are dry.</p> <p>San Salvador (the capital city) is large and busy. There are lots of “carros” (cars) in the streets. The oldest buildings (the cathedral) are in the center. There are many street markets where you can buy all kinds of fruit: mangoes, papaya, coconut, pineapple...</p> <p>Because of a civil war and earthquakes many farmers came and settled in San Salvador. They live in poor districts (“colonias”). I live with my cousins in a neighbourhood called Shangri-la. I have a good time with Nancy and Carlos. We play “mica” (a chase game), we watch “muñequitos” (TV cartoons) and we drink lots of</p>	<p style="text-align: right;">Ahmed Abarkan</p> <p style="text-align: right;">C/ Ajolote 13</p> <p style="text-align: right;">17800 Olot, Spain</p>
--	---

<p>tamarindo juice. I also help them in the shop.</p> <p>This weekend we are going to see some volcanoes, Quezaltepec and El Boquerón. I'll take my camera along. Perhaps they are as beautiful and long-sleeping like the volcanoes in la Garrotxa.</p> <p>See you ! Love</p> <p>Fátima-Vanessa</p>	
--	--

<p>Hi, Ahmed!</p> <p>Greetings from Panjab, the land of the five Rivers (panj: five, ab: water).</p> <p>Best wishes</p> <p>Shafiq</p>	<p>Ahmed Abarkan</p> <p>C/ Ajolote 13</p> <p>17800 Olot, Spain</p>
---	--

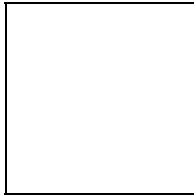
Card # 49 "World folktales. Side One"



Do a matching task of some classic fairy tales to make sure all the students are familiar with the plot, heroes and heroines of those myths. You can leave out one word in each title for gap-filling:

<i>English</i>	<i>Catalan</i>	<i>Other languages</i>
Sleeping Beauty	La bella	
Snow .....and the Seven Dwarfs	Blancaneus I els set...	
Cinderella	Ventafocs	
Little Riding Hood		
Puss in Boots		
The Three Little		

Beauty .....the Beast		
The Emperor's New		
The Princess on the Pea		
The Ugly Duckling		



Let the students read one of the classic fairy tales on their own or in pairs of their choice. Depending on the level, they can use monolingual easy starters as well as unabridged versions. Some weaker students may wish to read bilingual Disney stories Catalan / English. Edicions Beascoa printed a large pack of albums including *The Jungle Book*, *The Lion King*, *Peter Pan*, *Bambi*, *The Little Mermaid*, *Snow White and the Seven Dwarfs*, *Beauty and the Beast*, *Sleeping Beauty*...

Then they are to write a summary card between 50 and 70 words. They will be more keen to this job if some small rewards are offered in return: an apple / lollipop if the summary is fine; a potato if the summary cards are wordy, too short or full of errors. The teacher should help with difficult grammar words (connectors, for example). At the end of the activity each student / pair reads out the summary of the story the whole class should be attentive for recognition

It is about a beautiful young princess whose mother tries to kill her, so she hides in a forest cottage occupied by dwarfs. The stepmother finds out where she is, visits her in disguise and gives her a poisoned apple. The princess eats it and falls into a deathlike sleep. When a prince kisses her, she awakes from her sleep, and he marries her.

✓ Snow White !



A follow-up to the summary card could be encourage the students to devise word-puzzles intended to develop word-defining/ word-suggesting techniques. The task can be tried out for one particular tale or by mixing up two tales. An easy sample for *Sleeping Beauty* and *Snow White and the Seven Dwarfs*:

		1					
	1	H	U	N	D	R	E
		E				2	
2	F	A	I	R	I	E	S

		R				S	
		T				I	
						K	

Across

- (1) Sleeping Beauty slept for one... years
- (2) The three godmother...

Down

- (1) The huntsman must kill Snow White and bring her... to the queen
- (2) The of true love broke the evil spell (backwards)

Card # 50 "World Folktales. Side two. A project"

Read in Catalan a pick of folktales from the foreign students' particular background. Here are some tips from *Contes de tots els colors* (La Magrana, 2004):

- ❖ "El fill que va renegar de la família" (Cameroon)
- ❖ "L'urutau" (Argentina)
- ❖ "L'ocellet i la hiena" (Senegal)
- ❖ "La llegenda de Manco Capàc i Mama Ocllo" (Peru)
- ❖ "Les dues filles del rei" (Bangla Desh)
- ❖ "Si fas el bé, et faran el mal" (Bulgaria)
- ❖ "El lleó i els conillets" (Morocco)
- ❖ "El pitjor càstig" (Cuba)
- ❖ "La creació de l'horòscop xinès" (China)
- ❖ "Tot és per a fi de bé" (India)
- ❖ "La realitat d'un somi" (Brazil)
- ❖ "El llest Mohammad » (Palestine)
- ❖ "Rinrós Capgròs" (Colombia)
- ❖ "Logozó" (Benin)
- ❖ "La xerraire" (Iraq)
- ❖ "En Coloboc" (Russia)
- ❖ "L'imitador" (Ghana)
- ❖ "El dos germans" (Ecuador)

Steps for the project

- ✓ Ask the students to read those folktales in intercultural pairs. Example: one native student together with an Argentinian fellow when reading "L'urutau".
- ✓ Working together again, the same pairs write a simplified version of the tales in 'easy to read' English with suitable titles or subtitles: "Urutau. The girl who became a bird".
- ✓ Write full accounts of the tale with possible variations the foreign peer student may have heard of.

- ✓ Ask the foreign students to tell their partners one of their favourite national folktales (bits in English, bits in Catalan if necessary). Together they must write the tale in “easy English” in no more than 200 words. The teacher’s job is to correct important flaws that may hinder clear communication as well as supply narrative devices (“Once upon a time”, “suddenly”, “and so”...).
- ✓ Story-telling. Make tape or CD recordings of these tales. Use the students’ own voices or those of semi-professional speakers (either native or intercultural) with a variety of accents, male / female voices, etc. Play these tape / CD stories in the class for listening practice.

Card # 51 “The multicultural poet’s corner”

- Read this excerpt of “**On the Pulse of the Morning**” by Maya Angelou. She wrote and read the whole poem on Bill Clinton’s Inaugural Day (20 January 1993):

There is a true yearning to respond to
 The singing River and the wise Rock.
 So say the Asian, the Hispanic, the Jew
 The African, the Native American, the Sioux,
 The Catholic, the Muslim, the French, the Greek
 The Irish, the Rabbi, the Priest, the Sheikh,
 The Gay, the Straight, the Preacher,
 The privileged, the homeless, the Teacher.
 They all hear
 The speaking of the Tree.

They hear the first and last of every Tree
 Speak to humankind today. Come to me, here beside the River.
 Plant yourself beside me, here beside the River.

Each of you, descendant of some passed
 On traveller, has been paid for.
 You, who gave me my first name, you
 Pawnee, Apache, Seneca, you
 Cherokee Nation, who rested with me, then
 Forced on bloody feet, left me to the employment of
 Other seekers –desperate for gain,
 Starving for gold.
 You the Turk, the Arab, the Swede, the German, the Eskimo, the Scot
 You the Ashanti, the Yoruba, the Kru, bought
 Sold, stolen, arriving on a nightmare
 Praying for a dream.
 Here, root yourselves beside me.
 I am that Tree planted by the River,
 Which will not be moved.

Tasks

- Translate this section of the whole poem into Catalan / your first language. Write short cultural notes for the following: Rabbi, Sheikh, Seneca, Ashanti, Yoruba, Kru.
 - Make a list of all the nationalities mentioned all throughout these lines. If you could change your nationality, which of those nationalities would you rather be? Write a short composition supporting your choice.
- Read this poem by Meiling Jin, which addresses the question of rootlessness in a world of increasing migration, establishing a contrast between present-day reality and an imagined ideal.

“World Geography and the Rainbow Alliance”

Peking is in China
 As Kingston is in Jamaica
 As Delhi is in India
 As nowhere do we belong
 You and I.

And should we ever run away
 Where shall we run to?
 And should we ever fight a war,
 Who shall we fight for?
 You and I.

At the end of the rainbow
 Is a country of goodness
 If we form an alliance,
 Will we ever be free
 To belong?

Or shall we always be carrying
 Our ancestors coffins in a bag?
 Searching the globe
 For a place to belong
 You and I.

Tasks

- What is the meaning of the metaphorical line “Our ancestors coffins in a bag” (‘ancestors’ being written without an apostrophe)?
 - a) our inherited customs, our national identity and prejudices
 - b) our passports and IDs
 - c) the memory of the races who lived before our friends and enemies
- In a group of three or four, imagine that you are explorers who get to the end of the rainbow and find a country of goodness. Send home a report for the Travel Page of your local newspaper. In it, you tell your readers the name of the country and write about some of the following:
 - The political system (a democracy ? a monarchy?)

- Family institutions (marriage? families?)
- The way children are treated (before they go to school, kind of school...?)
- Leisure activities
- Religious practices
- The population (all the same race or multi-cultural...?)
- Special features

[activity suggested in *Paths into Poetry*, p. 31]

- Read this poem by Langston Hughes (from *Selected Poems of Langston Hughes*, 1959) which describes the people of a race, what they do / did, what happened to them:

“Negro”

I am a Negro:

Black as the night is black,
Black like the depths of my Africa.

I've been a slave:

Caesar told me to keep his door-steps clean.
I brushed the boots of Washington.

I've been a worker:

Under my hands the pyramids arose.
I made mortar for the Woolworth Building.

I've been a singer:

All the way from Africa to Georgia
I carried my sorrow songs.
I made a ragtime.

I've been a victim:

The Belgians cut off my hands in Congo.
They lynch me still in Mississippi.

I am a Negro:

Black as the night is black,
Black like the depths of my Africa.

Activity

- Write a parallel poem called “White” / “Yellow” / “Gypsy”...
Think of a particular race (the Jews for example) and some events and mishaps that happened to them through history (slavery in Egypt, dismissal from Spain, the Nazi holocaust...). Notice that each aspect of the picture is followed by two examples. You can draw out the “I've been a singer” verse if it is too demanding (Jewish songs can be heard in communities all around the world). You can borrow the aid below.

“White”

I am a Jewish White:
White as
White like

I've been a slave:
.....
.....

I've been a worker:
.....
.....

I've been a singer:
All the way from Israel to Spain,
To Istanbul or North Africa
I carried my sorrow songs.

I've been a victim:
.....
.....

I am a Jewish White:
White as
White like

Card # 52 "Writings on the wall"

An anonymous penman wrote this patch poem on a wall. Each line stems from other xenophobic writings on different walls.

"Xenophobic Voices"

Ausländer raus!
Our people first
Out with the filth
Gypsies are like Aids
France for the French.

Collect writings on the walls against xenophobia. If necessary translate them into English. You can preserve one or a couple of them in the original for impressionist or just poetical reasons. Write your own patch poem for this heading, or another one you like better. Do it, please, on a sheet of paper:

"Sympathetic voices"

CARDS FOR COOPERATIVE LEARNING GAMES

Card # 53 "Languages games"

Play in multicultural groups the “noughts & crosses” board game. Hand them out a number of grids with simple words in different languages. The purpose of the game is to find three words on the same line meaning the same in three different languages. Let the students carry on with the game exchanging grids and players until they are ready and willing to play for further challenges: phrases, etc.

mama	lala	mamá
mare	baba	iema
mum	tieta	refqi

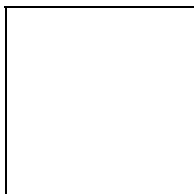
laolao	abuela	dirham
sister	hanna	àvia
henna	aunt	granny

billi	cat	mao
niu	gos	dog
kutta	cow	perro

tagin	zaijian	xukrán
toriilla	gràcies	thanks
kasbah	bye	gracias

hen hao wan	very funny	molt divertit
xamar	boring	aburrido
vegetable soup	mifan	lindo

Card # 54 “Sign and body language”

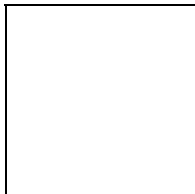


Do you know any gestures which can cause misunderstandings in different cultures? Work in small groups. Build up a bank of gestures that might be misunderstood when trying to say for example:

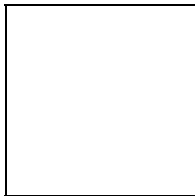
- Bye!
- I'm sorry!
- Are you hungry?
- OK
- That's wrong!
- You're crazy!

- I promise! / I swear it!
- Be watchful!
- I don't believe it
- I'm fed up

Act out these and other gestures to check if they are shared / misunderstood by other cultures. Write two checklists: Gestures that are understood, gestures that are misunderstood.



Hand-shaking, hand-rubbing. How do some African cultures shake hands? What funny ways of shaking / rubbing hands come from the American youth culture: music, sports ("gimme a five!", slapping both hands...).



Greetings without physical contact. Some peoples in Asia do not shake hands when greeting other people: they nod, they bow, put their hands together, put their right hand on their heart and bow...

- How different is the greeting of a Muslim from Pakistan regarding a Hindu?
- How different is the bowing of a Chinese from a Japanese or a Korean?
- How do people from Thailand greet?

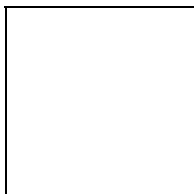
You can also exchange knowledge about the friendly greetings of American native Indians from the movies ("How!", "Windaua! ...): How do the different types of Indians (Sioux, Navajo, etc.) greet?



Card # 55 "Learn my numbers"

The Arabs introduced the Arabic numbers (1,2,3...) into the Western civilization. Other civilizations preserve their system of numbering (the Chinese for example) while sharing Arabic numbers in school and other social (business) environments. Most African or Asian immigrant students are not likely to be familiar with Roman numbers which, although not in fashionable use, belong to the Western culture.

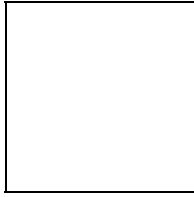
You can try a number of simple activities to get those students familiar with Roman numbers. Native students may also find it useful to brush them up . Notice there is no "zero" in the Roman numbers.



Try these mathematic puzzles

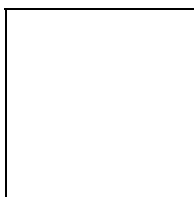
$$\begin{aligned} LV \times X &= \\ X - II &= \end{aligned}$$

$$\begin{aligned} MDCCC : III &= \\ III + I &= \end{aligned}$$



Match these cultural / knowledge items

Queen Elizabeth of England	X L
The Arabian Nights	I I
Ali Baba and his thieves	C
Sleeping Beauty slept for..... years	VIII
A lucky number in China	XIII
An unlucky number in Japan	M I
An unlucky number in the USA	I V
Phileas Fogg travelled around the world in ...days	LXXX



Read this short story and replace the Roman numbers in bold with Arabic ones. Make it clear that this is only a game, that Arabic are the numbers to be used in this context.

“The weather in a rainforest is hot all the year round -usually between **XX** degrees Celsius and **XXVIII** degrees Celsius every day. The weather is always wet, too; most rainforests have more than **CC** mm of rain in a month. In Belem, in Brazil, it rains on about **CCXLIII** days each year. And the rain is heavy! On a rainy day in a rainforest **XX** mm of rain can fall. (On a rainy day in London, about **V** mm of rain falls).”

(from *Rainforests*, Oxford Bookworms 2, p. 2)

Card # 56 “Tips for school life”

Let the students talk spontaneously about school in their background countries (rules, timetables, holidays, exams, teachers, uniforms, subjects, breaks...) and compare it to the actual environment in which they are being schooled. They may suggest a new set of rules for school life:

- . a schoolfree day in the midweek could be a good idea
- . we should stand up when the teacher walks into the classroom

- . the lessons should be shorter and there should be two short breaks rather than one
- . mobile phones should be kept in a locker
- . we can do light subjects (drawing, music, computer studies, P.E.) in the afternoon

From a learning point of view, the discussion should be led to find ways how the students can improve each other's life in the classroom / out of the classroom.

Teacher: "Jordi, how can you help Ahmed with his English?"

Jordi: "I can help him understand the Classroom Language Phrasebook, which is bilingual, or the English classroom posters on the wall which are monolingual"

Teacher: "What about you, Bao? What Chinese school customs are you missing here?"

Bao: **Yanjing baojiancao.**

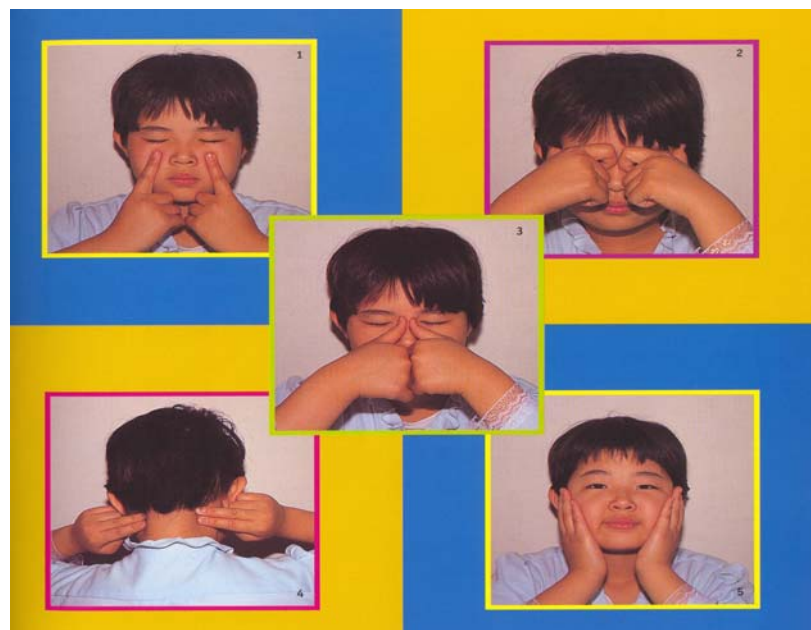
Teacher. What is that?

Bao: It is an "eye gym". We do it twice a day, in the morning and in the afternoon, for five minutes each time. It is very relaxing after reading and looking at the chalkboard for so long.

Teacher: Can you show us how to do it?

Bao: Just like this. It is a short massage rubbing your eyes, nose and face in small circles. And your neck too.

Teacher: OK, everybody. Let's try it !



Card # 57 "Rainbow"

This is a game to learn to communicate through non verbal language as well as to experience interdependence.

All the students stand in a big circle. The desks have been removed so there is plenty of free room for the students to walk about. The students close their eyes. The teacher puts a “gommette” (sticker) on each student’s forehead. There must be as many colours as groups intended to set up. These colours must be mixed up well so each participant is not standing next to another with the same colour.

At the teacher’s indication, the students open their eyes and without talking they must try find other partners with the same colour and stand close in the same group. The game is over when the groups –as many as colours- have been formed. Reflections about the feelings and significance the game involves should follow:

- ◆ Was it easy to cooperate?
- ◆ How did you manage without oral language?
- ◆ How did you feel when you found your group?
- ◆ What makes cooperation easy? What makes it hard?

Remarks:

- the teacher may distribute the stickers at random
- the teacher may distribute the stickers with the goal in mind of setting mixed groups (boys and girls together, native and foreign students...)

[translated and adapted from *Educación intercultural*. Colectivo Amani, pp. 60-1]

Card # 58 “Colours Market”

This cooperative game is to be done in the drawing or handicraft classroom. Six cultural groups are to be made up:

- Red
- Violet
- Blue
- Orange
- Yellow
- Green

Here are the features of these groups

	Red	Violet	Blue	Orange	Yellow	Green
dominant features	conservative, introvert	careful, respectful	daring, bold, liberal	hard-working, enthusiastic	kind, easy-going	charming, extrovert
role model	man dominant	woman inferior,	woman dominant	woman superior in	both are the same	man dominant

		intellectual		labouring		
attitude to other cultures	unfriendly	suspicious	open and receptive	cautious, watchful	tolerant	no problems
taboo	they never touch other people	never deal with women	never use left hand	never deal with men	always communicate by touching	never use right hand or left arm
way of greeting	they wink twice	shake left hands	put arms together	shake right hands	rub their noses	tap on the back
fruit they produce	strawberry	plums	blackberries	oranges	bananas	lemons

The six groups share these cultural norms and patterns :

- ✓ Always use their way of greeting with other cultures
- ✓ Always behave in accordance with their cultural customs
- ✓ Always use their distinctive colour when they work
- ✓ Stealing is absolutely forbidden
- ✓ Keep their hands clean all the time

This is the kit for each group:

Red: five “red culture” roles, red paint, one brush, a pair of scissors, one A4 sheet, a jug of water.

Blue: five “blue culture” roles, blue paint, one brush, a pair of scissors, one A4 sheet, a jug of water.

Yellow: five “yellow culture” roles, blue paint, one brush, a pair of scissors, one ruler, one A4 sheet, a jug of water.

Green: five “green culture” roles, two pairs of scissors, six sheets, one ruler, 1 full jug of water.

Orange: five “orange culture” roles, 2 pairs of scissors, 6 sheets, one ruler, 1 empty jug of water.

Violet: five “violet culture” roles, 2 pairs of scissors, 6 sheets, one ruler, 1 empty jug of water, 1 full jug of water.

Each player in each team is assigned a role or task: taking care of one of those items (paint / brush / scissors / ruler / sheets / jugs of water). The aim of the game is to make as many “paper fruits” of each kind as possible. The teams will get **1 silver coin** for each piece of **lovely** fruit.

A few rules:

- ◆ The fruit must be of a good quality and suitable size (much smaller than the real size are not acceptable). Good quality means that the painting, cutting, measuring jobs are all painstaking.

- ◆ Before taking the fruit to the market (boxes the teacher has placed in some corners of the room) the fruit must be shown and accepted by all the other cultures.
- ◆ The fruit season is short so the groups should work neither too slowly nor hastily
- ◆ Each group must behave following their customs

As soon as the game starts all the participants will realize that they need to cooperate and negotiate with the other cultures as their own resources are not enough to achieve their goals: the green, orange and violet players will need paint from two colours to get their natural colour. The red, blue and yellow will soon be in short supply of paper, etc.

Each team will have to decide on breaking one of their cultural customs. They may need to be flexible in more than one. There may be winners but no losers in this game. The most important part is the aftermath time for general reflections:

- ❖ How did you feel with the other members of your culture?
- ❖ And those of the other cultures?
- ❖ How did you feel about your own rules and taboos?
- ❖ How did you like the rules and taboos of the other cultures?
- ❖ How did you feel about the unbalanced / odd resources?
- ❖ What strategies did you use to cope with the situation?
- ❖ What similar situation do you know of in real life?
- ❖ In what ways does our culture make it difficult communication with other cultural groups?

[translated and adapted from *Educación intercultural*. Colectivo Amani, pp. 149-154]

Card # 59 "Islands"

This is a drama game. A group of multicultural students invent their own community on an island and plan how they want to live together: festivities, customs, no-verbal language... There can be action by the visit of another group that have also invented their own community. What happens when they get together?

[from *Let's Play Together*, p. 56]

Card # 60 "Human maze"

This is a trust game. One student is blindfolded. A partner directs him / her using agreed signals, e.g. one clap turn right, two turn left, three go straight on, and a whistle

means stop. The rest of the class form a human maze with paths to go through. The maze can be stretched out by everyone holding hands. The game comes to the end when the blindfolded student reaches her / his way out.

It can be helpful and integrative to alternate national / foreign students in the main roles: blindfolded, director.

[suggested from *Let's Play Together*, pp. 63-4]

Card # 61 "Games for the playground"

Teenage students may find it childish to play games other than football at the breaktime. Yet some cooperative games, which need practically no equipment, could be tried out at the English / P.E. time if that makes a less rejectable alternative to the playground breaks. These games stimulate a team spirit. Students from different countries may find the chance to bridge some variations of international games like baseball or cricket.

How to play "palomato" can be taught by Catalan partners, who in turn can learn a batting and fielding game ("gulinda") very popular in some Asian countries. Classmates from India or Pakistan can teach the others how to play "kabbadi", a team pursuit game, etc.

Simpler games which require less / as much physical endurance or fitness are:

- ❖ "Dodge the ball". A Nigerian game very much like British "dodgeball". The players stand in a circle with one in the middle; in turn each tries to hit the one in the middle with a small soft rubber ball. If hit, the player in the middle changes places with the one who hit her / him. The aim of the game is to stay as long as possible in the middle.
- ❖ "Kick and catch". This is a Moroccan street game where two teams stand facing each other and a referee throws up up a ball made of old rags into the air. Everyone tries to catch it and gain a point for their team; they must immediately kick it into the air for the next catch. The rule is that a team that makes ten catches in a row wins.
- ❖ "Help!". It is played in Peru. When anyone is in danger of being tagged by the chaser, they can shout "Help!" and if another player comes to the rescue and they can hold hands they are both safe. Otherwise the one caught becomes the chaser.
- ❖ "Dakpanay". Another chaser game, from the Philippines. There are five circles, 3 metres in diameter, drawn on the ground in a circle. The players have to run round from one circle to another while the chaser tries to tag them. When they are in the circles they are safe from the chaser, who can only tag them when they are running in between. As usual anyone caught becomes the chaser.
- ❖ "Hit the penny". This aiming game is from Brazil. A stick like an old broomstick is pushed into the ground and a penny put on top of it. A circle is marked out about 60 cm in diameter around it and the aim of the game is to try in turn to throw a coin at

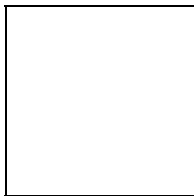
the penny and knock it off so it lands in the circle. If you are successful you get another try.

[the five games are described in *Let's Play Together*, pp. 113-177]

CARDS FOR DRAMATISATION AND ROLE PLAY

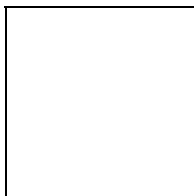
Card # 62 "Graded role-plays"

Here are some tips of graded difficulty for the students and their teachers to show off their hidden performing talents. Further suggestions for role-play and dramatization will be found in the chapters concerning *Class Readers* ("The Blue Valley", "Mulan"...), *Pop Songs* and *Movies* of this study.



Select some sequences of intercultural / interracial interest from films. Write down the playscript making suitable changes that fit the level of the target group:

- John Smith meets Pocahontas (*Pocahontas*)
- Moses and Pharaoh Ramseses together again (*The Prince of Egypt*)

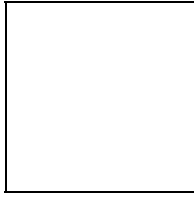


Select chapters from readers of intercultural / interracial interest. Ask the class to write suitable dialogues for a scene that is to be acted out and shot in working groups.

- "At the High Court" (*Amistad*, Penguin Readers 3)

Alternatively, ask them to write interviews with one of the main characters. This Q & A writing task leads to dramatised chats.

- "An interview with Scherezade" (from "The Unhappy King") [see appendix 3]



Read news stories from the domestic press (Spanish / Catalan). Choose real stories of social interest and write short dialogues in English suitable for role-play. These tasks stimulate empathy and “get into my skin” drama techniques. The TV “chat show” format can be used for performance. Examples:

- “De artistas a ‘sin papeles’” (*La Vanguardia*, 28 September 2004)

The story of eight young acrobats from Morocco who decided to stay as illegal immigrants in Barcelona after making a smashing success at the Fòrum 2004.

- “Intocable, madre y trabajadora” (*La Vanguardia*, 7 August 2004)

An interview with Asha Meherkhamb (Asha Miro’s sister) about the hardships of rural life for an Indian woman. [see appendix 4]

Card # 63 “Xenophobia in drama”

With advanced and highly artistic students more challenging tasks can be tried out. Some selected scenes from true plays can be staged. Three tips for working on xenophobia (Jews, black people, Pakis):

- William Shakespeare, act I, scene iii of *The Merchant of Venice*
- Shelagh Delaney, final dialogue of *A Taste of Honey* (1959)
[see appendix 5]
- Alex Buzo, starting dialogue of *Norm and Ahmed* (1968)
[see appendix 6]

Card # 64 “One Day Without Immigrants”

The Mexican movie *Un día sin mexicanos* (screened in the USA in August 2004) shows and proves that life in Los Angeles would come to a standstill without the toil of Latin American workers.

Create a cluster of silent scenes in two acts to bring that situation to a big / small city in Spain. The first set of scenes show:

- ◆ A group of black people picking fruit and flowers in the fields.
- ◆ A group of people unloading vans (fruit, fish...) onto handcarts.
- ◆ Street cleaners (from Moroccan or South American stock) collecting the garbage.
- ◆ A break at a building site: most of the workers eating from their lunch-box are foreigners of different races.
- ◆ Messengers (from Asian backgrounds) delivering parcels on their bikes.
- ◆ People from Asian backgrounds working in textile factories (doing assembly line work).
- ◆ Waiters and cooks working in a Catalan restaurant.
- ◆ Cleaners in a hospital or railways station.
- ◆ Au pairs picking up kids from school.
- ◆ A coloured woman from Central / South America taking care of a sick woman in her home.

Make a videotape recording for feedback.

The second set of scenes show:

- ◆ A crowd of people complaining because there are no fruit, flowers or fish in a big market.
- ◆ People showing angry faces as they walk along a street because of the smelly bins which have not be emptied or collected for a long time.
- ◆ A building site showing “*Se necesitan peones. NO hace falta experiencia*” signs.
- ◆ People waiting nervously and impatiently for a delivery which is not coming.
- ◆ Customers complaining about the slow service in a restaurant (one white-coloured waiter only serving at all tables).
- ◆ Toilet doors showing “*Fora de servei*” notices.
- ◆ Little kids walking home alone.
- ◆ An old woman who’s fallen off her bed reaching out for a telephone.

Appendix 1.

Cooperative reading comprehension. A sample

Sheet A

Robin Hood es torna un proscrit

Robin Hood va néixer a les acaballes del segle XII. El seu nom autèntic era Robert. Era el fill del comte de Huntingdon. En aquells temps, Anglaterra tenia molts de problemes. El rei Ricard havia marxat a les croades a Terra Santa. Va ser fora molts d'anys.

El seu germà, Joan, es convertí en rei. Va ser un rei cruel i cobdiciós. Els seus homes eren arrogants i brutals. La gent pobra d'Anglaterra patia molt. Pagava impostos molt alts al rei Joan i als seus xèrifs. Moltes famílies es morien de gana!

Un dia, el cruel xèrif de Nottingham va matar el pare de Robin i es va quedar amb les seves terres. El jove Robin va perdre el seu pare, la seva llar, les seves terres i totes les seves possessions. Va fugir al bosc de Sherwood amb els seus criats fidels. Varen decidir viure com a homes lliures al bosc. No volien ser esclaus del Rei Joan. No obstant això, el rei els considerava proscrits.

Quan Robin Hood i els seus homes varen arribar al bosc de Sherwood, varen seure per descansar. Robin Hood va somriure als seus fidels criats. Aleshores els va dir: "Amics meus, el bosc de Sherwood és la nostra nova llar. Ara som lliures però estem fora de la llei. Tothom en aquest reialme està en contra nostra!"

Questions

1. What was Robin Hood's real name?
 2. When was he born?
 3. King Richard was away. Where did he go?
 4. What was King John like?
 5. Who killed Robin's father?
 6. Why did he move to Sherwood Forest with his true servants?
 7. Robin and his men were free but not safe in the wood. Why not?
-

"Master, we are not afraid because you are with us," said Much.

“Yes, I will stay with you, but you must do what I tell you. We must not become robbers. We must never harm the poor, the old, the women and children. We must respect and protect them. We take only from the rich merchants, noblemen and fat churchmen! Here is my plan: when rich travellers come into Sherwood Forest, we invite them to eat with us. Then, they must pay for their food. They must give us half of everything they have! We then give this money to the poor. Do you promise to do what I tell you?”

“Yes, we do!” they cried.

Robin and the outlaws lived in caverns in the forest. The caverns were a perfect hiding place. They were warm and dry in the winter. In the summer they were cool. They were happy in the forest. They all wore green clothes and carried bows and arrows. Robin had a horn to give signals.

Soon, other honest men joined the outlaws of Sherwood Forest: Nat, Will Scarlett and others. The outlaws were excellent archers. Robin Hood became the best archer in the region. In the forest, Robin and his men practised with their bows and arrows.

Preguntes

1. A qui havien de respectar i protegir els homes de Robin Hood?
2. Quin era el pla d'en Robin Hood?
3. Per què les coves varen resultar un bon amagatal?
4. Quina mena de roba duien tots?
5. Amb què feia senyals i avisos en Robin Hood?
6. Qui eren en Nat i en Will Scarlett?
7. Quines són les armes d'un bon arquero ?

Sheet B

Robin Hood becomes an Outlaw

Robin Hood was born near the end of the 12 th century. His real name was Robert. He was the son of the Earl of Huntingdon. At that time, England had many problems. King Richard was away on a crusade in the Holy Land. He was away many years.

His brother, John, became king. He was a cruel and greedy king. His men were arrogant and brutal. The poor people of England suffered a lot. They paid very high taxes to King John and his sheriffs. Many families died of hunger!

One day, the cruel Sheriff of Nottingham killed Robin's father and took away his lands. Young Robin lost his father, his home, his lands and all his possessions. He escaped to Sherwood Forest with his loyal servants. They decided to live as free men in the forest. They didn't want to be slaves of King John. However, the King considered them outlaws.

When Robin and his men reached Sherwood Forest, they sat down to rest. Robin Hood smiled at his loyal servants. Then he said to them, “My friends, Sherwood Forest is our new home. Now we are free but we are outlaws. Everyone in the kingdom is against us!”

Preguntes

1. Quin era el nom real d'en Robin Hood?
2. Quan va néixer?
3. El Rei Ricard es trobava fora. On havia anat?
4. Com era el Rei Joan?
5. Qui va matar el pare d'en Robin?
6. Per què va fugir en Robin amb els seus criats fidels al Bosc de Sherwood?
7. Robin i els seus homes eren lliures però no estaven segurs al bosc. Per què?

“Amo, nosaltres no tenim por perquè tu estàs amb nosaltres,” va dir en Much.

“Sí, estaré al vostre costat, però heu de fer el que us digui. No ens hem de convertir en lladres. No hem de fer mal als pobres, als vells, dones ni nens. Els hem de respectar i protegir. Només hem d'agafar coses dels viatgers rics, dels nobles i dels capellans grassos. Aquest és el meu pla: quan els viatgers rics entrin al Bosc de Sherwood els convidarem a menjar amb nosaltres. Després hauran de pagar-se el menjar. Ens hauran de donar la meitat de tot el que tinguin! Aquests diners els donarem als pobres. Prometeu fer tot allò que us digui?”

“Sí, ho prometem!” varen cridar.

Robin i els proscrits varen viure en coves al bosc. Les coves eren un perfecte amagatall. Eren càlides i seques a l'hivern. A l'estiu eren fresques. Varen ser feliços al bosc. Tots duïen roba de color verd i portaven arcs i fletxes. En Robin disposava d'un corn per fer avisos.

Aviat altres homes honrats es varen afegir als proscrits del Bosc de Sherwood: Nat, Will Scarlett i d'altres. Els proscrits eren uns excel·lents arquers. Robin Hood es va convertir en el millor arquer de la comarca. Al bosc, en Robin i els seus homes varen practicar amb els seus arcs i les seves fletxes.

Questions

1. Who must Robin and his men respect and protect?
2. What was Robin's plan?
3. Why were the caverns a good hiding place?
4. What clothes did they all wear?
5. How did Robin give signals?
6. Who were Nat and Will Scarlett?
7. What are a good archer's weapons?

Appendix 2

The Night Before Christmas

An African Christmas Story

by P.E. Adotey Addo

It was the night before Christmas and I was very sad because my family life had been severely disrupted and I was sure that Christmas would never come. There was none of the usual joy and anticipation that I always felt during the Christmas season. I was eight years old but in the past few months I had grown a great deal.

Before this year, I thought Christmas in my village came with many things. Christmas had always been for me one of the joyous religious festivals. It was the time for beautiful Christmas music on the streets, on radio, television, and every where. Christmas had always been a religious celebration and the church started preparing way back in November. We really felt that we were preparing for the birth of the baby Jesus.

Christmas was the time when relatives and friends visited each other so there were always people travelling and visiting with great joy from all the different tries. I always thought that was all Christmas was. Oh, how I wished I had some of the traditional food consumed at the Christmas Eve dinner and the Christmas Day dinner, I knew I could not taste the rice, the chicken, goat, lamb, and fruits of various kinds. The houses were always decorated with beautiful paper ornaments. The children and all the young people loved to make and decorate their homes and schools with colourful crepe paper.

All of us looked forward to the Christmas Eve Service at our church. After the service there would be a joyous procession through the streets. Everyone would be in a gala mood with local musicians in a *Mardi Gras* mood. Then on Christmas Day we all went back to church to read the scriptures and sing carols to remind us of the meaning of the blessed birth of the baby Jesus. We always thought that these were the things that meant Christmas.

After the Christmas service young people received gifts of special chocolate, special cookies, and special crackers. Young people were told that the gifts come from Father Christmas, and this always meant Christmas for us. They also received new clothes and perhaps new pairs of shoes. Meanwhile throughout the celebration, everyone was greeted with the special greeting word, "Afishapa" meaning Merry Christmas and a Happy New Year.

Oh how I wish that those memories were real tonight in order to bring us Christmas. However, this Christmas Eve things were different and I knew Christmas would never come. Every one was sad and desperate because of what had happened last April when the so-called Army of Liberation attacked our village and took all the young boys and girls away.

Families were separated and some were murdered. We were forced to march and work for many miles without food. We were often hungry and we were given very little food. There was very little food. The soldiers burned everything in our village and during our forced march we lost all sense of time and place.

Miraculously we were able to get away from the soldiers during one rainy night. After several weeks in the tropical forest we made our way back to our burned out village. Most of us were sick, exhausted, and depressed. Most of the members of our families were no where to be found. We had no idea what day or time it was.

This was the situation until my sick grandmother noticed the reddish and yellow flower we call, "Fire on the Mountain", blooming in the middle of the marketplace where the tree had stood for generations and had bloomed for generations at Christmas time. For some reason it had survived the fire that had engulfed the marketplace. I remembered how the nectar from this beautiful flower had always attracted insects making them drowsy enough to fall to the ground to become food for the crows and lizards. We were surprised that the fire the soldiers started to burn the marketplace and the village did not destroy the "Fire on the Mountain" tree. What a miracle it was.

Grandmother told us that it was almost Christmas because the flower was blooming. As far as she could remember this only occurred at Christmas time. My spirits were lifted perhaps for a few minutes as I saw the flower. Soon I became sad again. How could Christmas come without my parents and my village?

How could this be Christmas time when we celebrate the birth of the Prince of Peace, because since April we have not known any peace, only war and suffering. How could we celebrate as grandmother instructed us to do before she died. Those were the last words she spoke before she died last night.

As I continued to think about the past joyous Christmases and the present suffering, we heard the horn of a car and not just one horn but several cars approaching our village. At first we thought they were cars full of men with machine guns so we hid in the forest. To our surprise they were not and they did not have guns. They were just ordinary travellers. It seemed the bridge over the river near our village had been destroyed last April as the soldiers left our village. Since it was almost dusk and there were rumours that there were land mines on the road, they did not want to take any chances. Their detour had led them straight to our village.

When they saw us they were shocked and horrified at the suffering and the devastation all around us. Many of these travelers began to cry. They confirmed that tonight was really Christmas Eve. All of them were on their way to their villages to celebrate Christmas with family and friends. Now circumstances had brought them to our village at this time on this night before Christmas. They shared the little food they had with us. They even helped us to build a fire in the center of the marketplace to keep us warm.

In the middle of all this, my sister became ill and could not stand up. A short time after we returned to our village my grandmother told me that my oldest sister was expecting a baby. My sister had been in a state of shock and speechless since we all escaped from the soldiers.

I was so afraid for my sister because we did not have any medical supplies and we were not near a hospital. Some of the travellers and the villagers removed their shirts and clothes to make a bed for my sister to lie near the fire we had made. On that fateful night my sister gave birth to a beautiful baby boy.

This called for a celebration, war or no war, Africans have to dance and we celebrated until the rooster crowed at 6 a.m. We sang Christmas songs. Every one sang in his or her own language. For the first time all the pain and agony of the past few months escaped.

When morning finally came my sister was asked, "What are you going to name the baby"? Would you believe for the first time since our village was burned and all the young girls and boys were taken away, she spoke. She said, "His name is Gye Nyame, which means except God I fear none."

And so we celebrated Christmas that night. Christmas really did come to our village that night, but it did not come in the cars or with the travellers. It came in the birth of my nephew in the midst of the suffering. We saw hope in what this little child could do. This birth turned out to be the universal story of how bad things turned into universal hope, the hope we found in the Baby Jesus. A miracle occurred that night before Christmas and all of a sudden I knew we were not alone any more. Now I knew there was hope and I had learned that Christmas

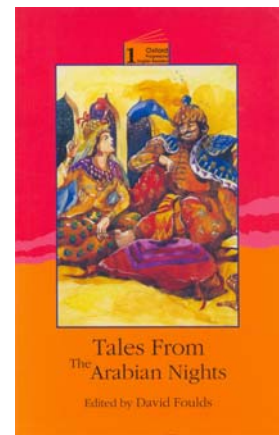
comes in spite of all circumstances. Christmas is always within us all. Christmas came even to our village that night.

Appendix 3

“An interview with Scherezade”

[based on the story “The Unhappy King”, in *Tales from the Arabian Nights*,
Oxford Progressive English Readers, grade 1]

- ◆ Who was your father?
- ◆ Who was your mother?
- ◆ Did you have any brothers or sisters?
- ◆ Why did King Shahriah become angry with his first wife?
- ◆ How did the executioner kill the king’s wife?
- ◆ Why did the king marry a new wife every day?
- ◆ When did the executioner cut off the bride’s head?
- ◆ For how long did King Shahriah marry a new wife every day?
- ◆ How many wives did the king marry?
- ◆ Why did you help your father, the Wazir?
- ◆ What was your plan to stop the king from killing more young girls?
- ◆ What were your stories about?
- ◆ How did the king feel when he heard your stories?
- ◆ What happened before you reached the end of the story?
- ◆ How many stories did you tell the king altogether?



- ◆ Did you marry the king in the end?

Appendix 4

An interview with Asha Meherkham.
Adapted from the original "Intocable, madre y trabajadora"
(*La Vanguardia*, 7 August 2004)

♥ *Tell us about an ordinary day in your life?*

- ♠ I get up at five thirty. I tidy up the house and cook lunch for my husband. He works in a sugarcane factory. When the kids go to school I go to work too.

♥ *What is your job?*

- ♠ I work in the fields picking up grass and wood and collecting water

♥ *What is your house like?*

- ♠ It is made of mud. It is very small, only 15 square metres. My husband and I sleep on a wooden bed and our kids, who are 13 and 11, sleep on the floor.

♥ *Is there electricity in your house?*

- ♠ No. No electricity and no running water.

♥ *Your two daughters are already married...*

- ♠ Yes, it was hard because we had to sell our two female buffalo. My husband used to sell their milk so that we could pay the school fees.

♥ *What was the hardest time of your life?*

- ♠ My childhood. When my mother died and then my sister Asha was taken away by her new adoptive parents. Soon after that my father also died and I had to live with my uncle and my aunt.

♥ *When did you marry?*

- ♠ I was only 11, but my uncles looked for a husband. Because I was very poor I didn't have to pay the dowry.

♥ *Did you have to live with your mother-in-law?*

♣ Yes, that was the worst thing in my marriage. She was very hard to me. She made me work very hard and she gave me little food. She used to beat me and got angry because I did not become pregnant.

♥ *When did you have your kids?*

♣ When I was 14 I had a baby girl. Then I bore another girl. A few years later we had a boy, and then another. Everybody was very happy about that.

♥ *Does your husband treat you right?*

♣ Yes. He has always loved me like a sister. We are happy and we have our own house now.

♥ *Did you ever go to school?*

♣ No, never. My daughter Savita taught me to write my name.

♥ *How did you feel when your sister came to see you in India?*

♣ Very happy. She is very nice, she has a nice family and her life is fine. That makes me happy.

♥ *Would you like to have been adopted instead of Asha?*

♣ Yes, but things are just the way they are. If you change your life, you change everything. I couldn't live without my husband or my children. I prefer my own life. Yours is complicated.

♥ *What do you think about our world?*

♣ Things are so different. The other day I saw some women on the beach without any clothes on. How different from India! But it's all right because they look happy. Men here cook, clean and do the ironing. I like your life style, but it's so different!

♥ *What do you ask God when you pray?*

♣ To let me and my family be happy. I also want Asha to learn my language, Marathi.



Appendix 5

[end of Act II, scene II of *A Taste of Honey* by Shelagh Delaney]

Jo: Helen.

Helen: Yes.

Jo: My baby may be black.

Helen: You what, love?

Jo: My baby may be black.

Helen: Oh, don't be silly, Jo. You'll be giving yourself nightmares.

Jo: But it's true. He was black.

Helen: Who?

Jo: Jimmie.

Helen: You mean to say that... that sailor was a black man? ... Oh my God! Nothing else can happen to me now. Can you see me wheeling a pram with a ... Oh my God. I'll have to have a drink.

Jo: What are you going to do?

Helen: I don't know. Drown it. Who knows about it?

Jo: Geoffrey.

Helen: And what about the nurse? She's going to get a bit of a shock, isn't she?

Jo: Well, she's black too.

Helen: Good, perhaps she'll adopt it. Dear God in heaven!

Jo: If you don't like it you can get out. I didn't ask you to come here.

Helen: Where's my hat?

Jo: On your head.

Helen: Oh yes... I don't know what's to be done with you, I don't really. [*To the audience*] I ask you, what would you do?

Jo: Are you going?

Helen: Yes.

Jo: Are you just going for a drink?

Helen: Yes.

Jo: Are you coming back?

Helen: Yes.

Jo: Well, what are you going to do?

Helen: Put it on the stage and call it Blackbird. [*She rushes out*]

Appendix 6

[Opening dialogues of *Norm and Ahmed* by Alex Buzo]

NORM: Excuse me, mate.

(*AHMED stops and looks at NORM. Pause*)

Got a light?

AHMED: Yes, certainly.

(*he offers a box of matches*)

NORM: Thanks.

(*he keeps the matches after he has lit up*)

I was dying for a smoke. Lucky you turned up. Nothing open at this hour.

AHMED: No, it's nearly midnight.

(*Pause. AHMED has been waiting for NORM to return his matches, but now starts to edge away warily*)

NORM: Wait a minute, mate.

AHMED: Yes?

(*Pause*)

NORM: You forgot your matches.

(*He holds them out*)

AHMED: (*taking them warily*) Thank you.

(*He edges away*)

NORM: What's the matter, mate? Do you think I'm going to hold you up and rob you or something?

AHMED: (*hastily*) Oh no, not at all.

NORM: This isn't India, mate. You're in Sydney. No Bombay stranglers around here. You're quite safe.

AHMED: There are hoodlums here, too. Just as many as in my country.

NORM: Yeah, I'd reckon it'd be about evens. What part of the ...uh...south-east Asian sub-continent would you be from?

AHMED: I am from Pakistan. Karachi, to be exact. I, uh, really must be going...

NORM: Eh, wait a minute, mate. I'm not going to rob you or bash you or anything.

AHMED: I was not suggesting for one minute that you were.

NORM: Then what's the matter, you think I'm a drunk? You think I'm one of those old piss-pots who go around the place annoying decent people?

AHMED: No, not at all.

NORM: You think I'm a poofter, then, don't you? That's what you're thinking, isn't it? You think I'm like those poofsters in Hyde Park who go around soliciting blokes.

AHMED: Certainly not. I assure you I think nothing of the kind. I hope I have not insulted you in any way. If I have, I crave your forgiveness.

NORM: Ar, she's right. I suppose you've got to be careful these days. Lot of nasty types around.

AHMED: Yes, there is a lot of violence prevalent at the moment.

NORM: Too right. You look a bit uneasy.

AHMED: I do?

NORM: Yes. Are you sure you're all right?

AHMED: Yes.

NORM: You don't look all right.

AHMED: I feel fine.

NORM: My name's Norm Gallagher, what's yours?

AHMED: My name is Ahmed. (*Moving away*) Well, I don't wish to seem rude...

NORM: Pleased to meet you, Ahmed.

(He offers his hand)

AHMED: (*shaking hands*) How do you do?

NORM: Pakistan. Now that's an interesting place. I've never been to Pakistan. I was in Egypt during the war, but we never went anywhere else. How do you like Australia?

AHMED: It is a very nice place. Naturally I tend to get a little home-sick at times, but I quite like it out here. The people are very friendly.

NORM: It's good to hear that, Ahmed. You feel you're settling down all right?

AHMED: Yes, I think so. One always experiences difficulties when one is seeking to adjust to an alien environment. But once the initial period of adjustment is over, it is easier to acclimatise oneself.

(Pause)

NORM: That's very true.

AHMED: Yes. Now if you'll excuse me, I'll..

NORM: Do you know what? You're insulting me, do you know that? Eh? You're insinuating that I'm some kind of drunken pervert.

AHMED: Oh no, you have misconstrued my actions. I think nothing of the kind.

NORM: Then why do you keep backing away, eh? Answer me that.

AHMED: Well...I mean...it's late. It's late at night.

NORM: I know it's late. That's no reason. You think you're a bit above me. You don't want to talk to me. I'm insulted. If you think I'm a drunken perv, why don't you say so? Why don't you come right out and say it?

AHMED: I'm very sorry if you think that. Perhaps I have shown bad manners. I offer my humble apologies.

NORM: Never been so insulted in all...

AHMED: Please! Believe me. I did not mean to be rude.

NORM: You sure?

AHMED: Of course I'm sure.

NORM: Well, all right then, don't worry about it. Just a bit of misunderstanding, that's all. No hard feelings.

.....

[closing dialogue]

NORM: Glad to hear it. Well Ahmed, I must say it's been a pleasure to meet you and have this little talk. I mean, to reach a common understanding. That's what the world needs, I reckon, a bit of common understanding.

AHMED: That is very true. I have enjoyed meeting you, too, Norm, it has been a real pleasure.

NORM: Put 'er there, mate.

(He offers his hand)

AHMED: *(reaching out to shake hands)* Yes, I -

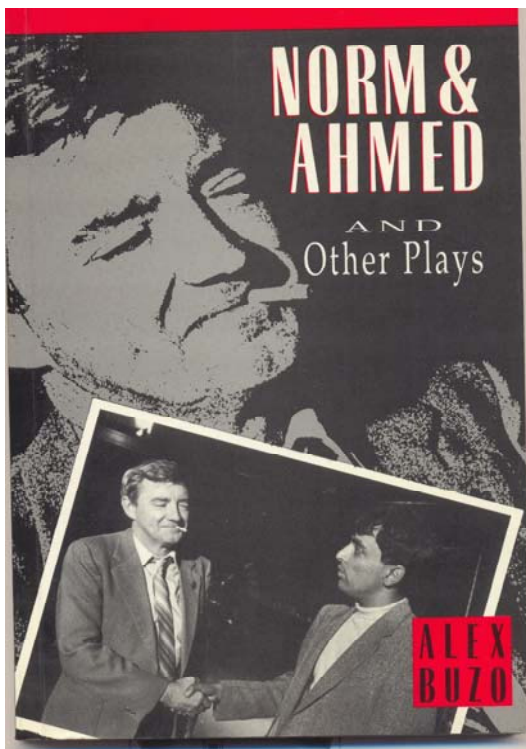
(NORM punches AHMED in the stomach, then in the face. He grabs AHMED's head and bashes it against the post. Then he flings the limp body over the handrail)

NORM: Fuckin' boong.

(The clock strikes one)

Lexical notes

any



Hoodlum: a street hooligan.

Poofter: a pejorative term for a male homosexual.

Boong: a pejorative term for Australian aboriginals, by extension, black or coloured people.

“L’aula d’idioma com a mitjà d’integració
i d’enriquiment multicultural”

READERS

Presentació

Aquest aplec de “class readers” constitueix el material de lectures graduades (adaptades i simplificades) més assequible i més a l’abast de les aules d’ESO. La seva utilització presenta avantatges i inconvenients.

El principal desavantatge és que per les seves característiques normalment no poden oferir arguments de candent actualitat. Són títols nous en alguns casos, però sovint són històries adaptades de títols clàssics. Quan les obres són noves es tracta d’autors de literatura pedagògica. L’objectiu, en qualsevol cas, és oferir la possibilitat de gaudir d’històries d’interès general en versions de dificultat esgraonada en el lèxic i la gramàtica. El que resultaria ideal en el camp del nostre estudi seria poder disposar de contes, poemes, textos dramàtics en versió anglesa (o bilingüe) dels diversos països de procedència ètnica de les nostres aules. Això, que en certa manera seria possible (comandes a través de distribuïdores per internet, per exemple), resultaria car i no del tot gratificant, ja que suposaria una càrrega per al docent simplificar les versions originals si es vol treballar amb tota mena d’alumnes a l’etapa de l’ESO.

L’avantatge principal és la fàcil disponibilitat d’exemplars dels títols que es reediten. Tot i tractar-se de simplificacions de l’obra original, aquests productes editorials permeten que el jove lector / aprenent d’anglès accedeixi a escriptors, temàtiques, arguments literaris d’interès humà i contextos socioculturals abundants sense haver d’esperar que el seu nivell d’anglès sigui prou madur (First Certificate i acreditacions superiors) per poder tastar-ho en edicions íntegres.

El recull de “readers” que es presenta aquí és molt exhaustiu, producte de la tasca de destriar aquelles lectures de diverses editorials angleses en el mercat peninsular que contenen temàtiques de valor social i convivencial situades en escenaris geogràfics multiculturals d’ara i d’abans.

Aquestes lectures estan agrupades per continents. La classificació d’alguna ambientació podria resultar discutible, ja que els termes geopolítics “Near East”, “Middle East” i “Far East” els interpretem de manera diferent a Europa i els Estats Units, fins i tot dins del marc comú europeu. S’ha creat una subdivisió especial dins del “Far East” per a les lectures ambientades a l’Índia i la Xina.

Els fulls didàctics d’explotació de cada “reader” segueixen la línia d’enfocament de transmissió de valors i coneixements pluriculturals. S’aprofita les oportunitats avinents per aprofundir en els qüestionaris que posen a prova la curiositat per saber una mica

més (història, geografia, llengua, religió, costums...) dels països de referència. El contingut del conjunt de les propostes és novedós, extraeditorial, ja que no es manleva (excepte les pàgines 56-57 de *The Drive to Dubai*) cap dels exercicis o activitats del producte editorial originari, als quals no intenten substituir sinó complementar. Tot això al bon criteri del professorat.

S'ha intentat connectar en certa mesura no abusiva els temes i les situacions que plantegen aquests "readers" amb l'actualitat dels nostres dies. Les citacions de notícies de diaris i de revistes sovintegen. També s'ha procurat una certa interrelació o entreteixit d'aquestes temàtiques en diversos *readers*: l'afro-americanisme, les pràctiques màgiques o medicines tradicionals...

No trobarem en aquestes lectures graduades històries o arguments interculturals ambientats en països europeus, de cohabitació entre nacionals i foranis en un barri de Birmingham o de París, que sí que es veuen reflectides en el cinema. Seria bo que les editorials prenguessin nota que ens manquen "readers" en aquesta direcció pedagògica. No obstant això, en el recull de les gairebé cinquanta lectures abunden els "topical subject", els temes d'interès actual com ara: les guerres, la fam, supersticions i costums, llengües i cultures populars, malalties, racisme, explotació laboral i colonial, drets humans, religions, la família i el matrimoni, la corrupció política, la criminalitat, l'escola i l'educació, la música i l'esport, l'ecologia i el medi ambient...

Les lectures i les fitxes d'explotació didàctica van adreçades, a tall orientatiu, als nivells d'ESO que s'indiquen amb el terme "target group". Malauradament no n'hi ha moltes per als graus inicials de l'ESO, i hi abunden les del tram final. Les que s'indiquen amb 4 ESO + de fet serien adequades per a nivells postobligatoris. Si el professor treballa les lectures en funció de la diversitat i no de manera genèrica, aquestes es podrien aconsellar per als lectors amb més bona competència idiomàtica.

Un bon nombre d'activitats es presenta en forma lúdica, amb concursos i exercicis que requereixen la participació en equips o en parelles. Aquest procediment sempre resulta més engrescador i encoratja una mica els alumnes més reticents al treball individual o amb problemes d'organització de la seva autonomia d'estudi.

El joc "Tintin Trivia" així com el de tauler "Tintin's Zoo" són un aperitiu al recull dels *readers* pròpiament dit. De fet la lectura de cada títol suggerit d'aquest reporter suposa un "reader" en tota l'extensió de la paraula. Aquestes deu lectures s'han condensat en una macroproposta pedagògica amb format lúdic que pot servir de model per elaborar jocs semblants com un "Africa Trivia" o un "Far East Quiz", que serveixin de recapitulació d'un conjunt d'històries per continents. Però això pressuposaria un interès i una motivació homèrica per part dels alumnes. Els "boardgames" funcionen més bé com a exercicis de revisió d'una lectura concreta, amb independència si s'ha d'avaluar o no.

No cal perdre de vista que alguns "readers" van acompanyats cada vegada més d'una cinta cassette o d'un CD. Això pot tenir un interès pedagògic afegit: la pronunciació acurada en anglès de noms de persones i d'indrets exòtics, la possibilitat d'alternar capítols llegits amb altres escoltats, etc.

També cal tenir present que la música és una bona amiga de la lectura, sigui individual o col·lectiva. No s'han suggerit moltes propostes complementàries de lectura / audició de cançons per no crear una hipertròfia musical: hi ha tot un apartat del treball dedicat a les cançons pop. Es poden suggerir, però, algunes músiques ambientals, sinèrgiques, per a determinades lectures (íntegres o fragmentades) que es portin a terme dins de l'aula:

Reader	Música
<i>Walkabout</i>	Banda sonora de <i>Walkabout</i> (John Barry). <i>Australia. Twilight of the Dreamtime</i> (Terry Oldfield).
<i>Pocahontas</i>	Banda sonora de la pel·lícula <i>Pocahontas</i> , en particular “Colors of the Wind” i “River’s Edge”
<i>Grey Owl</i>	Música de flauta nativa americana (<i>Songs of the Rainbow World</i> de Carlos Nakai)
<i>Amistad</i>	Banda sonora de la pel·lícula del mateix títol
<i>Tales of Goha</i>	<i>In a Persian Market</i> d’Albert Kételby
<i>The Prince of Egypt</i>	<i>Banda sonora del mateix títol</i>
Arabian Nights	<i>Shéhérazade</i> de Maurice Ravel
<i>When Rain Clouds Gather</i> (primer i darrer capítol)	Tema central de <i>Cry Freedom</i> , banda sonora de George Fenton per a la pel·lícula del mateix títol.
Weep not , Child	Tema principal de <i>Out of Africa</i> (música de John Barry) alternant amb l’esmentada de <i>Cry Freedom</i> en determinats capítols.
“The Gentlemen of the Jungle”	“The Lion Sleeps Tonight” (Tokens)

Anotem tot seguit un marc de referència dels 47 readers en funció de les seves ambientacions i principals temes d’interès.

READER	SETTING	MAIN TOPICS
“Between Two Worlds”	Sydney + North Aus	aboriginal women
“Desert, Mountain, Sea”	Australian desert	Australian bush
“Walkabout”	Australian desert	aboriginal life and culture
“Pocahontas”	Virginia	US early history
“Voodoo Island”	Haiti	folk religions
“The Colombian Connection”	Colombia	cocaine trafficking
“Grey Owl”	Canada	protection of environment
“The Pearl”	Mexico (Lower Cali.)	Indian folk superstitions
“Breaking the Chain”	Guatemala forests	luck and fate
“The Mosquito Coast”	Honduras jungle	return to natural life
“Amistad”	Washington D.C.	US history, slavery
“The Smiling Buddha”	Thailand	robbery of cultural legacy
“The Drive to Dubai”	United Arab Emirates	modern life in Muslim land
“The Wooden Horse”	ancient Persia	modernizing folk tales
“White Death”	Singapore ??	drug smuggling and the law
“Tales of Goha”	ancient Far East	Sufi folktales and wisdom
“The Man from Nowhere”	Oman	modern life in Muslim land
“The Prince of Egypt”	ancient Egypt	cultural clash and sharing
“Tales from the Arabian Nights”	legendary Far East	myths and heroes
“Jojo’s Story”	Sierra Leone??	child soldiers

<i>"African Adventure"</i>	Kenya	traditional medicines
<i>"The Magic Garden"</i>	black Africa	rural Africa, bride price
<i>"Mission to Kala"</i>	rural Cameroon	early manhood in Africa
<i>"The Bride Price"</i>	Nigeria	marriage in black Africa
<i>"Things Fall Apart"</i>	Nigeria	loss of cultural identity
<i>"No Longer at Ease"</i>	Nigeria	corruption in urban life
<i>"The Great Ponds"</i>	Nigeria	tribal life in Africa
<i>"The Narrow Path"</i>	Ghana	discipline at African school
<i>"When Rain Clouds Gather"</i>	Botswana	changing farming life
<i>"Mine Boy"</i>	South Africa	working life & Apartheid
<i>"Weep Not, Child"</i>	Kenya	fight for independence
<i>"The Gentlemen of the Jungle"</i>	Kenya	colonial Africa
<i>"Blue Moon Valley"</i>	ancient China	love of rural life
<i>"Mulan"</i>	ancient China	traditional gender role
<i>"The Mystery of Dr Fu Manchu"</i>	London	the yellow peril
<i>"The Joy Luck Club"</i>	San Francisco	Chinese women abroad
<i>"The Wedding Box"</i>	ancient China	traditional marriage in China
<i>"Happy New Year"</i>	ancient China	traditional holiday in China
<i>"Dragon Seed"</i>	occupied China	love of land and family
<i>"Falling Leaves"</i>	20 th century China	China history
<i>"Old Mali and the Boy"</i>	Indian jungle	animals in Hindu religion
<i>"The Jungle Book"</i>	Indian jungle	protection of wild life
<i>"Around the World in 80 Days"</i>	Indian places	Indian customs
<i>"Heat and Dust"</i>	real & fiction India	Indian history & customs
<i>"He Knows Too Much"</i>	England, India	essential & anecdotal India
<i>"Gandhi"</i>	India	teachings for a better world

AROUND THE WORLD IN TEN TINTIN BOOKS AND EIGHTY QUESTIONS

TRIVIA GAME

Previous task: reading the following story-books by Hergé (Madrid: Ediciones del Prado).

Cigars of the Pharaoh (CF)
The Seven Crystal Balls (SCB)
Tintin in America (TA)
Prisoners of the Sun (PS)
Tintin and the Picaros (TP)
The Crab with Golden Claws (CGC)
Land of Black Gold (LBG)
Tintin in Tibet (TT)
The Broken Ear (BE)
The Blue Lotus (BL)

How to play the game: set up five teams of four players. One of the students becomes the spokesperson for the team, but everyone on the team helps to choose the correct answer. The teacher acts as Master of Ceremonies and referee. Each team give themselves a “nom de guerre” (The Butterflies, The Spiders, The Monkeys, The Parrots, The Lizards). There is a draw and each team is given an enrolment number (1 to 5) for participation.

The teacher asks Team 1 one question eliminating the three multiple choices. The time set for the answer is 20 seconds. If the team knows the right answer they score **three points**. If they can't think of the answer they can call for multiple choices (“Help, please!”) and are allowed another 20 seconds. If they succeed they score **two points**. If they don't the following team (Team 2) can have a lucky try: if their answer is right they score **one point**, if wrong they **lose two points**.

The game goes on until each team has had four turns, eight turns or sixteen turns. The team with the most points wins.

The players choose the questions at random from 1 to 80. The teacher can keep a record of the questions on a grid like this

1	9	17	25	33	41	49	57	65	73
2	10	18	26	34	42	50	58	66	74
3	11	19	27	35	43	51	59	67	75
4	12	20	28	36	44	52	60	68	76
5	13	21	29	37	45	53	61	69	77
6	14	22	30	38	46	54	62	70	78
7	15	23	31	39	47	55	63	71	79
8	16	24	32	40	48	56	64	72	80

After each question the teacher hands the team / teams a card that shows their performance

Orange + 3
 Yellow + 2
 Blue + 1
 Red - 2

Alternatives: the game can be played many times just by changing combinations of the questions. Before the team game starts a number of refreshing reviews or warm ups can be tried out in pairs: board games like *Tintin's Zoo* follow this Trivia Quiz. Each pair of students will need dice and tokens.

Between round brackets the abbreviations for the Tintin story-book and the page that shows the background for the questions.

1. What is EFFENDI? (CF, p. 6)
 - a) a title of respect in Arab countries
 - b) a fruit that grows near the River Nile
 - c) an ancient Egyptian god

2. The chief or head of an Arab tribe, family or village is a... (CF, p. 15)
 - a) Guru
 - b) Sheik
 - c) Pharaoh

3. A greeting of peace in Arabic is SALAAM... (CF, pp. 14-15)
 - a) Aleikum
 - b) Shúkran
 - c) Inshallah

4. A DHOW /dau/ is found on the Arabian Sea. It's a ... (CF, p. 17)
 - a) strong wind
 - b) boat
 - c) big black fish

5. A nomadic Arab of the desert is a ... (CF, p. 24)
 - a) Sandyman
 - b) Blueberry

- c) Bedouin
6. QUININE is a medicine used as a remedy for... (CF, p. 34)
- a) jungle madness
 - b) malaria
 - c) monkey fever
7. One-storey houses we now call BUNGALOWS originally came from...(CF, p. 37)
- a) Arabia
 - b) Iran
 - c) Bengal (in former India)
8. Which animal is sacred and cannot be eaten or disturbed in India? (CF, p. 48)
- a) a donkey
 - b) a cow
 - c) an elephant
9. Which animal is the lord of the jungle in India? (CF, p. 51)
- a) tigers
 - b) white elephants
 - c) gorillas
10. What is KUKRI? (CF, p. 38)
- a) a Hindu dagger (a small knife)
 - b) a Hindu priest
 - c) a Hindu sweet cake
11. SAHIB is a form of address in India to... (CF, p. 39)
- a) American women
 - b) the evil spirits of the jungle
 - c) European men
12. Why is the RAJAIJAH juice dangerous?(CF, p. 43)
- a) it's the poison of madness
 - b) it's a bitter drug that kills you when you drink it
 - c) it makes you dream of ghosts and witches every night
13. A Hindu god worshipped in many aspects (an angry destroyer, naked ascetic, lord of the cosmic dance, lord of the beasts, in the form of Phallus...) is... (CF, pp. 49-50)
- a) Siva
 - b) Brahma
 - c) Vishnu
14. MAHARAJA is the title of an Indian... (CF, p. 51)
- a) priest
 - b) prince
 - c) elephant-driver
15. Opium also was / is a drug used in medicine as an analgesic and narcotic. Which plant is it made from? (CF, p. 52)
- a) daisy
 - b) poppy
 - c) lotus

16. A Hindu or Muslim beggar ("poor man" in Arabic) who is regarded as a holy man and who can do magic is called... (SCB, p. 7)
- Ashram
 - Fakir
 - Ziggurat
17. A person who teaches YOGA is a ... (SCB, p. 7)
- Yohi or Yoke
 - Yahoo
 - Yogi
18. RASCAR CAPAC (he-who-unleashes-the-Fire-of-Heaven) was... (SCB, p. 28)
- an Incan mummy
 - an Aztec god
 - the watcher of a Mayan temple
19. Chiquito was a descendant of the Incas. His real name was... (SCB, p. 57)
- Rupac Inca Huaco
 - Aymara Rupac Titicaca
 - Lama Glama Huaca
20. Many native people of Peru are pure-blooded Indians like Chiquito, who speak one of the official languages of this country. What language is this? (SCB, p. 57)
- Guarani
 - Ojibwa
 - Quechua
21. The excrement of seabirds used as manure on islands off South America is called... (SCB, p. 62)
- guarro
 - guano
 - iguana
22. The supreme chief of some North American Indian tribes like the Blackfeet was the mighty... (TA, p. 19)
- Sake
 - Saccharin
 - Sachem
23. A TOMAHAWK is a North American Indian war... (TA, p. 19)
- axe
 - arrow
 - spear
24. In the North American Indian mythology a god having supernatural power was... (TA, p. 20)
- the Great Jackpot
 - the Great Manitou
 - the Dumb Redskin
25. A North American Indian woman or wife was called a ... (TA, p. 21)
- squatter

- b) squaw
 - c) squash
26. A PAPOOSE was a young North American Indian... (TA, p. 22)
- a) prairie dog
 - b) kid
 - c) horse
27. Some North American Indians lived in tents made of skins called... (TA, p. 26)
- a) wigwam
 - b) big bangs
 - c) tenteapees
28. A legendary 16th century North American Indian teacher and chieftain was... (TA, p. 29)
- a) Hoboes
 - b) Highwater
 - c) Hiawatha
29. A STAG is an animal that lives in the prairies. It's an adult male... (TA, p. 38)
- a) bear
 - b) puma
 - c) deer
30. What kind of animal is a GYMNOTUS? (TP, p. 38)
- a) a small snake
 - b) an electric fish
 - c) a parrot
31. What animals of the same family as crocodiles and alligators are common in South America? (TP, p. 36)
- a) Caymans
 - b) Mohicans
 - c) Maycams
32. One of the largest snakes lives in South America both on land and in the water. This is... (TP, p. 37)
- a) the Boa bull
 - b) the Anaconda
 - c) the Amaterasu
33. A very difficult problem is a (CGC, p. 8)
- a) Chinese puzzle
 - b) Tibetan mah-jong
 - c) Japanese go
34. The Sahara Desert might also be called... (CGC, p. 28)
- a) the land of oil
 - b) the land of golden rocks

c) the land of thirst

35. "My Kingdom for a horse!" In the Sahara Desert the translation of this line from Shakespeare would read... (CGC, p. 28)

- a) My kingdom for a crab
- b) My kingdom for a camel
- c) My kingdom for a lizard

36. Nomadic Tuaregs are an example of a people native of the north of Africa who are called... (CGC, p. 36)

- a) Berbers
- b) Barbarians
- c) Rif al-Bagghar

37. A courtesy title meaning "Sir / Lord" is used for a Muslim chief or leader and sometimes for important white people. This is... (CGC, p. 46)

- a) Yihad
- b) Sidi
- c) Yasser

38. What are the visitors to a mosque (a religious building) asked to remove? (CGC, p. 50)

- a) their cloaks
- b) their hats
- c) their shoes

39. An object worshipped for its magical power by primitive peoples (like the "Arumbayas") is a ... (BE, p. 1)

- a) fetish
- b) totem
- c) tattoo

40. CURARE is a terrible vegetable poison, used by South America Indians, that paralyses your... (BE, p. 2)

- a) hands
- b) feet
- c) nerves and breathing

41. A South-American freshwater fish notorious for its voracity ("man-eating fish") and sharp teeth is a ... (BE, p. 55)

- a) migraine
- b) piranha
- c) gymnotus robustus

42. A male Muslim ruler descendant of Muhammad is an... (LBG, p. 18)

- a) Emir
- b) Eminem
- c) Imam Ben Oman

43. A spot in the desert where water and vegetation are found is... (LBG, p. 23)

- a) an Egyptian well
- b) a mirage
- c) an oasis

44. What is KHAMSIN? (LBG, p. 30)

- a) a sandstorm caused by a hot wind that may last up to fifty days
- b) rainclouds in the sky for one hundred (Khamsin) days
- c) chilly sandhills where you can spend the night

45. A sound used to attract attention at a distance that Australia settlers copied from the Aboriginals is... (LBG, p. 32)

- a) Cooee /ku:i/
- b) Coo /ku:/
- c) Cookie /'kuki/

46. Mohamed Ben Kalish Ezab calls his son Abdullah "my one and only little CHICKADEE". This is ... (LBG, p. 38)

- a) a small bird from North America
- b) a small chicken from Morocco
- c) a young Emir from Algeria

47. What kind of vehicles did RICKSHAW boys use to pull in China (this transport has been banned today for 'unhealthy and servile')? (BL, p. 6)

- a) two-wheeled carriages
- b) six-wheeled carriages
- c) push bikes

48. The Chinese legendary founder of Taoism said, "You must find your way (tao)". Who was he? (BL, p. 13)

- a) Confucius
- b) Lao Tzu
- c) Yangtze Kiang

49. What is a SAMPAN in China? (BL, p. 16)

- a) a small boat
- b) a cold wind from the Himalayas
- c) a trackless train along the Great Wall

50. The Chinese also know the "poison of madness". This is... (BL, p. 23)

- a) Mahayana
- b) Mahabharata
- c) Rajajiah

51. The Japs offered a reward for Tintin. It was a 5000 ... (BL, p. 27)

- a) Yen
- b) Yuan
- c) Japanese dollar

52. In 1899 a Chinese society led an uprising against Western domination (War of Righteous and Harmonious Fists). It was called... (BL, p. 43)

- a) The Boer Rebellion

- b) The Boxer Rebellion
- c) The Boxing Parade

53. Opium dens like the Blue Lotus were popular in one of the largest and most fashionable cities in China in the 1930s. This was... (BL, p. 54)

- a) Beijing
- b) Hong Kong
- c) Shanghai

54. It's a stereotype that the Chinese eat rotten eggs. From what nests? (BL, p. 43)

- a) eagles
- b) storks
- c) swallows

55. Which is the most important city by the sea in Peru? (PS, p. 1)

- a) Callao
- b) Lima
- c) Guayaquil

56. What is the national drink in Peru? (PS, p. 1)

- a) tequila
- b) pisco
- c) chicle

57. What do llamas do when they are angry? (PS, p. 2)

- a) they spit at you
- b) they smile at you
- c) they chew coca leaves

58. Which seabird drops "guano"? (PS, p. 4)

- a) albatrosses
- b) seagulls
- c) puffins

59. A little medal that helps you in danger is a... (PS, p. 20)

- a) piercing
- b) taboo
- c) talisman

60. Llamas, alpacas and vicuñas belong to the same family as African... (PS, p. 21)

- a) zebras
- b) antelopes
- c) camels

61. What is a CHULPA? (PS, p. 22)

- a) a mummy
- b) a popular coat in Peru
- c) an old Inca tomb

62. A very large vulture that lives in the Andes is a ... (PS, p. 27)

- a) condor
- b) golden eagle

- c) crow
63. Name two animals with a long snout (nose) for feeding on the vegetation and ants or termites (PS, pp. 36-37)
- Tapirs and Ant-eaters
 - Boa constrictors and alligators
 - Bears and gibbering monkeys
64. What shakes the earth's surface in the Andes very often? (PS, p. 44)
- waterfalls
 - earthquakes
 - jungle creepers
65. What did the Spanish conquistadores search for in vain for a long time in Peru? (PS, p. 62)
- the fountain of eternal youth
 - the treasures of the Incas
 - the tomb of Pachacamac (maker of the earth and god of life)
66. What ashes are preserved in a Tibetan CHORTEN? (TT, p. 20)
- the ashes of noble soldiers
 - the ashes of pilgrims
 - the ashes of great lamas
67. What is CHANG? (TT, p. 23)
- a very strong beer
 - onion soup from Tibet
 - green rice from Tibet
68. When people get lost in the mountains of Tibet they... (TT, p. 30)
- make Cooee cries
 - carve their names on flat rocks
 - pray for the White Goddess to fall
69. An atmospheric phenomenon which sometimes makes flashes on a ship or an aircraft during a storm is called... (TT, p. 39)
- a thunderbolt of shock
 - St Elmo's fire
 - a twister
70. A pack-animal in Tibet which looks like an ox or a buffalo is a... (TT, p. 45)
- Yakuza
 - Yank
 - Yak
71. A Tibetan meal of barley with tea and butter is called... (TT, p. 22)
- Tsampa
 - Pampa
 - Samba
72. Himalayan people who are skilled in mountaineering and rescue parties are...

- a) Charahbangs
- b) Sherpas
- c) Patnas

73. A hobby for boy monks in Buddhist monasteries can be... (TT, p. 48)

- a) parasailing
- b) flying beautiful kites
- c) shooting birds

74. Which is a common disease for European climbers in Tibet? (TT, p. 20)

- a) mountain sickness
- b) colour blindness
- c) homesickness

75. Tibetans stick out their tongues when... (TT, p. 53)

- a) they greet you
- b) they are unhappy
- c) it rains

76. What animals in the high Tibetan mountains make sure no traces of dead bodies remain? (TT, p. 49)

- a) hummingbirds
- b) horses
- c) vultures

77. What colour is the bonnet worn by Tibetan monks and abbots on grand events? (TT, p. 61)

- a) black
- b) yellow
- c) white

78. The natural White Goddess in Tibet is... (TT, pp. 44, 47)

- a) the snow
- b) the summer clouds
- c) the abbot's chief wife

79. Which is a good name for a monk in Tibet? (TT, p. 46)

- a) Sahib
- b) Dong
- c) Lobsang

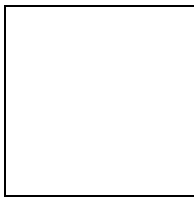
80. The Abominable Snowman is named Yeti (Yeh-teh) in Nepal. In Tibet... (TT, p. 50)

- a) Amigo
- b) Khor Biyong
- c) Migou

TINTIN'S ZOO: A BOARD GAME

START (Good luck!)	5) Adult male deer in North America	10) Where do Chickadees live?	15) Are there bears in South America?	20) Rajajah !! MISS TWO TURNS	25) <i>Ant-eaters trap.</i> GO BACK TO 17
1) Sacred animal in India	6) Mountain lion in North America	11) Chinese eat rotten eggs from these nests	16) Sacred birds in Tibet	21) These snakes are constrictors (3 letters)	26) The Yeti in Tibet is named ...
2) Lord of the Indian jungle	7) Crocs or alligators in South America	12) These animals spit at you when angry	17) Do tapirs have a short or big snout?	22) An electric fish	27) Lost in the Himalayas. Saved by Sherpas GO TO FINISH
3) <i>Fakir's trick.</i> GO TO 13	8) Largest snake in South America (8 letters)	13) Curare!! GO BACK TO START	18) <i>Yogi's siesta.</i> MISS A TURN	23) <i>Have some Tsampa and Pisco and sleep it off.</i> MISS A TURN	28) <i>Have some quinine.</i> MISS A TURN
4) Seabird that drops "guano"	9) A 'horse' in the Sahara Desert	14) A pack-animal from Tibet	19) A large bird in the Andes	24) A man-eating freshwater fish	FINISH (Well done!)

AUSTRALIA



Title: "Between Two Worlds"

Author: Stephen Rabley

Publisher: Longman

Level: Easy Start

Target group: 1 ESO

1. Make a Sydney wall poster. Here's how:
 - a) collect photos of Sydney from magazines, newspapers and travel brochures
 - b) stick them on a big piece of paper

c) put the poster on your bedroom or classroom wall

2. Flying doctors are really wanted in Australia because of the long distances. Who created this service? When? Where? Why?

Read this jumbled paragraph and find the answers :

Before that in the Outback the Flying Doctor Service in 1928.
Reverend John Flynn created an accident or a serious illness meant death for sure

Think of some more “flying” jobs that may be necessary in this huge country. Explain why.

Example: “flying teachers”, because the schools are far away from the ranches.

Do you think that learning through computers is a more exciting choice than a “flying teacher” in the Australian bush or outback?

3. Ten years after the story ends Joanna Jimbuku visits Mary in her house in Woomara. They talk about Mary’s life in the village (home, school, friends, hobbies...) and also about her dream job when she grows up. Write this conversation.

Title: “Desert, Mountain, Sea”
Author: Sue Leather
Publisher: Oxford Bookworms
Level: 4
Target group: 3 / 4 ESO

AUSTRALIAN DESERT QUIZ

Before reading choose the better answer to these questions. Check your answers while reading

1. The Australian desert is called the...
 - a) rush
 - b) bush
2. Camels were first brought into Australia from India and Afghanistan in the 1850s in order to...
 - a) carry the supplies during the building of the railways
 - b) help the British soldiers to carry their guns in the Aboriginal Wars
3. It is a long way from Alice Springs (in the heart of Australia) to the Western Coast. Robyn's route took her across the central desert
 - a) 2,800 kms
 - b) 2,800 miles
4. Aborigines have English names and speak good English
 - a) Some
 - b) All
5. Which of the following food supplies is a better choice for a long adventure in the desert?
 - a) oranges, potatoes, rice, tea, sugar
 - b) smoked meat and fish, green vegetables, crackers, beer
6. One of the many illnesses that Australian Aborigines have is "trachoma", caused by bad housing, poor medical care and bad food. A lot of old Aborigines are..... because of it
 - a) toothless
 - b) blind
7. Ayers Rock is the most remarkable geographical monument in the Australian Desert. It has a special meaning to the Aborigines. Which colour is this huge rock?
 - a) brown and blue
 - b) red
8. In the Gibson Desert (640 kms of waterless sandhills) there's nothing but "spinifex"...
 - a) a tough, sharp grass
 - b) a wild medicine plant against scorpions' bites
9. Farmers kill dingos (Australian wild dogs) because these...
 - a) frighten wild bull camels and rabbits
 - b) kill their sheep
10. For the Aborigines the sea ("Uru Pulka") is a big....
 - a) river to heaven
 - b) lake

Title: "A Town Like Alice"
Author: Nevil Shute
Publisher: Heinemann ELT
Level: Intermediate
Target group: 4 ESO

IN MALAYA

1. The following words are not English: *bungalow, verandah, mosquito*. They are loan-words from other languages. What languages?
2. These two words are Malayan. Match them with the definition

- Amah* _____ a) a servant who looks after the children of Europeans
Sarong _____ b) a simple dress

3. The main industries in Malaya in the 1930s were mining tin and growing rubber. How have things changed today? Is KL the capital of this federation of states?

When did Singapore become an independent republic? What is life in this small country like?

4. The three main diseases the English prisoners (women and children) have to cope with are “skin diseases”, “dysentery” and “malaria”. Which is the cure for each in the story?

- . ointments and sea water _____
 . quinine _____
 . a Chinese medicine _____

JEAN & AUSTRALIA

1. Joe Harman was homesick. He’d worked in a large station (2,700 square miles) looking after cattle (18,000) in Wollera near Alice Springs. He was a “ringer”. What was this?
 a. A cowboy
 b. A branding man
 c. A forest ranger
2. Jean fell in love after hearing this heartfelt picture of Australia from John’s lips. Complete the words (see p. 49) in one minute!

“very hot (.....°C) but a very dry heat. You don’t like you do here [Malaya], but you feel thirsty. The earth and the rocks are At everything turns purple. In the wet season, it rains and the grass makes the land..... for a couple of months. Then everything turns to again”

3. Jean’s journey from Singapore to Willstown (Queensland) was pretty uncomfortable. Find a map of Australia and spot Darwin and Alice Springs.

“There was a bus from Darwin to Alice Springs, right in the middle of Australia [...] For two days she travelled fast along the dusty road”.

How fast did the bus travel? (1,778 kms)

4. Although Jean was a Christian, the Fourth Surah of the Koran (“God is pleased if you are kind to women and children”) changed her life. She was determined to improve women’s lives both in Kuala Telang (Malaya) and in Willstown (Australia). How did she do that? Write full sentences with these cues

*well—washing house---river no more
workshop---alligator skins---milkbar*

5. In 1948 there were two cinemas, a hairdressing shop, a good dress shop and a milk-bar in Alice Springs. In the 1980s (as we can read in *Desert, Mountain, Sea*) about 14,000 people lived there, 1,000 of them Aborigines. Most of the white people were government workers, sheep station bosses, lorry drivers and some people working in small businesses for tourists.

Jean Paget had loved that small place. Robyn Davidson thought Alice Springs “had a lovely name, but the truth was not at all lovely”. Find about Alice Springs today. Would you like to have a penfriend there and visit him /her for three months? Explain why / why not.

6. If you won first prize in the state lottery like Joe Harman or if you inherited your Scottish uncle’s fortune like Jean, which project would you carry out to support the immigrant girls (Chinese, Indian, South-American...) and improve their living in your hometown? Think of a project and discuss it with a partner.
7. Captain Yoniata spoke ‘broken English’ (“you now prisoners. If not obey, my soldiers shoot you”). The Japanese civil administrator (he’d been to a university in America) spoke fine English. Captain Sugano also spoke broken English. Imagine the scene in which he asks Joe Harman if he wanted anything before he died (p. 79).

Write down this conversation.

<p>Title: “Walkabout” Author: James Vance Marshall Publisher: Heinemann Level: Intermediate Target group: 4 ESO</p>

AUSTRALIAN DESERT ZOO

Here’s a glossary of the “bush” animals that appear in the story. Four have been mixed up. Can you spot them?

Ants: these jump high into the air and bite

Bustard: *a stupid bird*

Dingos: wild dogs

Fireflies: a small animal with a long tail that runs on two legs

Fox-flying fox: an insect whose body shines in the dark

Koala bear: tree-loving animals

Kookaburra: an animal with wings which eats fruits

Pardalotes: a bird with a strange cry ("it isn't yours") that live by a pool

Wallabies: *a big ugly bird*

Wombat: a large animal covered in fur

Kangaroos do not appear in the story. Where do they make their home?

ABORIGINAL FOR BEGINNERS

Here's a kit of Aboriginal phrases for survival in the bush. The English translation has been muddled. Write these English words all right.

WORUM GALA	wherefromyouare?
WORUM MWA	aregoingyouwhere?
KURURA	ollowmef
ARKOOLoola	atwer
YEEMARA	odfo
LARANA	frei
LUBRA	gril oyung
GIN	owman
GARSHA	ockr
KARATHARA	ragss
YARRAWA	fshi
AWHEE!	Ouseh (white man's....)

THE BUSH LANDSCAPE

Some Aboriginal words refer to the environment. Match the words with their definition.

BILLABONG	_____	a) brown balls you can dig out of the sand for food
MUGGA	_____	b) a long pool of water
WORWORA	_____	c) the tree of sorrow, its branches hang to the ground and its flowers are always wet with a red juice

FIND THE ODD WORD OUT

gasp—sniff—sneeze—reed

shrub---berry---den---fern

grab---snarl---howl---yell

mud---spear---weapon---stick

plateau---plain---steep---crop

RELIGION & CULTURE

1. A “walkabout” is a test for Aboriginal of thirteen or fourteen. They must walk from one water hole to another. They must search for alone. The journey lasts six to eight Only the boys will live. Only the strongest boys will become of children.

Put these words where they belong in the text above:

fathers, boys, months, alone, strongest, food

2. The bush people are very strong. They can live in the desert where it is very hot during the day and very cold at night. But they have a terrible weakness when they see terror (an evil spirit) in somebody’s eyes or face. What is this weakness?
3. A burial platform high above the ground is necessary to stop evil spirits taking the bodies of dead people
- a) from the sky
 - b) from the earth
 - c) from the rivers and trees
4. Mary and Peter buried the bush boy close to the billabong. They put drops of water on his head and baptised him. Mary said a prayer. They did this because Peter wanted the boy...
- a) to go to heaven
 - b) to go to the swamps
 - c) to find the trail to the valley-of-water-under-the-Earth
5. The book says that bush people do not believe in a life after death, death is the end of everything. But they do believe in the *Dreamtime*, the source for all their artistic and spiritual forms. What is this?

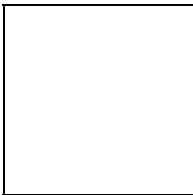
AUSTRALIA QUIZ & CHALLENGES

1. The bush people have been in the desert for..... years
- a) 20,000, maybe 40,000 or 60,000
 - b) 2,000,000
 - c) 2,000
2. Adelaide was 1,400 miles away from the site of the plane-crash. Spot this place in the bush on a map.

3. Which desert is larger, the Gibson Desert or the Stuart Desert?
4. What was the population of Aborigines when Captain Cook discovered Australia in 1770? What is the population now?
- 3,000,000 – 1,500,000
 - 300,000 – 100,000
 - 30,000 – 30,000
5. “Aussies” is the nickname for Australian sportsmen and sportswomen. “Socceroos” is the nickname for the national soccer team. What is the nickname for the players of the basketball team?
- Great Sharks
 - Koalas
 - Wallabies
6. Try to light a “larana” following the instructions from the bush boy (pp.21-23)
7. The unofficial Australian national anthem is a popular song by Banjo Paterson (1864-1941), a bush poet. This song (set to an old Scottish melody) is...
- “Waltzing Matilda”
 - “The Man from Snowy River”
 - “Wild Colonial Boy”
8. Which of the following Australian words can’t you hear in that song?
- swagman—billabong---coolabah—jumbuck---tuckerbag---boomerang
9. There are some Aboriginal words you can use in standard English today. Which of the following is a “tubular wooden musical instrument blown to produce a resonant sound”?
- | | | | | |
|-------------|-----------|------------|--------|----------|
| Boomerang | Cooe | Corroboree | Gibber | Koradji |
| Alcheringa | Billabong | Binghi | Bunyip | Gilgai |
| Goondie | Gunyah | Mallee | Mulga | Tjuranga |
| Willy-willy | Bombora | Didgeridoo | Wongi | |
10. See the film *Walkabout* (1970, directed by Nicolas Roeg) and compare the original story by James Vance Marshall with the screenplay by Edward Bond. Who composed the soundtrack?
- John Barry
 - John Williams
 - George Fenton

11. Read the last four chapters of the story (14-18) to the sound of the background music from *Twilight of the Australian Dreamtime* by Terry Oldfield. How did you feel? Talk about your feelings with a partner who didn't listen to this music.
12. See also *Rabbit-Proof Fence* (directed by Philip Noyce, 2002; *Generació perduda* in Catalan), a film about the policy of Apartheid in Australia in the 1930s.

AMERICA



Title: "Pocahontas"
Author: Tim Vicary
Publisher: Oxford Bookworms Library
Level: stage 1
Target group: 1 ESO

After reading

1. What things did the white men learn from the Indians?
2. What things did Pocahontas learn from the white men?
3. Virginia was named after the "Virgin Queen" of England when it was first settled. Who was that queen that never married?
 - a) Queen Elizabeth I
 - b) Queen Grace Stuart
 - c) Queen Anne Tudor
4. The name of many states in the USA come from native American place-names. Match these states with their meaning

Illinois ____	a. Big river
Mississippi ____	b. People
Oklahoma ____	c. Friends
Texas ____	d. Red people

5. Are there any Algonquin Indians left today in Virginia? Where do they live?

Pocahontas: from princess to housewife

This is a true story for there was a real Pocahontas. She inspired many artists: J.L.G. Ferris's "The Abduction of Pocahontas", "Baptism of Pocahontas" by John G. Chapman. Where can you see this second painting?

- a) at the Moma in New York
- b) at the Capitol in Washington
- c) at the White House

What was her Christian name when she married John Rolfe?

- a) Rebecca
- b) Eve
- c) Margaret

How old was Pocahontas when she died?

- a) 31
- b) 23
- c) 19

Where is her body buried?

- a) Gravesend (England)
- b) Werowocomoco (Virginia)
- c) Arlington National Cemetery (Washington D.C.)

Are there any descendants from Pocahontas today?

- a) no, because she didn't have any children
- b) probably, because she had a child, Thomas
- c) yes, because John Rolfe married an Englishwoman in Virginia

THE STORY BOOK & THE MOVIE

Watch the Disney film *Pocahontas* and then compare it with the story you have read. Where do these things happen? Tick (✓) the correct column

	In the movie	In the book
John Smith learned the language of the Algonquin Indians		
John Smith was tall and handsome		
John Rolfe married Pocahontas		
Kocoum –a young villager- wanted to marry Pocahontas		
John Smith had a powder accident and left Jamestown without saying goodbye		
Pocahontas had a close friend, Nakoma		
Pocahontas visited London and met King James and Queen Anne		
The Indians did not want any guns from the white men and the white men wanted gold		
Pocahontas talked to the trees		
The leader of the English settlers was Governor Radcliffe		

Title: "Voodoo Island"
Author: Michael Duckworth
Publisher: Oxford Bookworms
Level: 2
Target group: 2 ESO

Some research after reading

- 1) Find if Baron Samedi was a historical "houngan"
- 2) In what other countries is *Voodoo* a folk religion of magic? Who brought it to America?
- 3) What is *Obeah*? Where is this kind of sorcery practiced?
- 4) Haiti shares borders with the Dominican Republic. What was the original name for this whole island?
- 5) The independent republic of Haiti was established following a slave revolt in...
 - a) 1963
 - b) 1919
 - c) 1804
- 6) Although it has been an independent country for a long time it has not been free, for many dictators have ruled this small country in the 20th century. Which of the following was not a dictator?
 - a) Jean-Pierre Boyer
 - b) François Duvalier
 - c) Jean-Claude Duvalier
 - d) Jean-Bertrand Aristide
- 7) Haiti is today one of the poorest countries in the world. Its chief products are coffee, cocoa, sisal and sugarcane. What is "sisal"?

Title: "Grey Owl"
Author: Vicky Shipton
Publisher: Penguin Readers
Level: 3
Target group: 3 ESO

Archie Belaney (a.k.a Grey Owl) wanted to save the land, the forest and the animals of Canada in the 1930s. He became the voice of all American Indians and helped to protect the beavers, which were in great danger.

Let's work together

Do some group work in your class and find about wild life that needs protection in the countries from which your new classmates come: China, India, South America (Brazil...), Africa (Nigeria, Senegal, Morocco...). Select one animal from each country (panda bear in China, tiger in India, lynxes in Spain !). Find internet websites (Greenpeace....) that can supply information about environmental projects that support these animals.

Get into teams. Each team give themselves a totemic name (like Grey Owl). They prepare short reports (with wall pictures or pictures projected by a beamer) to present in the classroom.

"The Tree"

One of the stories in Grey Owl's last book *Tales of an Empty Cabin* (1937) is called "The Tree". Find about this sad story on page 34. Put on your writing hat and try a *happy* short story called "The Rainforest". You can get some inspiration after peeping into *Rainforests* by Rowena Akinyemi (Oxford Bookworms 2, Factfiles).

Planet Earth and the Media

Today's high-tech protesting, which uses the internet and mobile phones as well as books, TV documentaries, ads and posters in newspapers and mags, grew out of the low-tech protesting of Grey Owl's day, giving lectures and publishing books and articles.

Let the students check in mixed pairs the weekly / monthly TV programmes on La 2 ("Grandes documentales"), K3 / 33 ("Planeta terra") as well as on channels that may show docs on enviromental issues (Canal+, National Geographic, Documania, Discovery...). Each pair is allowed a 3-hour-running videotape. Each pair has to discuss what interesting programmes they would record and why. Remind them that those on K3/33 and satellite TV can be tracked on dual system. At least one of the docs must be a protesting one. After viewing them at home, each pair prepares a short clip for presentation in the class.

Title: "The Pearl"
Author: John Steinbeck
Publisher: Heinemann Guided Readers
Level: Intermediate
Target group: 4 ESO

Kinos' dreams

Which was the most important one, which was the least important? Rank from 1 to 4.

- _____ "We will be married in the church"
- _____ "We will have new clothes"
- _____ "I will buy a rifle"
- _____ "My son will go to school [...] My son will open books and read. My son will learn to write and know about writing. Coyotito will learn numbers, too. These things will make us free, because if Coyotito knows, then we will all know"

A scorpion's sting

In *A Town Like Alice* little Ben Colland was stung by a scorpion. As there was no doctor around the women tried to help him in this way

They cut open his foot with a razor and rubbed some medicine into it. Then they covered it with hot bandages.

In *The Pearl* a scorpion stung Coyotito's shoulder. This is what Juana, his mother, did to help him

She found the red wound. She put her lips over the wound and sucked. Juana sucked hard and spat out the poison [...] Juana collected some brown seaweed and put it on the baby's shoulder. Seaweed was as good a medicine as the doctor could have given to Coyotito. But because this medicine was simple and didn't cost anything, people didn't think it was much good.

Which healing sounds more traditional and natural?

Superstitions

Five of the following statements sound like superstitions (S), one like a proverb (P), two just describe clever people (CP). Write these letters beside them.

- _____ "This pearl is bad. Let's destroy it before it destroys us. Let's throw it back into the sea"
- _____ "She thought that the song would keep away the danger"

- ___ “These trackers could follow the tracks of sheep in the rocky mountains. They could also see a piece of grass or little marks in the sand”
- ___ “Luck brings bad friends”
- ___ “The night insects seemed to be singing about something bad”
- ___ “Do not touch the tree. If you touch it and then touch your eyes, you will become blind”
- ___ “They won’t see me in the starlight, but I must go before the moon rises”
- ___ “Do not break the branch of that tree. If you break the branch, red blood will run out, and the blood brings bad luck”

The setting

This touching story full of moral teachings might have happened in one of the following American countries a long time ago:

- a) Mexico (Lower California)
- b) Brazil
- c) Bolivia
- d) USA (California)
- e) Panama
- f) Cuba

Read these clues. They will lead you to the only one right answer

Names: Juana, Kino, Coyotito (little coyote), Juan Tomas, Apolonia

Race:

The doctor was not of the same race as Kino. The doctor’s race had beaten and robbed Kino’s race for nearly four hundred years[...] People of the doctor’s race spoke to all of Kino’s race as if they were animals.
(chapter 2)

Kino had listened to the priest for many years. But the priest, like the doctor, was a man of a different race to Kino’s people. This race had robbed and cheated Kino’s people for hundred of years.
(chapter 6)

History:

In the past, these oyster beds had made the King of Spain very rich. And because he was rich, he had become very powerful. The pearls from these oyster beds had helped the King of Spain to pay for his wars. Men have dived for oysters for centuries.
(chapter 3)

Money: pesos (chapter 6)

The capital: a thousand miles away (chapter 7)

The environment: canoes, fishing village (chapter 3), the desert (chapter 10)

You got it now?

Title: "Breaking the Chain"
Author: Guatemalan folktale
Publisher: Penguin Readers
Level: 5
Target group: 4 ESO +

A dictionary work riddle

This is a story from the forests in Guatemala, in which one bloody murder leads to another. There is magic, superstition, greed and jealousy in the story. You can help Juanantes Dios Rodrigues break his chain of bad luck by finding these **18 words** and building an acrostic puzzle with the name of the two main characters (**9 letters** in each name).

All the words are in the story. The number between brackets following the Catalan meaning tells you the number of letters in each word in English. Since **9** is a lucky / unlucky number in the story ("on the first Tuesday of the ninth month", "They arranged to meet in nine weeks") you can fill a bag with "_____" (word No 9) if you manage to do this dictionary job in **less than nine minutes**...starting now! The first one has been done for you.

C	ur	se	maledicció (5)
A			fer mal (4)
R			precipitar-se, córrer (4)
D			fosc (8)
E			feina, treball (10)
N			novè (5)
A			sol (5)
L			encendre (5)
A			aconsellar (6)
J			joies (6)
U			fins a (5)
A			ira (5)
N			necessitar (4)
A			viu (5)
N			res (7)
T			amençar (8)
E			maligne, dolent (4)
S			sorra (4)

Fate

Compare the power of fate in this story and in *The Pearl*. How different are Cardenala and Juana, Juanantes and Kino? Use these adjectives

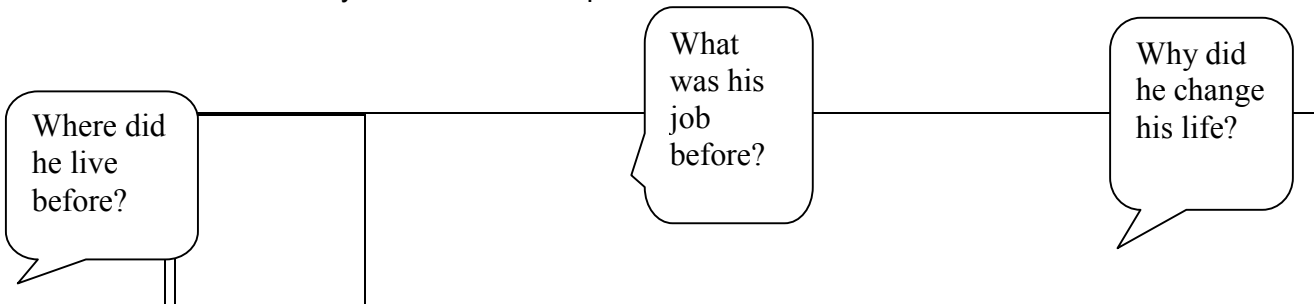
(un)selfish	(un)wise	generous	mean
(not) greedy	superstitious		dangerous

Title: "The Mosquito Coast"
Author: Paul Theroux
Publisher: Penguin Readers
Level: 4
Target group: 4 ESO

Before reading

Place the book on a long piece of paper. Look at the cover carefully. *The Mosquito Coast* is a story about a man who wants to start a new, simple life. Draw twelve speech bubbles off the cover. Think about this man's life now and before.

Write questions you would like to answer while you are reading the story. You can work on your own or with a partner.



Examples: "What was his job before?" "Where did he live before?"
"Did he have a family?" "Why did he change his life?"
"What clothes is he wearing now?"
"What is he planning to do?" "Does he live alone now?"
"What happened to his finger?"
Who's that little parrot on his shoulder?
"Is he a soldier now?"
"What sort of place is he living in now?"
"What is the main trouble in his new life?"

Honduras quiz

1. Are these places real (R) or imaginary (I)?

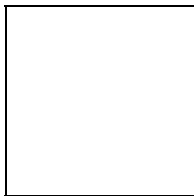
Aguan River ()	Mosquito Jungle ()
Patuca River ()	Santa Rosa ()
La Ceiba ()	Trujillo ()
Guampu ()	

2. "The view was wonderful on top of the mountain: all Honduras was there in front of us. We could probably see all the way to Nicaragua".

- How high is the highest mountain in Honduras?
- a) 3,048 m
 - b) 7,770 m
 - c) 1,440 m

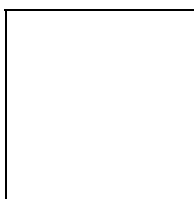
3. What are “Zambus” (zambos)?
- a) pure-blooded Indian
 - b) Latin-Americans of mixed Indian and Negro parents
 - d) Mulattos from black and white ancestors
4. What Indians live in the jungles of Honduras? What languages do they speak?
5. What is killing the ways of life of Indians in the jungle?
- a) poverty and disease
 - b) missionaries
 - c) modern inventions like motorboats

If...



Allie Fox was not a religious man. As he was dying he pulled himself to a small hill where five vultures (“scavengers”) would feed on his dead body. If he did this on purpose, why do you think he did so?

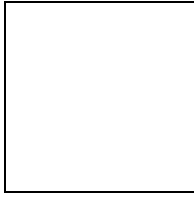
- a) he wouldn't let his body be flown back to the States
- b) he had read about sky burials in Tibet
- c) he wanted to start a new life on that ancient Mayan burial ground



If you were “the last man in the world”, where would you start a new life?

- a) in a city like New York
- b) on a tropical island like Utila Island (Honduras)
- c) in a village in the jungle of Mosquito Coast (Honduras & Nicaragua)
- d) (your choice)

Explain briefly why.



If you were a volunteer doing social work in the jungle of Honduras. What kind of work would you like to do? (teacher, doctor, engineer, skilled farmer...). Write a letter to your best friend in Catalonia. Tell her / him how people live in the jungle and how you are feeling about your new life.

Title: "Amistad"
Author: Joyce Annette Barnes

Publisher: Penguin Reader

Level: 3

Target group: 3 / 4 ESO

HISTORY & GEOGRAPHY QUIZ

1. Britain abolished slave trade in 1807, all the USA abolished slavery in 1865. Spain abolished it in Cuba (Peace of Zanjón) in...
 - a) 1878
 - b) 1898
 - c) 1808

2. This thrilling story happened in 1839. The American president at that time – Martin Van Buren- was more interested in winning the election than in the slavery trouble. Did he win?
 - a) Yes, he did
 - b) No, he didn't. Harrison won but he died one month after the inauguration
 - c) Van Buren was shot the week before the elections

3. Who was the Queen of Spain in 1839?
 - a) Queen Victoria Eugenia de Montijo
 - b) Queen Isabel II
 - c) Queen Agustina de Aragón

4. In 1839 there were three million black people in the Northern and Southern states. How many are there today in the whole fifty?
 - a) about 50 million
 - b) over 100 million
 - c) about 20 million

5. John Quincy Adams was once the sixth president of the United States (his father had been the second next to George Washington). When was that?
 - a) 1789-1797
 - b) 1825-1829
 - c) 1829-1837

6. George Washington, Thomas Jefferson and Benjamin Franklin were the most outstanding “fathers of the country”. Which was also a writer, inventor and scientist?
 - a) Washington
 - b) Jefferson
 - c) Franklin

7. One of the following presidents wanted to abolish slavery, which ended up in the American Civil War (1861-1865)

- a) Ulysses Grant
 - b) James Monroe
 - c) Abraham Lincoln
8. The young American colonies fought the British for a free America. The Declaration of Independence was written in ...
- a) 1776
 - b) 1787
 - d) 1789
9. The American black population got full civil rights in...
- a) 1865
 - b) 1914
 - c) 1963
10. A large number of philanthropic societies in the Northern states wanted to free slaves and send them back to Africa. In 1822 a new country was founded in Western Africa, named from the Latin word for "free", and whose capital (Monrovia) was named after president Monroe.
- a) Ivory Coast
 - b) Liberia
 - c) Gambia
11. We call the West Indies...
- a) Antilles
 - b) Indies del Carib
 - c) Indies orientals
12. Washington D.C. is the capital of the USA. D.C. stand for...
- a) District of Columbia
 - b) Department of the Constitution
 - c) Delaware County
13. The Spanish traders wanted slaves to work on the sugarcane fields in Cuba. The Americans wanted them to work on..... fields
- a) rice
 - b) banana
 - c) cotton
14. Which of the following ships carried Cinque and the other fellow Africans back to their homes?
- a) The Gentleman
 - b) Grampus
 - c) Tecora
15. There were nine judges in the US High Court in 1839. How many are there today?

- a) twelve
- b) nine
- c) fifty (one for each state)

16. Has a black man ever been appointed member of the High Court?

- a) Yes, Clarence Thomas in 1991, for example
- b) No, never
- c) Only Martin Luther King but he was shot

17. Sierra Leone is a small country on the west coast of Africa. Thousands of American slaves also settled down here in the 19th century. Its capital is...

- a) Freetown
- b) Accra
- c) Lomboko, the old slave factory

18. What languages are spoken in Sierra Leone?

- a) French, Arabic and Sarahule
- b) English, Krio, Mende, Temne
- c) Swahili, Italian and and Soninkes

19. Cinque was a rice farmer in his native country. What are the main produces of Sierra Leone today?

- a) diamonds, cocoa, coffee
- b) oil and cattle
- c) textile and ship-building

20. Films like *Amistad* inspire great debate as to the position of Black Americans in American society today. Americans who are proud to be black call themselves...

- a) Black Panthers
- b) Afro-Americans
- c) African Niggers

A BIT OF RESEARCH

1. "Bie sie, sengbe" (p. 37) probably means "thank you"
 "Ndogboe" (p. 5) means "home"

Find someone who –like James Covey in the book- can translate "Ngi kolo gboo bi longo binde" (p. 17) into plain English.

2. Have you heard about Kunta Kinte? He was a famous black slave in the TV film *Raíces (Roots)*. Ask your parents about this unforgettable film full of hardships and passion. You can also read the novel, *Roots*, by Alex Haley (1976).

Kunta Kinte was a Mandinga who came from...

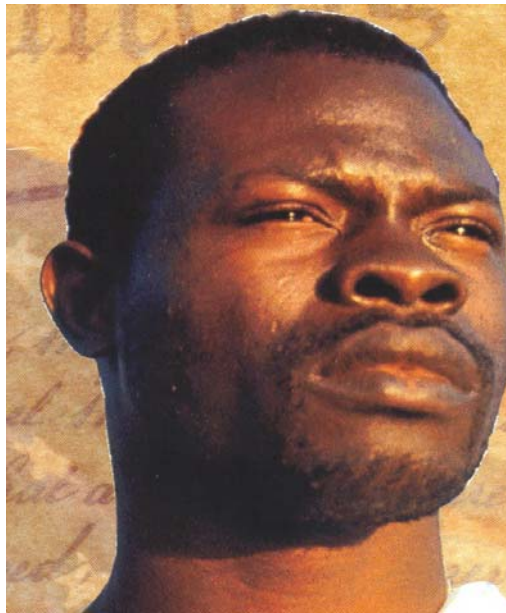
- a) Gambia
- b) Mali
- c) Nigeria

AN INTERVIEW

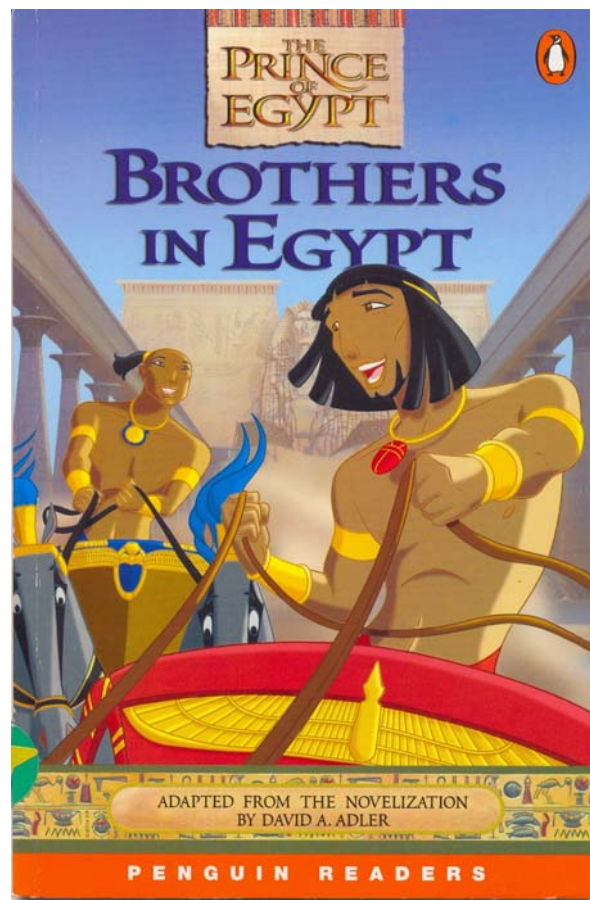
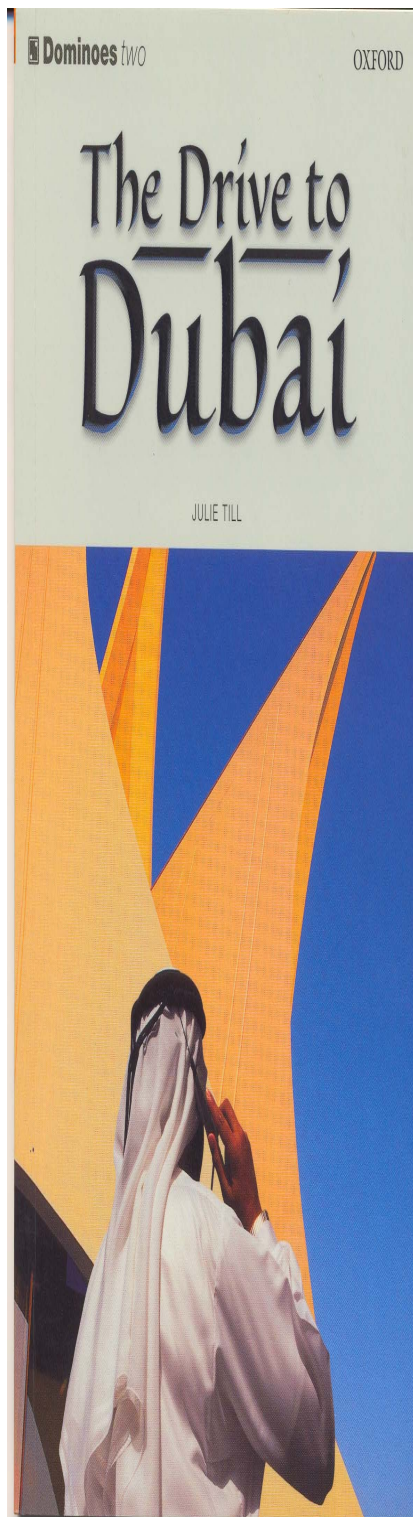
Amistad, the film directed by Stephen Spielberg in 1997, starred leading American and British actors. A West African fashion model (Djimon Hounsou, whose picture you can see on the book cover below) played the role of Cinque.

Write a short interview with him. Use the following Wh- questions:

HOW?
WHAT?
WHEN?
WHERE?
WHO?
HOW MANY?
WHY?



FAR AND MIDDLE EAST



Title: "The Smiling Buddha"

Author: Michael Palmer

Publisher: Heinemann ELT New Wave Readers

Level: 3

Target group: 2 ESO

A quiz before reading

You can check your guesses while you are reading

- 1) They call Thailand the land of...
 - a) smiles
 - b) of old boats
 - c) fine arts

- 2) The main religion in this country is...
 - a) Budweiser
 - b) Buddhism
 - c) Bud-Boos (crabs of God Bud)

- 3) As shown in *The Beach* (the film starring Leo Dicaprio was shot in unspoilt places of this country before the terrible tsunami on 26 December 2004 devastated them) most of the beaches here are clean ...
 - a) and sandy, and the water is green
 - b) but rocky and noisy
 - c) but full of giant mosquitoes and uncomfortable bungalows

- 4) The people and the language spoken here is...
 - a) Thaish
 - b) Thailander
 - c) Thai

- 5) A fish which is blue, green, red, yellow... that swims under the sea in this country is called...
 - a) Rambo Fish
 - b) Rainbow Fish
 - c) Crab-gold Fish

- 6) You can see priests watching Buddhas...
 - a) under the sea
 - b) up on the trees
 - c) in caves

- 7) Temple robbers are very often / sometimes...

- a) collectors from Japan and Australia
- b) the priests themselves
- c) poor farmers or fishermen

After reading

Gordon Taylor (Tinker) is an Australian writer and painter. He wants to write this story into a book with pictures. Supaporn (Sue) is talking to him. Write his answers.

Sue: How different is Australia from Thailand?

Tinker: -----

Sue: Why did you choose Thailand as a holiday resort?

Tinker: -----

Sue: How and why did you go to Crab Island?

Tinker: -----

Sue: How do you like Mr Bud's idea of building a museum (Bud's Buddhas) for all his Buddhas here in Thailand?

Tinker: -----

Sue: Some old Buddhas are worth a lot of money. What did you learn about stolen Buddhas in my country? For example, who are the robbers, sellers and buyers?

Tinker: -----

Sue: What do you think of our religion?

Tinker: -----

Sue: What pictures are you going to put in your book?

Tinker: -----

Sue: One last question. Who was Robinson Crusoe?

Tinker: -----

Title: "The Drive to Dubai"
Author: Julie Till
Publisher: Oxford University Press
Level: Dominoes 2
Target group: 2 ESO

Before you read

This story happens in the United Arab Emirates (UAE). Which is a serious crime in a Muslim country?

- a) angry talk
- b) theft, robbery
- c) hug someone

Because of oil, most families are wealthy in this small country. Who does the dirty jobs (cleaners, maids...) here?

- a) People from Kuwait
- b) People from Yemen
- c) People from Pakistan or the Philippines

Which of the following things of the Western societies are not fashionable or acceptable in this country?

- a) video players and video cameras
- b) wearing jeans or drinking beer
- c) mobiles phones, text messages and the Internet business

Young people nowadays ...

- a) can marry for love with parental approval
- b) can just marry on arranged marriages like in the old days
- c) can't marry a lower woman / man

Put the following names in the right column:

Abu, Ahmed, Amira, Kareem, Omar, Samira.

<i>boys</i>	<i>girls</i>

Check your guesses while reading

After reading

There are seven countries in the Arabian peninsula. They are all Muslim countries with different political regimes. Match the country with its political rule:

Saudi Arabia		
Yemen (South and North)	→	kingdom
Oman		sultanate
Bahrain		republic
Kuwait		emirate
Qatar		sheikhdom
United Arab Emirates		

Which ruler is the most powerful: a king, a sultan, an emir or a sheikh?

What is the meaning of the name “Bin” as in Ahmed Bin Salem?

Read this text and complete the information table.

The United Arab Emirates are in the Middle East next to Oman and Saudi Arabia. The capital is Abu Dhabi. The UAE are 82,000 square kilometres in size, and they became independent on 2 December 1971. Arabic is the official language, but people speak Persian, English, Hindi and Urdu there, too. The UAE export oil, natural gas, dried fish and dates. People from the United Arab Emirates are called Emiratis. The Emirati Internet code is .ae and there were 900,000 Internet users in the UAE in 2002. The population of the UAE was just over three million in 2000, and one million people in the country had mobiles phones in 1999.

The UAE in brief

Capital:	Exports:
Area: sq km	Population:
Languages:	People with mobile phones:
Independence:	Internet users:
Nationality:	Internet country code:

Title: “The Wooden Horse”

Author: Middle Eastern folktale
Publisher: Penguin readers
Level: 5
Target group: 4 ESO +

Write a short modern version of this folktale in which “the wooden horse” becomes a flying / speedy motorbike.

Change the names of the characters if you like (King Sabur = King Valentino Rossi, Prince Kamar Al-Akmar = Prince Dan Al-Pedrosha; Princess Shams al-Nahar = Angelina Jolie, the wizard = Yamaha, etc).

You don't have to change the settings (Persia, the city of Sana'a, the land of the Greeks) or you can bring about new ones (Rabbitland, Shoeland...).

In this modern story there are e-mails, mobile phones, fast food restaurants, wild disco parties... and people wear casual clothes (jeans...).

Start like this: “Many centuries ago there was a great and powerful king of Persia named Valentino Rossi”.

Finish your story in this way: “After many years King Valentino 500 cc died and Prince Dan became the new king. He was a greater king and all his fans loved him.”

Title: “White Death”

Author: Tim Vicary
Publisher: Oxford Bookworms
Level: 1
Target group: 2 ESO

“Not Without Our Son!”

Anna Harland was back to England and talked to Stephen’s mother and father about their son, who is in prison in a far-away country waiting for a fair trial. They want to go and see Stephen before the trial starts. The trouble is they don’t know where (the place or the country) he is: Anna forgot to mention it and she is away now working as a volunteer for MSF (Doctors without Frontiers) in the Amazon jungle.

Through the story Anna Harland told them, they are trying to find out what country it is. Look at their notes !!

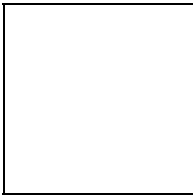
- ✓ A hot country
- ✓ Perhaps there is no official religion in that country.
It must be a multicultural country:
Hassan (Sarah’s boyfriend) lives in that country.
Inspector Aziz lives there too. Both seem to be Muslim names.
Mr Cheng (Sarah’s lawyer) must be Chinese.
- ✓ They speak English!
- ✓ It seems a democratic country where women are not discriminated (there are 12 men and women in the jury)
- ✓ The law is severe for smuggling or heroin-dealing. Death is the punishment for that crime
- ? Stephen and Sarah had been to Greece, Turkey, India and Australia.
The night before they went to that country Hassan, Sarah and Stephen had been to Australia. Perhaps Hassan’s country lies between India and Australia. The flight can’t have been farther than that.
- ? Tubes of heroin can be sold for eighty thousand pounds there.
Is that the currency? Perhaps the local dollar is. Perhaps the police talked about pounds because Sarah and her mother are English.

Stephen’s parents believe their son is in one of the following countries. Which one?

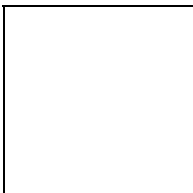
- a) Singapore
- b) Indonesia
- c) Yemen
- d) the Philippines

Title: "Tales of Goha"
Author: Leslie Caplan
Publisher: Heinemann
Level: Intermediate
Target group: 4 ESO

Sufi story-telling



Pick a couple of lines / one line from each story that show Goha's clever, tricky mind and Sufi philosophy. Example: "You can keep your upper floor, but you must remember that there will be no ground floor" (*The Two-Storey House*).



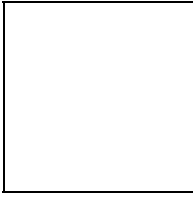
Goha was a court poet and jester. His wisdom was influenced by the Sufi mystics. He could also read the stars and make kites which were not known one thousand years ago. He was versatile in many crafts and arts.

Omar Khayyám, a famous eleventh-century Persian poet, mathematician and astronomer wrote beautiful poems like the following

Ah, make the most of what we yet may
Spend,
Before we too into the Dust descend;
Dust into Dust, and under Dust, to lie,
Sans wine, sans Song, sans Singer, and
-sand End!

What is this sort of stanza called?

- a) sonnet
- b) epigram
- c) rubáiyát



Another legendary (real?) hero of the Eastern folktale is Nasrudin. Like Goha, he also went to places on his donkey. His stories were full of irony and clever ideas.

Here are four very short stories from and about Nasrudin. Compare them with Goha's

Nasrudin walked into a shop one day and the owner came forward to serve him. Nasrudin said, "First things first. Did you see me walk into your shop?"

"Of course."

"Have you ever seen me before?"

"Never"

"Then how do you know it was me?"

.....

"Why are you sitting at the crossroads Mullah?"

"One day something will happen here, and a crowd will gather. When that comes about, I may not be able to get close enough to see – so I am preparing my position now".

.....

Nasrudin returned from the imperial capital, and the villagers gathered around to hear what had passed.

"At this time," said Nasrudin, "I only want to say that the King spoke to me."

All the villagers but the stupidest ran off to spread the wonderful news. The remaining villager asked, "What did the King say to you?"

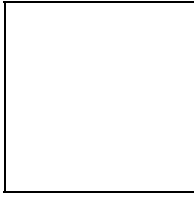
"What he said –and quite distinctly, for everyone to hear- was 'Get out of my way, imbecile'".

.....

Nasrudin sat on a river bank when someone shouted to him from the other bank:

"Hey! How do I get across?"

"You are across!" Nasrudin shouted back



Sufi story-telling has become fashionable nowadays in the Western world. Quite a few “spiritual” writers in Spanish have borrowed from it: Julio Peradejordi (*Las Babuchas de Abu Kassim*, Ediciones Obelisco, 1996) and Jorge Bucay, for example.

Read this tale by Jorge Bucay from *Déjame que te cuente* (1999). Which *Tale of Goha* did he borrow?

La olla embarazada

Un hombre le pidió una tarde a su vecino una olla prestada. El dueño de la olla no era demasiado solidario, pero se sintió obligado a prestarla.

A los cuatro días, la olla no había sido devuelta, así que, con la excusa de necesitarla, fue a pedirle a su vecino que se la devolviera.

-Casualmente iba a subir a su casa a devolvérsela... ¡El parto fue tan difícil!

-¿Qué parto?

-El de la olla.

-¿Cómo?

-Ah, ¿no lo sabía? La olla estaba embarazada.

-¿Embarazada?

-Sí, y esa misma noche tuvo familia. Por eso tuvo que hacer reposo, pero ahora ya está recuperada.

-¿Reposo?

-Sí. Un segundo, por favor.

Y, entrando en su casa, sacó la olla, una jarrita y una sartén.

-Esto no es mío. Sólo la olla.

-No, es suyo. Son las hijas de la olla. Si la olla es suya, las hijas también lo son.

El hombre pensó que su vecino estaba completamente loco. “Pero mejor que le siga la corriente”, se dijo.

-Bueno, gracias.

-De nada. Adiós.

-Adiós, adiós.

Y el hombre se marchó a casa con la jarrita, la sartén y la olla.

Esa tarde, el vecino volvió a llamar a la puerta.

-Vecino, ¿me puede prestar un destornillador y una pinza?

El hombre se sentía ahora más obligado que antes.

-Sí, claro.

Entró en casa y salió con la pinza y el destornillador.

Pasó casi una semana y, cuando ya estaba pensando en ir a recuperar sus cosas, el vecino llamó a la puerta.

-Ay, vecino, ¿usted lo sabía?

-¿El qué?

-Que el destornillador y la pinza son pareja.

-¡No me diga! –dijo el hombre con los ojos desorbitados-. No lo sabía.

-Mire, fue un descuido mío. Durante un ratito los dejé solos y se ha quedado embarazada.

-¿La pinza?

-¡La pinza! Le he traído a sus hijos.

Y, abriendo una canastilla, le entregó algunos tornillos, tuercas y clavos que, según él, había parido la pinza.

“Está totalmente loco”, pensó el hombre. Pero los clavos y los tornillos siempre venían bien.

Pasaron los días. El vecino pedigüño apareció de nuevo.

-El otro día -le dijo-, cuando le traje la pinza, me di cuenta de que tiene usted sobre la mesa una hermosa ánfora de oro. ¿Sería tan gentil de prestármela durante una noche?

Al dueño del ánfora le tintinearón los ojos.

-Cómo no –dijo, en generosa actitud. Y entró en su casa para salir con el ánfora que le habían pedido prestada.

-Gracias, vecino.

-Adiós.

-Adiós.

Pasó aquella noche, y también la siguiente, y el dueño del ánfora no se atrevía a llamar a casa de su vecino para pedirle que se la devolviera. Sin embargo, habiendo transcurrido una semana, no pudo resistir su ansiedad y fue a reclamar el ánfora a su vecino.

-¿El ánfora? –dijo el vecino-. ¡Ah! ¿No se ha enterado?

-¿De qué?

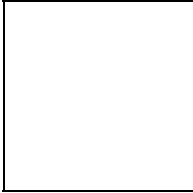
-Murió en el parto.

-¿Cómo que murió en el parto?

-Sí, el ánfora estaba embarazada y, durante el parto, murió.

-Dígame, ¿usted cree que soy estúpido? ¿Cómo va a estar embarazada un ánfora de oro?

-Mire, vecino. Usted aceptó el embarazo y el parto de la olla. Aceptó también la boda y descendencia del destornillador y la pinza. ¿Por qué no habría ahora de aceptar el embarazo y la muerte del ánfora?



This is how the Jorge Bucay story would end if following the Goha pattern. If you don't remember the missing words choose from the pairs at the bottom:

The neighbour looked curiously at the man [Goha]. He began to wonder if he was (1).

'I want my pot [amphora],' said the neighbour slowly and seriously. 'If you do not give it to me, I will take you to(2).'

'Very well,' said the man. 'Let the court decide. If the(3) is so important we will ask for a decision from the court.'

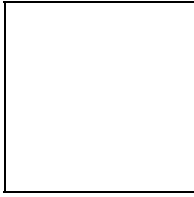
The neighbour went away, and both men waited for the day of the (4)

At the trial, the judge listened carefully to the history of the pot. It seemed a long history for a pot, but the judge's decision was(5).

'All things that give birth, also(6),' said the judge. 'Just as the pot gave birth, so the pot has(7).'

After the judgement each man returned to his(8), and the man [Goha](9) the big(10) pot.

- 1 joking / crying
- 2 jail / court
- 3 thief / pot
- 4 trial / test
- 5 short / longer
- 6 dead / die
- 7 dead / died
- 8 home / donkey
- 9 kept / threw
- 10 silver / golden



Title: "The Man from Nowhere"
Author: Bernard Smith
Publisher: Cambridge English Readers
Level: 2
Target group: 2 / 3 ESO

Oman quiz

- 1) Newsreaders speak in..... in this country
 - a) Omani
 - b) Arabic
 - c) Morphea (Greek for "deep sleep")

- 2) The chief product of this country since 1964 has been...
 - a) fishing
 - b) dates and natural gas
 - c) oil

- 3) Although it is not highly populated (2,000,000) there are a lot of guest workers from other countries. Imelda (the nurse) is from the Philippines. Dr Singh must be from ...
 - a) Bahrein
 - b) Tehran
 - c) India

- 4) Most of the area (212,458 sq. km.) is desert. The Great Sandy Desert (Empty Quarter) that stretches from Saudi Arabia and Yemen and has its eastern side in the Wahiba Sands is called...

- a) Rub al-Khali
 - b) Masirah
 - c) Cessna
- 5) It wouldn't be a neat idea to organize a 4x4 rally in the Wahiba Sands...
- a) because they are flat and stony
 - b) because the dunes are red and the nights cold and dark
 - c) because they are all soft sand
- 6) Which of the following is not a common name in Oman?
- a) Ibrahim
 - b) Christos
 - c) Abdullah
- 7) Who wear trousers in this country?
- a) police inspectors
 - b) women
 - c) TV newsreaders
- 8) The capital city of this country is...
- a) Sur
 - b) Ramlat
 - c) Muscat
- 9) A "khawaja" in this country is...
- a) a foreigner
 - b) a small hospital helicopter
 - c) an expression meaning "Oh my God!"
- 10) Oman is an absolute monarchy governed by...
- a) a king and his emirates ("lords")
 - b) a council of Muslim clans
 - c) a sultan

*Clues: choice a) is the right answer for two questions.
choice b) for three.
choice c) for five.*

Title: “ The Prince of Egypt”
Author: David A. Adler
Publisher: Penguin Reader
Level: 3
Target group: 3 ESO

Family tree

Moses had two families: the Hebrew and the Egyptian royalty. Draw the family trees with these names

<i>Yocheved</i>	<i>Queen</i>	<i>Miriam</i>	<i>Rameses</i>
<i>Seti</i>	<i>Amram</i>		<i>Aaron</i>

Is Moses a Hebrew or an Egyptian name? What does it mean?

Birth rate

Why did a law say that the soldiers must kill all the Hebrew baby boys?

Egyptian gods

“The Egyptian gods chose the baby to be saved from the water”

Which of the following was not an Egyptian god or goddess?

- a) Osiris
- b) Isis
- c) Horus
- d) Seth
- e) Zeus

Find the nine Gods of Heliopolis.

Yesterday once more

Choose the most suitable item for a modern version of this biblical tale

- | | | |
|------------------|--|----------------------------|
| Egypt: | a) Israel | b) Lebanon |
| Hebrew slaves: | a) Palestinians | b) Christians in Jerusalem |
| Rameses: | a) George Bush | b) Ariel Sharon |
| Moses: | a) Yasir Arafat | b) Osama Bin Laden |
| Promised Land: | a) Gaza Strip b) a free state of Palestina | |
| The ten plagues: | a) international pressure | b) car bombs |
| The staff: | a) guns | b) peace talks |

Compare the population of Israel and Palestine.
Are Israelites more fruitful now or in the land of the Pharaoh?

Dreamworks vs the Bible

Read quickly through the "Book of Exodus" (1-15) in the *Bible*. Find what parts of the movie / reader appear in the Holy Book. Tick (✓) the right column

<i>In the Bible</i>	<i>Not in the Bible</i>	
		Pharaoh's wife finds and keeps the baby
		Moses found he was Hebrew from a lullaby
		Sister Miriam, parents Amram and Yocheved
		High priests Huy and Hotep


	Pharaoh Seti
	Moses killed an Egyptian beating a Hebrew
	Tzipporah, a gift from the high priests
	A strong wind covered Moses in a deep sea of sand
	The chariot race
	Hungry crocodiles
	Goshen: a village in the eastern part of Egypt
	Land of Midian
	Jethro: Tzipporah's father
	Moses marries Tzipporah
	The Burning Bush near the mountain of Horeb
	Moses returns to Egypt taking his staff in his hands
	Rameses new Pharaoh
	The tenth plague kills the first-born son of Pharaoh
	The Red Sea

Moses and his brother Moosa

Jews and Muslims share a lot of common first names. This comes from the times when Hebrews and Arabs lived peacefully together before and after the birth of the new religion preached by Mohammed. A lot of Biblical names, the names of prophets in particular, have a twin name in the Muslim countries.

Match the Hebrew with the Arabic.

<u>Hebrew</u>	<u>Arabic</u>
Abraham	Jibril
David	Isa
Elijah	Yusuf
Gabriel	Nuh
Isaac	Lut
Ishmael	Yahya
Jacob	Ya'qub
Jesus	Yunus, Yoonus
Job	Ilias
John	Zakariyya
Jonah	Ishaq
Joseph	Ayyab
Lot	Musa, Moosa
Moses	Dawud
Noah	Isma'il
Salomon	Ibrahim
Zakaria	Sulayman



Title: "Tales from the Arabian Nights"
Author: David Foulds (editor)
Publisher: Oxford Progressive English Readers
Level: grade 1
Target group: 3 / 4 ESO

Before reading general activity. WHO IS WHO?

Match the descriptions of the main characters in this set of stories as in the example:

- | | |
|--|---------------------|
| <input checked="" type="checkbox"/> _c_ Ali Baba's greedy brother | a. Morgiana |
| <input type="checkbox"/> Aladdin's father was a tailor | b. King Solomon |
| <input type="checkbox"/> A clever servant who saved Ali Baba's family | c. Kassim |
| <input type="checkbox"/> He put the angry genie in a bottle | d. Sinbad / Sindbad |
| <input type="checkbox"/> He comes from Baghdad | e. Mustapha |
| <input type="checkbox"/> The chief of the servants | f. Aladdin |
| <input type="checkbox"/> He was poor and lazy | g. Sidi Ahmad |
| <input type="checkbox"/> A wonderful story-teller | h. the Wazir |
| <input type="checkbox"/> An unhappy king because his first wife was unfaithful | i. Shahriah |
| <input type="checkbox"/> His second wife was the king of China's daughter | j. Sheherezade |
| <input type="checkbox"/> A veil hid her beauty | k. Ali Baba |
| <input type="checkbox"/> Like Sidi Ahmad he also worked in the forest cutting wood he'd sell in the market | l. Badroulbador |

“The Unhappy King”

The teacher walks around the classroom telling the story from the book and trying to keep the interest of the students by asking them a few intriguing questions so as to check the understanding of the story-telling. Use background music as a distractor if necessary (Grieg’s “Arabian dance” from *Peer Gynt*, Rimski-Korssakoff’s *Thousand and One Nights*).

Go on with the story without skipping the parts for the answers (if a chosen student can’t think of the word coming next the teacher is to provide it quickly keeping the rhythm of the tale).

- [...] until he found his wife loved... *Who did his wife love?*
- [...] when he slept, he dreamed of... *Who did Shahriah dream of?*
- [...] a woman’s love is... *What is a woman’s love like?*
- [...] For three years King Shahriah married a new wife. *How often did the king marry a new wife?*
- [...] The Wazir often shut himself in his room and... *What did he do in his room?*
- [...] The story was about... *What was the story about?*
- [...] Sometimes it was sad, and he could not stop...
- [...] “Not this morning,” the king told him. “Come again...
- [...] So it went on, night after night, week....., month.....

“The Genie in the Bottle”

The seal on the bottle was that of King Solomon. He put the genie into the bottle two thousand years ago. The fisherman was illiterate so he couldn’t read this baffling message on the bottle before he opened it. Can you sort it out? Use correct punctuation where necessary

This great genie fought against me his army was beaten and made his army prisoner he knelt down and begged me for his life I could see how sorry he was so I asked him to stand up and obey me then I would forgive him and we could be good friends but he refused and was rude to me so I said some magic words and made him smaller and smaller I put him in a bottle which I closed up with my own seal and then I told one of my soldiers to throw it into the sea if you find this bottle do not let him out he’s very dangerous for he’s got a long sharp sword and he’s always ready to kill.

King Solomon

“Aladdin and the Princess”

Sending someone to Africa is like sending them to...

- a) heaven
- b) hell
- c) the Neverland

Which of the following drinks can make you sleep?

- a) mint
- b) a potion.
- c) Arabian coffee

As a wedding present Aladdin gave his wife **13** beautiful stones, each with a beautiful word carved on it and strung to each other so as to make up the name of the princess.

Choose the more positive word in meaning from the following pairs. The string of correct words totals 68 letters.

B	better / boiling	..... letters
A	afraid / agree	..... letters
D	dish / death	..... letters
R	rub / richer	..... letters
O	over / oil	..... letters
U	understand / unhappy	..... letters
L	luck / leaf	..... letters
B	business / bury	..... letters
A	alone / able	..... letters
D	drum / dust	..... letters
O	oldest / owner	..... letters
U	ugliest / uncle	..... letters
R	roar / ring	..... letters

Total: 68

“Aladdin and the Magic Lamp”

The magicians could not reach the wonderful treasure and the lamp down the magic halls because the seal-opening name on the stone was...

- a) Mustapha
- b) Aladdin
- c) strange and dark

Which genie brought Aladdin and his mother a lot of food on a silver dish?

- a) the Genie of the Ring
- b) the Genie of the Market
- c) the Genie of the Lamp

Who didn't know the price of silver?

- a) the shopkeeper
- b) Aladdin and his mother
- c) the magician

Testing your short-term memory and logics

What happened first? What happened next? Number from 1 to 6

- ___ The magician threw some white dust on the fire
- ___ Green smoke rose up
- ___ He said some more magic words
- ___ He threw some more dust on the fire
- ___ This time, red smoke rose up into the air
- ___ Then he said some magic words

“Ali Baba”

The story of the two brothers Kassim (greedy) and Ali Baba (kind and generous) reminds the Biblical story of two twin brothers...

- a) Cain and Abel
- b) Esau and Jacob
- d) David and Absalom

Kassim said, “Open says-a-me” and the two cave doors opened. Which is the right pronunciation of this magical word?

- a) /'seisame/
- b) /'saisami/
- c) /'seisemi/ /'sesemi/

What is originally “SESAME” (“sèsam” in Catalan, “sésamo” in Spanish, “sésame” in French, “Sesam” in German, “sesamo”...in Basque)

- a) a candle made from palm oil
- b) a plant grown for its seeds and their oil
- c) an Arabian cookie made of honey and almonds

“The Tale of Sinbad the Sailor”

Some research after reading

1. Is It / was it possible to sail to Baghdad?
2. One of the most popular words in English is “serendipity” (‘the ability to find interesting or valuable things which one is not looking for’). The word comes from

Arabic “Serendib”, the former name of an island which Sinbad the Sailor reached in his voyages around the world.

What is the name of that island?

- a) Madagascar
- b) Sri Lanka (Ceylon)
- c) Tasmania

3. The background for the Sindbad stories comes from thefolklore

- a) Chinese
- b) Indian
- c) Russian

4. Compare the episode of the Hungry Giant with the story from the Greek mythology (Homer’s *Odyssey*) in which Odysseus escapes death by blinding Cyclops (giant with a single eye) Polyphemus, a giant cannibal living on the island of Sicily.

“The Man with Three Wives”

Find the odd word out

bucket---donkey---well

forest---trees---roof

pretty---angry---lucky

bottom---down---climb

quiet---noise---loud

wedding—wife---rub

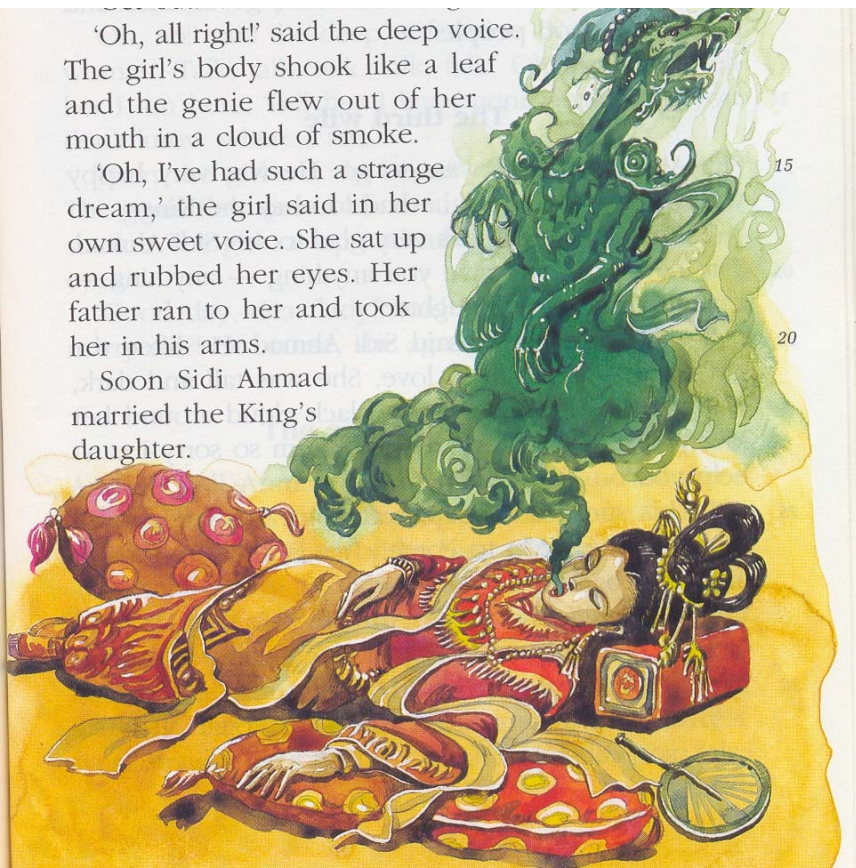
cloud---knees---

throat

‘Oh, all right!’ said the deep voice. The girl’s body shook like a leaf and the genie flew out of her mouth in a cloud of smoke.

‘Oh, I’ve had such a strange dream,’ the girl said in her own sweet voice. She sat up and rubbed her eyes. Her father ran to her and took her in his arms.

Soon Sidi Ahmad married the King’s daughter.



Look at the picture of the King of China’s daughter lying on the ground. Look at the clothes, face and hair. Also at the genie flying out of her mouth in a cloud of smoke.

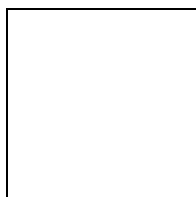
Now read the description of the King of India's daughter and draw a picture like the one before but making suitable changes (clothes as well).

He lifted the girl's veil –and fell in love. She was tall and dark,
with red lips and hair like a black cloud around her lovely face.

[...]

Then the girl's body began to shake like a leaf. The genie flew
out of her mouth like a cloud of black smoke. The girl sat up
and rubbed her beautiful dark eyes.

AFRICA



Title: "Jojo's Story"

Author: Antoinette Moses

Publisher: Cambridge English Readers

Level: 2

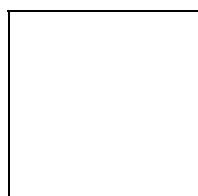
Target group: 2 / 3 ESO

After reading

Read carefully for clues about the real country in Africa where this recent story might have happened. Complete these notes:

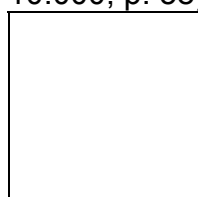
- ✓ Bad people from across the river [the wall] who didn't want Jojo's village to live on their _____
- ✓ If you fall in the river in two hours you'll be in another _____
- ✓ It's a fast river. You can't _____ in it
- ✓ MDF (Médecins Sans _____)
- ✓ _____ soldiers
- ✓ Children's House [they all come from villages and have stories like Jojo's]
- ✓ The story was written and published in 2000.
- ✓ Children stepping on _____: there are thousands and thousands in that country.
- ✓ Planes with bombs in the sky.
- ✓ Soldiers from Jojo's country must walk to places without boots.
- ✓ Jojo is only ten, but he's a man because he's got a _____

Actually this story might have happened in Africa, South America or Asia where many countries have been torn by wars. Read the following newspaper stories:



10.000, p. 58)

“Soldados en cuerpos de niños” (Especial *El País* , nº



revela l'ús de
nens en 20 guerres” (*El Periódico*, 18.11.04).

The following excerpt comes from this news item:

Et donen una arma i has de matar el teu millor amic.

Ho fan per veure si poden confiar en tu. Si no el mates,
li ordenen al teu amic que et mati a tu. Ho vaig haver de fer,
si no m'haurien matat... Per això en vaig sortir. No ho podia
suportar més.

Can you translate the account of this young Colombian into English?

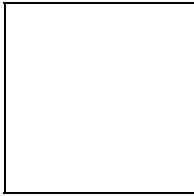
Your opinion about Jojo's story

"At last a reader that encourages teenagers and young
adults to reflect on those issues that make our world such
a difficult place to live in. Too polemic? Too politically incorrect?
Just the sort of thing my Argentina students like to discuss!"

Claudia Ferradas Moi,
Co-director, T.S.Eliot Bilingual Studies Centre
Buenos Aires

How do you feel after reading true stories like Jojo's?
Do you discuss these issues (war kids) at home, at school?
What do you know about the following organizations:

Unicef / Amnesty International / Human Rights Watch



Read *Mi vida de niña soldado* by China Keitetsi (Maeva Ediciones,
2005).

Title: "African Adventure"
Author: Margaret Iggulden, Julia Allen
Publisher: Oxford University Press
Level: Storylines 3
Target group: 2 / 3 ESO

Teresa Dunn wrote a letter to her parents telling them about her African adventure.
Fill out the gaps in the letter.

Mr and Mrs Dunn
17 Oaktree Road
London

2 May 2005

Dear mum and dad,

I'm having a great time here in Kenya. I'm working with Dr McCall and I'm trying to help in his hospital. He wanted me to come to Kenya to help him find some secret leaves (you know he studies flowers and trees) to fight off river _____: many Africans catch it when they are babies. A little _____ that lives in rivers bites people leaving an _____ in the bite and this becomes a tiny worm that gets into the blood. It attacks the eyes. When the the eyes become _____ and tired the person, very slowly, goes blind.

Rose, a medicine woman who lives near Lake _____, has known some secret leaves for a long time. People in her village do not go blind. Because I can speak _____ I talked to her and she trusted me. She told me about a tall tree that grows beside a river, with small _____ green leaves. You must boil the leaves _____ times. After an hour, when it's cold, you can use this medicine.

I'm very happy because this medicine will save a lot of people in Africa. Norway is going to give _____ dollars to International Village in Nairobi to support this project. I'm also happy because FDI, an _____ drug company, won't be able to make and sell this drug to the poor African countries.

I've met lots of interesting people here in Kenya. I met a lovely lady on the plane, Anna _____. She lives in the west near the forests. She got a Flying Doctor who took me to Nairobi when I had a heatstroke. Local people are kind and friendly: Harriet, one of Rose's _____, Obediah (Dr McCall's driver). I also had lunch with a reporter, Christopher Mwale, who works for *The African* _____. On the other hand, I don't think Dr Ndeti was very pleased to meet me. I'll tell you about him and about Kenya tea and coffee in the next letter.

Well, that's all for now. Six months will go by so quickly. But who knows? I may stay here for good. I love the sky, the flowers, and the birds. I love the _____ we don't have in cold England so often!

I'll be missing you anyway.

Warm kisses from your loving daughter

Teresa

Title: "The Magic Garden"
Author: K R Cripwell
Publisher: Collins English Library
Level: Graded reader 2
Target group: 2 ESO

The Magic Garden Bingo

Do you want a "Magic Garden" of your own, where you can find money under a pumpkin or out of a big tree?

Choose four of the following characters and put them in the squares below:
Kumalo, Father Gashle, Abraham, Mrs Olusanya, Mr Ngwenya, James Nkulumo, Jenny Hove, Miriam, Jenny's uncle.

Now you will hear / read a piece of information (quotations, facts, descriptions...) which refers to one of those nine characters. If it refers to one of the characters in your squares you cross off (X) the name. When all four characters on the squares have been mentioned you shout "Bingo!" and repeat the information you heard about those characters so that you can win the jackpot.

Warning: if you fail to repeat the information you can't win the game!!

The answers between round brackets are for the teacher's eyes and ears only.

↑ "You must not steal" (Father Gashle)

↑ She had four children. Her husband was dead (Mrs Olusanya)

↑ His shop was the only one in Akantown, so things were often very expensive
(Mr Ngwenya)

↑ "Stop thief! Stop him and I will give you twenty dollars" (Mr Ngwenya)

- ↑ “Look in my pockets. You’ll find nothing. I’m a good man. I don’t steal”
(Kumalo)

- ↑ Her father and mother were dead. (Jenny Hove)

- ↑ “Oh happy day” she sang (Jenny Hove)

- ↑ She tricked Jenny’s uncle in the game of cards (Miriam)

- ↑ “You have paid the bride price. Now go. Find Father Gashle. He can marry you today”
(Jenny’s uncle)

- ↑ “Be happy. It is always like this. Children grow. Then they fall in love and marry. They are like the birds in the trees. They soon fly away”
(Miriam)

- ↑ She adopted Kumalo as another son at the end of the story (Mrs Olusanya)

- ↑ He found the money under the pumpkin (Abraham)

- ↑ He can marry people (Father Gashle)

- ↑ “Never be a thief” (Father Gashle)

- ↑ One of the poorest people in Akantown (Kumalo)

- ↑ He had 54 dollars but that was not enough to pay the bride price. (James Nkulumo)

- ↑ He sings sad songs. (James Nkulumo)

- ↑ She runs the Back-of-the-Moon Bar (Miriam)

Title: "Mission to Kala"
Author: Mongo Beti
Publisher: Heinemann Guided Readers
Level: intermediate
Target group: 4 ESO

"A rose by another name would smell the same"
(Shakespeare)

The title of this book (*Mission terminée* in the original French, 1957) sounds like a James Bond film. It is a bit misleading as it does not hint at the themes of early manhood in an African traditional society and the generation gap between bossy fathers and restless sons.

Find existing song titles and movie titles which would make a good alternative for this reader. Examples: "Hot Stuff" (song), "I Still Know What you Did Last Summer", "I Never Sang for my Father" (films).

Can you suggest an alliterative title of three words (the three words must begin with the same letter / sound) of your own?

Traditional marriage in Black Africa

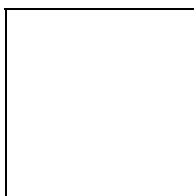
Some of these sentences are opinions (O), some are facts (F), others are just stereotypes (S). Write these letters beside the sentences. If more than one answer can be possible, support your choice.

- ___ Black African husbands are like Niam. They are lazy and they need a wife to run their houses, cook their food and work in the fields.
- ___ Jean.Marie Medza didn't have to pay a bride price because he was a "city boy"
- ___ "In my country, when a man gets married, his new wife and friends walk in procession to her husband's house"
- ___ "The Whitemen make our laws now. They say that a woman can get a divorce"
- ___ Wedding parties in villages lasted for many days. There was a lot of drum beating, dancing and palm-wine drinking.
- ___ In West Africa all village chiefs marry their seventh wife to show off their virility and power.
- ___ A wife can't get a divorce until she returns her husband's wedding presents

- ___ Mrs Niam was lucky she didn't live live in a Muslim country like Nigeria. There she and her husband would have been stoned to death.
- ___ Medza rejected his newly wed bride, Edima, so his brother had to marry her. That was the ancient custom in Kala.
- ___ The punishment for an adulterous relationship in some villages can be two thousand francs...or four grown rams...or two young ewes.
- ___ African men are not as "hot" as they are shown to be in the movies. They need to drink a lot of whisky before courting a girl.
- ___ In Africa all the girls (like Edima) must marry at the age of 15.
- ___ Zambo is the typical macho who has an easy way with women

A little research

- ❖ Read chapter 3 again and look at the illustration on page 10. What game were the young men playing?



- ❖ Meet boys and girls from Black African countries (Senegal, Gambia, Mali). If it's not embarrassing to them, talk about flirting, dating, arranged marriages, traditional age of marriage, bride price, polygamy... in their countries. See if there are any differences between families living in cities and those living in villages.

Title: "The Bride Price"
Author: Buchi Emecheta
Publisher: Oxford Bookworms
Level: 5
Target group: 4 ESO +

Before reading

Guess the answer to these questions. Check while reading.

Many young African women cut their hair very short. Why do you think they do so in Nigeria?

- a) It shows their cleanliness
- b) It shows their maidenhood (virginity)
- c) So that boys can't take a piece of hair from their head. If they do, the girls belong to them
- d) It is fashionable and cool

The Bride Price could be read as a Nigerian version of *Romeo (Chike) and Juliet (Akunna)*. What do you think was the trouble between their families?

- a) They belong to different tribes, the Ibo (Christian), and the Yaruba (Animistic)
- b) She is the chieftain's daughter. He is a white missionary
- c) He is the son of educated, wealthy and successful slaves; she belongs to a free family that keep their traditions
- d) Their fathers (rich farmers) fight for storing water for a river god so one of them can become an Obi (head man of the village)

While reading

Take notes about funeral and marriage customs in the story. When you finish, talk to your grandparents about these subjects, particularly about "mourning" and widows in our country fifty years ago (wearing black clothes for one year, etc). Compare with the African customs (it was an art and cruelty: a mourning hut for nine months for the widow).

After reading

➔ Compare the "dowry" system in India or China with the "bride price" in Nigeria and many other African countries. What are the sharpest differences? Which system is more painful / unfair for a bride's family?

➔ In India or China a baby girl is / used to be a "curse" for the families (they used to be drowned or miscarried). In Nigeria girls are "love babies" (which means "their parents make love day and night" probably to make sure the next baby is a boy, page 77).

Find the rates of population of boys and girls in these three countries.

Voodoo in Nigeria and Haiti

"In Ibo, if you wanted to destroy someone, you made a little _____ exactly like that person. Then you pushed a sharp _____ into the doll's _____. The magic usually worked; the enemy died slowly and painfully" (page 75)

"People who use voodoo get a picture of a person or make a _____. Then they put _____ or knives into it, and the person feels terrible pains. [...] It's not a child's doll, it's made from coconuts. You see, the face is a coconut, and someone has drawn

eyes, a nose, and a mouth on it. And look, there's a pin in the doll's _____. A few days later the man came to hospital because his stomach hurt. He knew that someone was using voodoo against him. The pain was terrible, but the doctors couldn't find anything wrong with him. In the end, he died" (*Voodoo island*, page 5)

The missing words are **heart, stomach, doll, pins, needle**.
Put them where they belong.

A little research

Are "Ogbanje" (living dead) and "Zombies" the same?

Fighting for a better society in Nigeria

It is the year 2015. Joy Ofulue Odia has become the first woman president of Nigeria. Here's a list of the issues she promised to improve during her campaign. Which are the most important, urgent ones to you? Rank them from 1 (most important) to 10 (least important).

- ___ abolish clansmen (Obis)
- ___ abolish "bride price" system in villages
- ___ punish kidnapping of girls and forced weddings
- ___ abolish "Aja" dances for 15-year-old girls
- ___ establish Church Friendly Societies all around the country to provide for free education for both free and slave families
- ___ legalize voodoo and medicine men
- ___ stop "houseboys" from working for their unmarried cousins or uncles so they don't have to go to night schools any more
- ___ introduce European customs in religion, medicine, family life, work, music...
- ___ abolish polygamy
- ___ nationalize the oil industry so as to create better jobs

Pop music from Nigeria

Chike taught Aku-nna the latest songs from a book ordered in Lagos in the late 1950s. Here are some words he whistled from his favourite song

*Brown skin girl, stay at home with the baby,
I have to go in my sailing boat... (page 50)*

Sade has probably been the most successful pop star from Nigeria since the 1980s. Read the following lyrics from three of her songs. Decide on which is the most suitable title ("Immigrant", "King of Sorrow", "Slave Song") and put in the square.

I'm crying everyone's tears
And there inside our private war
I died the night before

And of all these remnants
Of joy and disaster
What am I supposed to do
I want to cook you a soup
That warms your soul

I see them gathered
See them on the shore
I turned to look once more
And he who knows me not
Takes me to the belly
Of darkness

Coming from where he did
He was turned away from
Every door like Joseph
To even the toughest among us
That would be too much.
He didn't know what it was
To be black.

Here are the full lyrics of a beautiful love song ("All About Our Love") by Sade, the one Chike would have enjoyed singing to Aku-nna. The missing word can be found in the two lines whistled by Chike. It's got four letters, but it's not "girl". Can you think of it?

It's all about our love
So shall it be forever
Never ending

After all this time
After all is said and done

We have seen some
Suffering _____
It has not always been perfect

After all this time
After all is said and done

Darling we know it
Whatever may come
We can get through it
As if it's just begun
Oh it's just begun

It's all about our love
So shall it be forever
Never ending
Darling we know it

After all this time
After all is said and done

After all this time
After all is said and done

Title: "Things Fall Apart"
Author: Chinua Achebe
Publisher: Heinemann Guided Readers
Level: intermediate
Target group: 4 ESO

"The Wrestling Match"

Twelve wrestlers (players) stand on each side of the classroom (the arena). Each side takes it in turns to ask another player from the other team to fight for **one cowrie shell** (by challenging questions about the story). The last and big match (number 25) is

between the two leaders of the two teams wearing war clothes (straw skirt, hats with large feathers). They will challenge each other by calling back (memory game) as many questions and right answers from the other team, that is, the leader of Team 1 is to recall the questions and answers from Team 2, and viceversa.

Scoreboard: each player can win **one shell only** if...

- a) they know the answer
- b) the player in the other teams misses the answer

Each leader can win up to **12 shells**.

Check the scores altogether: the most cowrie shells a team can win is **36 !!**

Play the game to the racket of drumming (on the walls, desks...), stamping feet, shouting and cheering at the end of each round.

The following / different questions for each team may have been prepared and discussed beforehand.

TEAM 1 (the EARTH)	TEAM 2 (the SKY)
1. What district did Okonkwo live in?	What did Unoka spend his money on?
2. Which instrument did the town-crier hit?	When did the people of the village keep a Week of Peace?
3. What did Okonkwo have to take to the shrine of the Earth Goddess?	Who do you break and share Kola nuts with?
4. Which clan god said Ikemefuna must be killed?	Why did mothers put twin babies into pots and threw them away into the Evil Forest?
5. What did Okonkwo eat bananas with?	What are "ogbanje" children?
6. Where was the home of god Agbala?	What were the two kinds of crime against the Earth Goddess?
7. The clansman killed the white man and tied his iron horse to a tree. What was that "iron horse"?	Why did Nwoye like the new religion of the white missionaries?
8. Where was the church built?	What did the white missionary teach young Christians at the school in Umuofia?
9. What did the two Osu have to cut off before they became Christians?	The gods punished the new Osu convert for killing.... What?
10. Who and how broke up the clan's way of life in Umuofia?	What kind of people went to Mr Brown's school at first?

11. What was Nwoye's Christian name? Why did the clansmen burn the church down?
12. What was the punishment for the six leaders for burning the church? Why couldn't the clansmen bury the body of Okonkwo?

Key answers

1. Umuofia (team 1), palm wine (team 2)
2. a gong (team 1), the week before they planted their yams (team 2)
3. one goat, one hen, a long piece of cloth and one hundred cowrie shells (team 1), visitors and guests to show they are welcome (team 2)
4. The Oracle of the Hills and Caves (team 1), because twin babies brought bad luck (team 2)
5. with fish (team 1), children that die many times and return to their mothers to be born again (team 2)
6. in a cave (team 1), male crime, not an accident; female crime, an accident (team 2)
7. a bike (team 1), because it told you to love everybody, and he liked the songs and music (team 2)
8. in the Evil Forest (team 1), to read and write (team 2)
9. their long dirty hair (team 1), a holy snake (team 2)
10. the white man with his religion and laws (team 1), slaves and lazy children (team 2).
11. Isaac (team 1), because Enoch, one of the converts, took the mask off one of their leaders at an important religious meeting (team 2)
12. two hundred bags of cowrie shells (team 1), it was a crime against the Earth Goddess for a man to kill himself (team 2)

Title: "No Longer at Ease"
 Author: Chinua Achebe
 Publisher: Heinemann Guided Readers
 Level: intermediate
 Target group: 4 ESO

Name dropping

The rainmaker succeeded in making scores of word-drops fall from the sky. They are all in this bucket now.

ants	skin	coins	income tax	power	bill	disease
degree	pots and pans	clap	tears	allowance	cheeks	
unbelievable	engagement ring	iron	roof	fool	file	leave (n)
handshake	damn!	speech	clerk	rice	insurance	
stew	praise	sinful	shameful	worm	safe	mate Union
doll	proud	trouble	thin	shout	board	deck trial rainmaker
soap	journey	politician	seasickness	guilty	prayer	overseas
gifts	pretend	unfriendly	wipe	quarrel	applications	
fail	money-lender	save up	wet	boss	bribe	unsuitable
unopened	footsteps	official	fees	nonsense	lawyer	Ibo
loan	crowd	officer	scholarship	petrol	add	awake Osu
			request			

Cluster some of these words vertically to define the two main characters of the story. You can try in two different ways as in the example

fOol
Bribe
glft

Official
Bribe
Ibo

C
L
A
R
A

O
K
E
K
E

O
B
I

O
K
O
N
K
W
O

Modern times

In a bad dream Obi can see his grandfather Okonkwo, the great wrestler and clansman who didn't welcome the white men and the changes they brought about in the way of life of Umuofia (*Things Fall Apart*).

In this dream Okonkwo is asking Obi about things of modern life in Nigeria he doesn't quite understand. Obi explains. Write the answers to these questions.

OK: What is a scholarship?

Obi: _____

OK. What is the Bible and an engagement ring?

Obi: _____

OK. Coca Cola is a drink. From Kola nuts?

Obi: _____

OK: What is a Morris Oxford? Another iron horse?

Obi: _____

OK: What is a politician?

Obi: _____

OK: What is a nurse?

Obi: _____

OK: What are an income tax and a bill?

Obi: _____

OK: What is a Union?

Obi: _____

OK. What is a bribe?

Obi: _____

OK. Why did you take the bribe?

Obi: _____

OK: Is life in Umuofia better now than in my days?

Obi: _____

A proverb

"If you are going to eat a worm, you should make sure it is big and fat"

Explain in plain words the meaning of this African proverb. Do you agree with it?

The Bible and an engagement ring

The *Bible* also used to be a wedding present among Puritans in the colonial days in the United States. What books of the Bible might interest two Christian brides from Nigeria and the USA nowadays?

Title: "The Great Ponds"

Author: Elechi Amadi

Publisher: Heinemann Guided Readers

Level: upper

Target group: 4 ESO +

Fair Play vs Foul Play

The two villages (Chiolua and Aliakoro) lost the Pond of Wagaba in the end: "We cannot fish from a pond in which someone has drowned himself. The gods would not let us" (p. 80)

Is this ending fair for both sides? Which village played fair? Which village played foul?

Dibias

These traditional healers are still very popular today in Nigeria. They receive a training in several stages comparable to that of a full professor in a Western university.

“A dibia is a man who has power to talk to the gods. He can look into the past and can say what will happen in the future. Igwu used drums to talk to the gods and to help him tell the fortune”. (p. 33)

[You can learn more about “dibias” and “Igboland” on internet.]

Only two of the following words in English refer to imaginary spirits (one is a man who threatens children, the other is a man who makes children go to sleep) while the others share the magical skills of a “dibia”. Which are these two words / men?

wizard	medicine man	healer	bogey man
charmer	magician	quack	shaman
sandman	sorcerer	clairvoyant	fortune-teller
rainmaker	witch-doctor	priest	houngan (voodoo man)

The Oath

“ I swear by Ogbunabali the god of the night that the Pond of Wagaba belongs to Chiolu. If this is not true, let me die within six months. If true, let me live.”

The priest waved the image of Ogbunabali round Olumba’s head three times and the swearing was over. If Olumba died within six months the pond belonged to Aliakoro. If he lived for six months, then it truly belonged to Chialu” (p. 40)

To our modern standards we may find this oath or swearing a kind of foolish African superstition. However, an obsolete common law practice from the Middle Ages which survived until the Enlightenment and longer in Western Europe submitted the accused, or the accuser, or both, to the *Judicium Dei* (Judgement of God) by battle, by fire or by water. Whoever died, or whose wounds were infected or diseased, was considered guilty. It was believed that God would help the innocent.

What was this Christian law called?

- a) dunking of witches
- b) trial by ordeal
- c) Inquisition heresy

Wonjo and Aids: a punishment from god Ogbunabali?

“The sickness that the Erekwí called *wonjo* was the great influenza attack of 1918. Twenty million people died all over the world”. (p. 81)

If you don't know what “influenza” is, read these lines by Josep Pla:

1918

8 de març.- Com que hi ha tanta grip, han hagut de clausurar la Universitat. D'ençà d'aquest fet, el meu germà i jo vivim a casa, a Palafrugell, amb la família.

(starting lines from *El quadern gris*)

Another killing disease has been hitting the world since 1981: Aids. Aids kills some 6,000 people each day in Africa –more than wars, famine and floods. Millions of children are orphans, many more live with HIV or Aids (24,5 million people in Africa, 9,8 million in the rest of the world).

Aids has been the greatest catastrophe to hit the African continent since slavery. In Africa, most people infected with HIV are unaware of the fact. The countries of central and eastern Africa are hardest hit. In Rwanda, Tanzania, and Uganda 5 to 20 per cent of the sexually active age-group is infected with the HIV virus and in certain risk groups, such as prostitutes, the rate can exceed 80 per cent.

The other major transmission route in certain developing countries with a high number of infected women, is via the placenta, from an infected mother to her unborn child, during childbirth, or during breastfeeding.

A complex anti-retroviral cocktail (AZT) has proved quite effective to slow the progression of the infection, but it is highly expensive and unaffordable for some developing countries. It would cost sub-Saharan countries between 9 % and 67 % of GDP to provide this cocktail of three anti-Aids drugs to all people with HIV.

Until a cure or vaccine for Aids can be found, the main strategies for prevention and control are information, counselling, and education.

[from *Oxford Reference Encyclopaedia* + internet web “Aids in Africa”]

Religious institutions like the Catholic Church claimed at first Aids was God's punishment for modern society's sexual sins.

Do you agree with this view?

Ikeche and Chisa are getting married today. They believe “Aids” is a punishment from their gods Amadioha (god of thunder and of the skies) and Ogbunabali (the god who kills by night). Talk to them about this issue. Tell them this disease is / is not a religious taboo. Give them some advice to prevent it. Do you think Ikeche should have one wife only, unlike Olumba, who had three?

You: _____

Ikeche: _____?

You: _____

Chisa: _____?

You: _____

Chisa: _____?

You: _____

Ikeche: _____?

You: _____

You: _____?

Chisa: _____

Ikeche: _____

Title: "The Narrow Path"
Author: Francis Selormey
Publisher: Heinemann Guided Readers
Level: Elementary
Target group: 3 ESO

Background

This story takes place in Ghana in the 1930s. Ghana had been a British crown colony since 1874. Before it achieved independence in 1957 this country-colony was called...

- a) Tin Coast
- b) Silver Coast
- c) Gold Coast

We can feel the influence of the British culture in this place in the use of the same currency (pound, shilling, penny) and the school stages. Which stage followed 'Infant School'?

- a) Junior School
- b) Middle School
- c) Grammar School

Before reading

School in Africa yesterday

This true story happened in Ghana more than sixty years ago. Decide which of the following statements are true (T). There are seven !!

- Girls didn't go to school
- Families had to pay school fees and for the books
- There were lessons on Saturdays
- Learning English was not useful then
- Teachers had to move from one village school to another
- Lunch could be bought at school
- Schoolchildren went and lived with another family to be trained for two years
- School holidays began in the winter
- Students with good reports won prizes at the end of their schooling
- Only the headmasters were allowed to beat the pupils with a cane

The blurb

Read the blurb on the back cover of the book

The Narrow Path

Kofi learned it is difficult to follow the narrow path. He had to work hard, behave well and follow his father's rules.

When Kofi left the narrow path, his father punished him severely. He beat Kofi with a cane.

"Does my father really love me?" Kofi thought

How would you translate this reader into Catalan?

- a) El camí estret dels càstigs
- b) El bon camí

c) La drecera

Read the last paragraph of the story (p. 57). Did Nani love his son Kofi?

After reading

The cane

Beating a child with a cane was not a common practice or custom in Africa. It was introduced by the white missionaries and teachers (both Catholic and Protestants). Their teachings came from the *Bible*. Read the following verses from the "Book of Proverbs":

- 12:1 "Whoever loves discipline loves knowledge,
but he who hates correction is stupid"
- 13:1 "A wise son heeds his father's instruction,
but a mocker does not listen to rebuke"
- 13:24 "He who spares the rod hates his son,
but he who loves he is careful to discipline him"
- 19:18 "Discipline your son, for in that there is hope;
do not be a willing party to his death"
- 23: 13-14 "Do not withhold discipline from a child;
if you punish him with the rod, he will not die"

"Punish him with the rod / and save his soul from death"

Do you think these teachings are old-fashioned now? Write a couple of proverbs about how a father should discipline his son nowadays.

" _____ "

" _____ "

"Spare the rod and you'll spoil the child". Which is the best rendering for this proverb ?

- a) Qui no plora no mama
- b) La lletra amb sang entra
- c) Qui molt t'estima et farà plorar

Beating with a cane can still be a practice at public (private) schools in England and in some states or counties in the USA. Read with the help of your dictionary the following article about the abolition of the punishment by the cane in state-run schools in Britain

And the Beat Goes Out

Chalk one up for mischievous schoolchildren. Britain's House of Commons last week struck down a longtime classroom practice: punishment by the cane. The bill abolishing corporal punishment in state-run schools passed by a bare 231 to 230. An earlier version would have retained caning while allowing parents to exempt their children from the

When was this *Time* magazine article published?

a) 1986

b) 1906

c) 1926

If you want to know more about this issue read *El vicio inglés* (The English Vice) by Ian Gibson (Editorial Planeta, 1980).

Witchfinding

↗ There are lots of superstitions about witches all around the world. The Europeans share some with the African folklore

People believed that a witch was able to change into a bird. The bird was a small, dark bird and was called the witch-bird. It flew at night. (p. 33)

In our folktales and fairy tales, what kind of birds did witches turn into?

↗ Learn about the etymology of the word “papallona” in English (butterfly) and German (Schmetterling). You will be surprised to find the story has to do with witches !!

↗ Compare how witch-doctors found if a woman was a witch in Ghana (pp. 36-37) [they cut a chicken’s throat. The chicken ran round and round. Then it fell and died. If it fell on its back, the woman was not a witch, if it fell on its front, the woman was a witch] and in England in the 19th century: “the ducking of witches”. You can read about it in a lovely book, *Precious Bane*, by Mary Webb (Heinemann ELT Readers, Upper Level).

Here are some notes to help you understand this European practice

This was the old ordeal by water dating from pre-Christian times, the idea being that water, a sacred substance, would reject suspects if they were guilty, and they would only sink if innocent. The idea was later connected with that of baptism, and continued in common practice in England [...] This ordeal appears to have involved the suspect being hustled to the waterside, naked or in a shirt, and thrown in with the hands and feet bound crosswise, the left foot to the right hand and viceversa. A rope round the waist was supposed to secure rescue if she sank, but it very often did not do so. If the witch floated [...] she was guilty. If she did not float, the experiment could be repeated. Ultimately the original symbolism was forgotten, and ducking merely became a cruel form of punishment, rather than a test.

(from *Witchcraft* by Pennethorne Hughes, p. 190)

A Man of Peace from Ghana

Read this biographical entry about the current UN Secretary-General

Annan, Kofi Atta 1938-

Ghanaian civil servant, diplomat and Nobel Prize winner.

Born in Kumasi in the former Gold Coast (now Ghana), he was educated at the University of Science and Technology in Kumasi, and went on to further studies in the USA and Switzerland. He began his career as a budget officer with the World Health Organization in 1962, and held key posts in a number of other UN agencies before becoming Secretary-General in 1997. He is particularly associated with his work as UN special envoy in negotiations with Iraq and Yugoslavia, and has put forward many proposals to reform the increasingly unwieldy bureaucracy of the United Nations. His efforts to bring new life to the UN were recognized in 2001 when he and the UN itself were jointly awarded the Nobel Peace Prize.

(from *Chambers Biographical Dictionary*, Chambers Harrap Publishers Ltd, 2003)

This entry fails to mention the day of the week on which he was born, a most interesting item for a Ghanaian background: "At that time, all the children in my country were given the name of the day on which they were born" (chapter 1).

Do you remember which day it was?

- a) Friday
- b) Saturday
- c) Sunday

Days of the week in Ewe

Ami, Kofi, Yawo, Tona, Kosi... Can you complete the days of the week in Ewe, a language spoken on the southern coast of West Africa between the Volta River in Ghana and the Mono River in Togo? Try on Internet ("Sacred Names of Ewe") or just ask some people (old, young) from Ghana.

More than 3 million Ewe were brought to the USA as slaves in the 19th century. The general tradition of attributing names of children to unusual circumstances, days of the week, the child's personality, etc. still remains in the African-American culture today.

The word "voodoo" is of Ewe /ay-way/ origin.

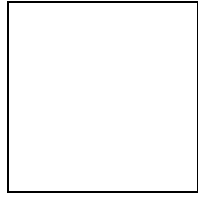
Good luck on your search !!

Title: "When Rain Clouds Gather"
Author: Bessie Head
Publisher: Heinemann ELT Guided Readers
Level: Intermediate
Target group: 4 ESO

Before reading

Look at the book cover. What do you think is one of the main troubles in the story?

- a) drought
- b) worshipping mad cows
- c) nuclear waste



After reading

Flashlights in the Dark Continent

- (1) Find two examples of interracial marriages in the story. How do you think these marriages can improve the understanding of people in a particular society?
- (2) Together with Aids and malaria, tuberculosis is a killing disease which is hitting Africa again. Who died of TB in the story? How did he probably catch this disease?
 - a) from the sick cows
 - b) bad living conditions and bad food in a cattle-post
 - c) from the hot and rainy weather before September
- (3) Makhaya Maseko hated the white men who cheated and lied and called him “Black Dog” in South Africa. But he found in Botswana that white men can be kind, honest and willing to give their life to Africa. Who are these two “white men” in the story?
- (4) Gilbert Balfour gave the village of Golema Mmidi (“a place for growing crops”) new ideas about cattle farming and better ways of growing crops.

Put these notes together into a single paragraph that explains how the village can be changed into a beautiful garden.

- ✓ ploughing with a tractor
- ✓ break the tradition of growing certain crops, grow different crops that grow well in the area
- ✓ building drying sheds on every plot
- ✓ tobacco sheds will bring money, we can build new wells and store water
- ✓ store water in the rainy season
- ✓ make large holes on the ground lined with mud and plastic bags filled with concrete
- ✓ kill thinnest cows for food, use money from the meat to buy more cattle and make another well
- ✓ feed and keep the cattle in the village, near the water, not in the grassland

- (5) Why is it necessary to teach agriculture to women in Botswana and other African countries?
- (6) You can use dynamite to blow up a power-station. But you can also use it to bring life, not death, to Africa. How can dynamite bring life to this dark continent?
- (7) Tobacco wouldn't make a good "cash crop" today. Can you think of any "cash crop" alternatives for Botswana, a huge country, where so much of it was desert and "every plant had to be watered and looked after carefully" (p.43)?
- a) tea and coffee
 - b) chicken-yards
 - c) peanuts
- (8) Aside from cattle, Botswana exports a cereal grass that appears in the story (you mix it with water for porridge). This is...
- a) sorghum
 - b) rice
 - c) millet
- (9) Diamond and copper discoveries in the late 1960s helped boost Botswana's economy making it one of Africa's strongest. Do you think this can improve the living standards of villagers or townspeople only? Can it create political corruption?
- (10) The villagers of Golema Mmidi show at the end of the story how things can change for better in Africa.
- a) working together and getting rid of chieftains like Matenge
 - b) welcoming wise foreigners who fought for freedom
 - c) not involving in political trouble with Paramount Chiefs like Sekoto

Do you know...?

- What people live in the Kalahari Desert?
 - a) Swahili
 - b) Bushmen
 - c) Zulu
- In which town in Botswana was buried on 5 October 2000 the famous "El negre of Banyoles", the Bechuan warrior who had been on display in the Francesc Darder Museum of Natural History of this Catalan town?
 - a) Francistown
 - b) Gaborone
 - c) Tshane
- It took Makhaya Maseko one week to get a "resident permit" as a political refugee in Botswana. How long would it take to get this permit in Spain if he were a political

refugee from...

- ↳ Cuba
- ↳ Equatorial Guinea
- ↳ Morocco

Harvest of Hope

Have you heard the expressions “dumping” and “fair trading”?

About 800 million people in the world are starving in the developing countries, as many as those who suffer from obesity in the developed ones. The main trouble is not wars, political corruption or natural catastrophes but “dumping” and “unfair trading”.

The rich countries (USA, Japan, Canada, EU....) are crushing 900 millions of small farmers from all around the world by aiding or subsidizing their own agricultural-food industries (200,000 million € a year). In this way the exports to international markets are dumped (go down below the cost of production). As a result:

- 5 millions of peasant families in Mexico can't sell maize in their own country, which buys US maize. The prices have dropped 70%
- The Third World's markets have been flooded with milk and dairy produces from the rich European countries.
- 25 million families who grow coffee are facing the death of losing their crops in Central (Guatemala....) and South America (Colombia...) as well as in Africa (Kenya...)
- Raising chickens in West African countries (Ghana...) cannot compete with the cheap prices of chickens from France or Belgium.
- Millions of farmers in 50 countries (mainly in Ivory Coast, Ghana, Nigeria and Cameroon) rely on cocoa for survival, but the price of the pound of cocoa has dropped from 1.80\$ en 1997 to 0.80\$ in 2003.
- The EU and Japan are aiding their wheat and rice produces. As a result the developing countries in Asia or Africa are getting paid 60% less for these crops than in 1980.
- Cotton is the chief produce of countries like Burkina Faso, Benin, Mali, Chad and Togo. But its world's market is under the control of 25,000 American cotton fielders who get subsidizes that triple the total budget of America's aid to Africa.
- The European system of sugar-making boosts the production in large fields, which causes every year the export of 5 million tons of sugar the European countries do not need to cheaper international markets. That also brings the ruin of poor farmers in Malawi, Mozambique or Ethiopia.

[facts and figures from ¿Por qué hay hambre en el mundo? *El País semanal*, 5 December 2004, pp. 44-54]

What can we do about this?

⇒ We can support the moves by Intermon Oxfam (e-mails to Spain's Prime Minister calling for 'fair trading rules', shopping jointly shared items at special stores, buying special CDs or DVDs from Spanish pop stars, "Cosecha de Esperanza", or pop stars from other countries...)

⇒ We can read the newsletters of Intermon Oxfam so as to keep up-dated about these issues every month

www.IntermonOxfam.org

⇒ We can read the FAO newsroom (Food and Agriculture Organization of the United Nations, helping to build a world without hunger). Sometimes the headlines are hopeful

World tea production hit record high in 2003

India's organic tea on the increase, mainly exported to France, Germany, Japan, the U.K. and the U.S.

www.fao.org

Title: "Mine Boy"
Author: Peter Abrahams
Publisher: Heinemann ELT Guided Readers
Level: Upper
Target group: 4 ESO +

South Africa during the Apartheid.

This story happened in 1946. At that time the white people did not want other people to live in their cities. Black people, coloured people and people of mixed races lived in...

- a) indabas
- b) indunas
- c) townships

People from Rhodesia or Mozambique lived in ...

- a) compounds (large open enclosures for housing workers)
- b) the smart streets of the cities
- c) the gangs of Johannesburg

Why was 'Hoopvlei' a much more beautiful name for a township than Malay Camp?

- a) black people did not need a pass or warrant here
- b) coloured people could buy and sell beer here just like the white men
- c) because it means "valley of hope"

Like Martin Luther King Xuma had a dream, "Man without colour" (p. 79). Which white man shared his dream in the story?

- a) Chris, the Dutchman
- b) Paddy O'Shea, the Red One (he was of Irish descent)
- c) J.P. Williamson (Johannes)

Eliza had the "sickness of the city". What was that?

- a) wine-drinking

- b) she wanted to live like the white people
- c) a strange sickness of the mind and body felt by people who had left their villages in the hills for a better life

Gold mines in South Africa

The population of South Africa today is about 40 million people. 73% are African people of the Zulu, Sotho, Tswana and Xhosa folks, and 3 % are Asian.

The coloured people –like Lena’s ancestors-- had been brought from Asia (Malay, India...) to work in the mines in the 19th century. In their original Far East countries they were called...

- a) kaffir
- b) coolies
- c) puppies

A dangerous disease that hits people who work down in mines is described in the story.

The mines are bad, Xuma. You will start to cough and spit blood. You will become ill and die (p. 10)

Daddy coughed and roller over. He had piddled and the floor was wet. Xuma looked at him in disgust (p. 42)

As they moved back to the cages, one of the men spat a trickle of red saliva. Xuma had heard of the sickness of the lungs which killed miners, but he had never seen anyone who had the sickness (p. 53)

What is this sickness of the lungs called in medical terms?

- a) silicosis
- b) flinstonitis
- c) psoriasis

Mining words

Two of the following words are not used ‘in a mine context’. Mark a cross (X)

- towering dumps
- shovelling
- trucks
- track
- cage (a lift)
- jails
- underground
- clubs

- ___ conveyor belt
- ___ drilling
- ___ roof
- ___ strike
- ___ boss boy
- ___ head of the party
- ___ blow the whistle
- ___ night shift

Names

Black people in South Africa usually have mixed names like Daddy's: a Christian name (*Francis*) and a native family name (*Ndabula*).

Who are the following famous black men in the history of the Apartheid?

Stephen Biko _____
 Nelson Mandela _____
 Desmond Tutu _____

Dr A.B. Xuma was the president of the ANC in the 1940s. ANC stand for...

- a) African National Coalmines
- b) Afrikaner Nguni Council
- c) African National Congress

Terms of abuse

There are quite a few insulting words in the story (bastard, bitch, dogs, pig, sonofabitch). An insulting word used by whites when talking to blacks is "kaffir". If you look up the word "cafre" in *Diccionari de la llengua catalana* (Institut d'Estudis Catalans) you will read

Indígena de l'Àfrica del Sud entre les províncies del Cap i Natal / Persona bàrbara, brutal / A l'Islam, nom aplicat als no musulmans.

As this word comes from Arabic "káfir" (infidel, unbeliever) we can assume that...

- a) black people do not use it as a term of abuse
- b) this is an insulting word to Muslims only
- c) white people did not believe black people were savages

Follow ups

1. Pick up terms of abuse in Spanish and Catalan to talk about people from other races or cultures. Pick up insulting words to talk about white people in Arabic / a black people's language / other cultures
2. What dirty, dangerous jobs do African immigrants have to do in Europe?

3. Compare the teachings of Martin Luther King, Nelson Mandela and Mahatma Gandhi.

4. “-That’s funny. A mountain of white sand made by black men.
-And white men too” (p. 19)

What is the symbolism of this dialogue [‘mountain of white sand’: gold, diamonds]?
Who are to build a better future for South Africa, for Africa as a whole?

TITLE: “Weep not, Child”
AUTHOR: Ngugi Wa Thiong’o
PUBLISHER: Heinemann Guided Readers
LEVEL: Upper
TARGET GROUP: 4 ESO +

The Black Moses

“Education is the light of Kenya. That’s what Jomo says” (p. 26)

“I’ve heard about Moses. He is in the Bible. He led his people to the land God had given them” (p. 28)

“They often talked about Jomo [...] Njoroge believed that the black people were the Children of Israel and Jomo was going to lead them to the Promised Land” (p. 33)

“When the Second Big War came, then we were taken away to fight. Black men died to save the British Empire. Was that fair? But we cried aloud to God and God heard us. He sent a man to us called Jomo. He was our Black Moses. He told the white men: ‘Let my people go!’” (p. 38)

A

Kenyatta, Jomo, originally **Kamau Ngengi** c. 1889-1978

. *Kenyan nationalist and political leader.*

Born in Mitumi, orphaned, and educated at a Scots mission school, he worked as a herd boy. He joined the Kikuyu Central Association (1922), and became its president. He visited Britain (1929, 1931-44) to lobby government, and studied for a year at London University under Bronislaw Malinowski, who wrote the preface to his book *Facing Mount Kenya* (1938). He visited Russia three times, and was president of the Pan African Federation with Kwame Nkrumah as secretary. He worked on the land during the war and married an Englishwoman in 1942. On returning to Kenya in 1946 he was elected president of the Kenyan African Union, which advocated total independence in a unitary state. On the outbreak of the Mau Mau uprising, he was sentenced to seven years’ hard labour in 1952, released in 1958, but exiled first to a remote northern area, then to his native village. Chosen in absentia to be president of the new KANU party, and elected MP in

1961, he became Prime Minister in June 1963, retaining the post after Kenya's independence in December of that year, and becoming President of the republic of Kenya in December 1964. A remarkable mixture of Kikuyu nationalist, pragmatic politician and father figure (he was known as *Mzee* or 'old man'), he surprised observers by leading Kenya into a period of economic growth and unexpected tribal harmony.

[From *Chambers Biographical Dictionary*, Chambers Harraps Publishers Ltd, 2002]

B

Kenyatta, Jomo, originally Kamau Ngunji (c. 1889-1978)

Kenyan statesman and president (1964-78), born in Mitumi, Kenya. Educated at a Scots missionary school, he studied at London, and became president of the Pan African Federation. In the late 1940s his Kenya African Union advocated total independence in a unitary state. He was charged with leading the Mau Mau terrorist organization (a charge he denied), and was sentenced to seven years' hard labour in 1952, then exiled. In 1960, while still in detention, he was elected president of the new Kenya African National Union Party. He became an MP in 1961, primer minister in 1963, and President of the Republic of Kenya in 1964. He adopted moderate social and economic policies, and succeeded in conciliating many members of the Kenyan white community.

[from *The Cambridge Biographical Encyclopaedia*, edited by David Crystal, CUP. 1999]

“J.K.” reading game:

Divide the class into two groups, A and B. Hand each team a copy of the biographical entries above (text A for team A , text B for team B).

The teacher makes clear that although text B is a bit shorter, the two texts bear the same outstanding information about “JK” (Jomo Kenyatta, not John Kennedy, who was assassinated in 1963, a few months after Jomo became the PM of Kenya) with some extra differences. Each team makes guesses about what these additional pieces of information can be.

Each team can ask 10 challenging questions:

What...?

Where...?

When ...?

How many ...?

How long ...?

Who...?

Why ... ?

Did he... ?(three times)

The team with most correct answers is the winner at the end of one single match. If a tie-break is necessary, the two teams can exchange the texts and ask another “10 wh- / Did he?” questions.

A spiritual song: “Go Down Moses”

This was a popular slave song and was sung throughout the South of the USA before the American Civil War (1861-1865) by slaves while they worked and during their rest and prayers. The lyrics use biblical imagery expressing a desire for a release from bondage (slavery). One of the most popular versions is that by Louis Armstrong

When Israel was in Egypt’s Land:
Let my people go.
Oppress’d so hard they could not stand,
Let my people go.

Refrain:
Go down Moses
‘way down in Egypt’s land
Tell ol’ Pharaoh,
Let my peoples go.

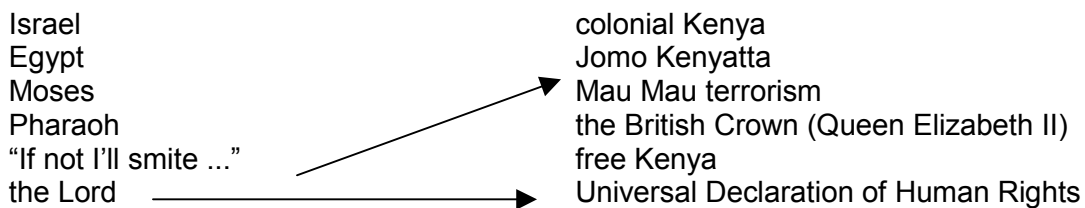
Thus saith the Lord, bold Moses said:
Let my people go.
If not I’ll smite your firstborn dead,
Let my people go.

Refrain:

O let us all from bondage flee,
Let my people go.
And let us all in Christ be free!
Let my people go.

Refrain.

Here are the key words to make a clever interpretation of this song in the history of Kenya. Match with further arrows



BRITISH COLONIAL AFRICA

“Sunshine always follows a dark night” (p. 59)

“The sun will rise tomorrow” (p. 61)

“Think of the future, of that sweet sunny day when –with God’s help- we can all live freely again” (p. 64)

Many African countries became independent from Britain after the Second Big War.

Botswana	1966
Ghana	1957
Kenya	1963
Lesotho	1966
Nigeria	1960
Sierra Leone	1961
(British) Somaliland	1960
Sudan	1956
Swaziland	1968
Tanzania	1961
Uganda	1962
Zimbabwe	1980

What are the political regimes in these countries nowadays? What countries are growing strong democracies? In what countries there is war or political unestability?

Weep not, Child & Human rights

“We must never give in. Never! Never! Black people must rise up and fight” [Boro] (p. 51)

“Get up, stand up: stand up for your rights!” (Bob Marley, “Get Up, Stand Up”)

The *Universal Declaration of Human Rights* was proclaimed in 1948. Read the “Preamble”. Does it recognize the right to rebellion against tyranny and oppression?

<http://www.un.org/Overview/rights.html>

Read the 30 articles (they are rather short) of this Universal Declaration carefully. Then find examples of how some of these human rights were violated in Kenya in the 1950s as the *Weep not, child* story tells. Here are some suggestions: torture, school, slave work, the right to own land, strike, detention camps, etc.

Out of Kenya

◆ “Pyrehthrum” (‘piretro’ in Spanish, ‘piretre’ in Catalan) is a cash-crop the story tells about. An insecticide is made from the dried flowers of these aromatic plants. But what are the chief cash-crops in Kenya?

- a) tobacco and cotton
- b) coffee and tea

c) peanuts and dates

◆ “Njoroge had been at his new school for two years. Every day he walked five miles to school and five miles back. That is what education meant to him and thousands of boys and girls all over Kenya” (p. 47)

Some of the best track and field athletes (5,000, 10,000 and marathon) of the world now (Eliud Kipchoge, John Kibowen, Isabella Ochichi, John Korir, Paul Tergat, Sammy Korir, Catherine Ndereba, Margaret Okayoo...) and not long before (Kipchoge Keino, Naftali Temu, John Ngugi, Mike Musyoki, Kipkemboi Kimeli, Douglas Wakiihuri,...) come from Kenya (also from Ethiopia). There is a long-established legend that African runners are the best because they have been used to walking or running long distances to school since they were kids. What do you think are the real secrets of their successful “African training”?

- a) their religious belief in the supremacy of the black race
- b) they never eat fat or drink alcohol
- c) the staple food they eat (rich in hydrates of carbonate) and their anaerobic endurance because they live and train in high altitudes

◆ Swahili (more correctly Kiswahili) is the most important language in East Africa. It is the official language of both Tanzania and Kenya, and it is also spoken in Uganda, Rwanda, Burundi and Zaïre. There are two examples of this language in the story (*Bwana*: master, *shamba*: farm, plantation). The most popular Swahili word in English and other Western languages is heard on movies or read in holiday brochures. This word meaning “a cross-country expedition” is...

- a) Mogambo
- b) Hatari
- c) Safari

The Kiswahili word for “lion” (the King of the Jungle) is...

- a) Simba
- b) Bambi
- c) Baloo

◆ “Kamau paid the cost of Njoroge’s circumcision when the time came.” (p. 56)

This operation is often done for religious reasons (the Jews, for example) or to show that boys have grown from boys into men. There are four main religions in Kenya: Animist, Christian, Muslim, Hindu. Does *circumcision* follow one of these religions or is it just a popular practice?

On the other hand, we are not told that Mwhaki may have undergone the surgical removal of her clitoris (*ablation*), which is sadly so common in some parts of Africa. Why not?

- a) She is a Christian not a Muslim
- b) Hindus do not follow this custom in Africa
- c) Chief Jacobo had taken the oath to bring up her daughter like a European

◆ The Mau Mau terrorist group was called the Freedom Boys of the Forest, nothing to do with Kenya's real danger of deforestation nowadays. The Nobel Prize for Peace in 2004 was given to a woman from Kenya (the 'Tree Woman') who has had more than twenty million trees planted in her country to prevent soil erosion. The founder of this Green Belt movement in Kenya is...

- a) Aung San Suu Kyi
- b) Wangari Maathai
- c) Birhan Woldu

TITLE: "The Gentlemen of the Jungle". With *Winds of Change*.

Modern Short Stories from Black Africa.

AUTHOR: Jomo Kenyatta / a story from the Kikuyu of Kenya

PUBLISHER: Longman Structural Readers

LEVEL: stage 5

TARGET GROUP: 4 ESO +

The allegory

Explain this Kikuyu story in your own words (a composition about 100 words). This allegory or fable shows how the Kikuyu (Kenyans) and the Europeans behaved towards each other in the colonial days.

Who does the "man" represent?

Who does the "elephant" represent?

Who does the lion, the King of the Jungle, represent?

What about the Royal Commission (Mr Rhinoceros, Mr Buffalo, Mr Alligator, the Right Honourable Mr Fox, to lead the Commission, and Mr Leopard, to be the secretary to the Commission).

Swahili proverbs

The Swahili folk culture is rich in proverbs. There are hundreds of them, called "Methali", intended as warnings, sayings or superstitions and myths. There are a couple of them in the story: the final "Much silence has a great noise" and the original

Ng'enda thi ndagaga motegi

which means 'anything that treads on the earth can be caught,'
or in other words, you can fool people for a time, but not for ever.

Here are eight more Swahili (Kiswahili) proverbs in the original language and the literal translation. Can you find their plain meaning in another eight popular English proverbs?

1. *Akili nyingi huondoa maarifa* (Too many ideas, drive wisdom away)

2. *Dalili ya mvua ni mawingu* (The sign of rain is clouds)
3. *Daraja ilokuvusha, usiitukane* (Don't insult the bridge that you crossed upon)
4. *Elimu ni maisha, si vitabu* (Learning is in life, not books)
5. *Enga kabla ya kukenga* (Make a foundation before you build)
6. *Udongo upatilize unjali maji* (Work with clay while it is still wet)
7. *Wakutanguliao chanoni (siniani), hukuzidi tonge* (Those who get to the –shared-plate before you do, are a mouthful ahead of you)
8. *Zito hufuata jepesi* (A burden is followed by relief)

English proverbs

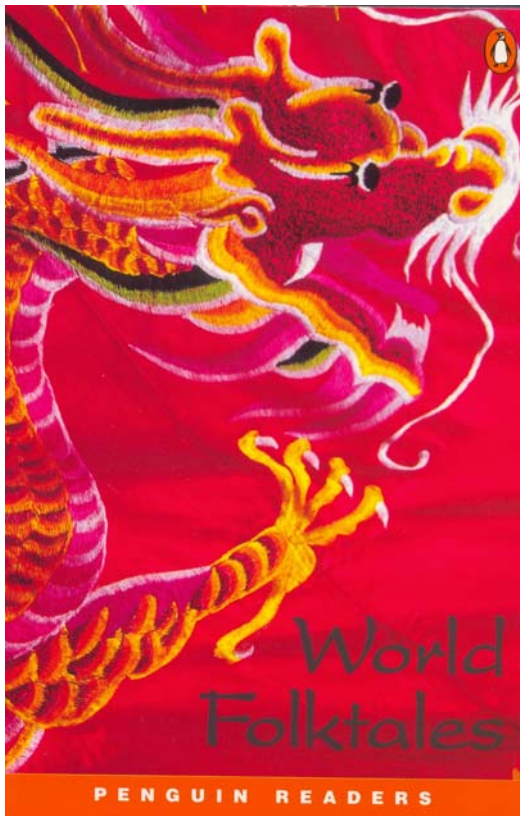
- a. "Where there is smoke, there is fire"
- b. "Make hay while the sun shines"
- c. "Too many cooks spoil the broth"
- d. "Don't bite the hand that feeds you"
- e. "Every cloud has a silver lining"
- f. "Look before you leap"
- g. "The early bird catches the worm"
- h. "Experience is a good teacher"

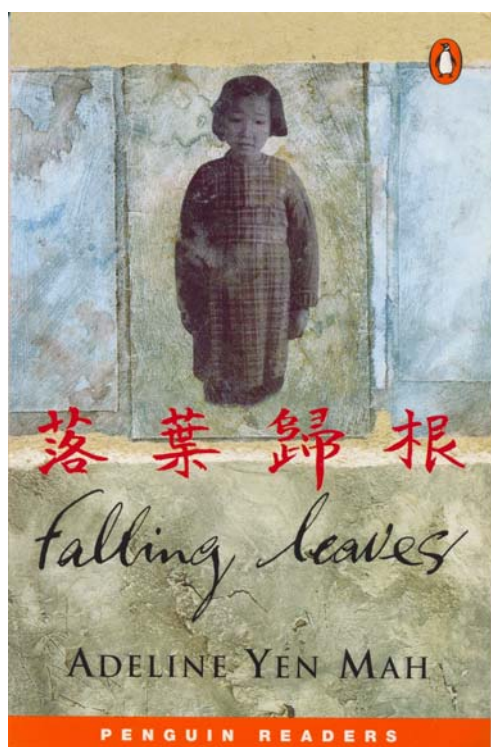
Example: 4-h

Match Swahili & English proverbs

- 1-
- 2-
- 3-
- 4-h
- 5-
- 6-
- 7-
- 8-

FAR EAST. CHINA & INDIA





TITLE: “Blue Moon Valley”
AUTHOR: Stephen Rabley
PUBLISHER: Longman Easystarts
LEVEL: Beginners
TARGET GROUP: 1 ESO

Before reading

This story happened a long time in China. It is the story of Li Sun, her grandmother, her uncle, the Chinese emperor, Yu Mei, Wu Chi, Choo Choo and a big circus.

What was the name of a panda bear?
What was the name of a horseman?

The story begins in spring (April) and comes to the end in the early autumn (October).

How long was Li Sun away from her small village, Blue Moon Valley?
How long did she have to work washing and feeding animals and cleaning their cages?
How long did she work with the horseman?
Who did she fall in love with?
What was her uncle’s wedding present?

After reading

Guess the answers or just ask a Chinese classmate.

1. The *Huangdi* (Chinese emperor) was known as...
 - a) the Blue Moon
 - b) the Red Stone Lion
 - c) the Son of the Sun, the Sun of the Heaven

2. The Chinese emperors lived in a palace called *Gugong*. This was...
 - a) the Cage without Name
 - b) the Forbidden City
 - c) the Golden Temple

3. Li Sun, Yu Mei, Wu Chi. In Chinese names, the surname (family name) is placed
 - a) before the first name
 - b) after the first name
 - c) nowhere. Surnames do not exist in China

4. In the circus in the big city there were monkeys, tigers, elephants, horses and lions. Which of these animals can you find in China's wild countryside today?

Where did horses come from originally?
 - a) Central Asia and Mongolia
 - b) America
 - c) Arabia and Northern Africa

5. As well as monkeys, tigers, elephants, horses and lions we can see ducks and birds in cages. Three of these seven animals belong to the Chinese horoscope. What are they?

6. Old people in China love walking their...
 - a) ducks
 - b) birds
 - c) dogs

7. Look at the fifteen pictures in the story. Find one anachronism (a mistake of placing something in the wrong period of time).
 - a) Only the emperor's servants and women were allowed to wear a "ponytail"
 - b) The Chinese did not play the guitar a long time ago
 - c) The Chinese emperor could not eat tropical fruit
 - d) Wild animals in circuses was an American innovation from the 19th century
 - e) Chinese farmers could not read or write a long time ago
 - f) Kites had not been invented. They were invented in the 20th century
 - g) The first panda bear was found in 1938
 - h) The trees and flowers (cherry trees and blossoms) do not grow in China

8. Back to Blue Moon valley, Li Sun and Wu Chi have a big problem: how to feed Choo Choo. Do you know which is the right food for panda bears?
 - a) ducks
 - b) bamboo
 - c) lotus leaves

9. "Oh uncle, thank you. *Thank you!*"

How do you say 'thank you' in Chinese?

- a) Ni hao !
- b) Zai jian!
- c) Xièxieni!

10. In China your mother's mother (like Li Sun's grandmother?) is your ...

- a) laolao
- b) baba
- c) mifan

<p>TITLE: "Mulan" AUTHOR: Janet Hardy-Gould (reteller) PUBLISHER: Oxford Dominoes LEVEL: Starter TARGET GROUP: 1 ESO</p>
--

A Chinese warmer

1. "The ballad of Mulan" has inspired many Chinese women to defy traditional gender roles. It dates from the 5th century A.D. and has been popular throughout the centuries. MULAN is a beautiful name which means...

- a) butterfly
- b) magnolia
- c) honey

HUA is also a beautiful name which means...

- a) bird
- b) flower
- c) river

2. "You can join the army and save our family name". Which is Mulan's family name?

- a) Mu Lan
 - b) Hua
 - c) Zhang Jie
3. The emperor gave Mulan the finest white horse as a gift. Which breed was the horse?
- a) Mongolian
 - b) Arabian
 - c) Indian
4. Compare the Chinese emperor's clothes in this story with those in Blue Moon Valley. Which dynasty ruled in China in the 5th century A.D.?
- a) Han
 - b) Manchu
 - c) None of the above
5. Which enemy did the Chinese army fight in those long wars?
- a) the Huns (Mongols)
 - b) the Vikings
 - c) the Cossacks
6. Which is the Chinese name of the Yellow River?
- a) Huang
 - b) Yangtze (laos Chan)
 - c) Mekong
7. Which of the following was a Chinese invention?
- a) hairbrushes
 - b) horse saddles
 - c) firecrackers

"Mulan". A sketch

Make arrangements so that this story can be acted out. Select the dialogues of the story. There are six scenes to be staged. Find volunteers for the different roles. Mix them up with Chinese boys and girls from the same class / different classrooms. One of the students can be the narrator whose voice can be heard.

Cast

Mulan
 Mulan's father
 Mulan's mother
 Xiong
 Sun Ying
 Ye Ming
 a soldier with the message
 the Emperor Khan

villagers cheering Mulan

Use the CD that accompanies the reader for pronunciation practice. Choose the actors who really make the grade. Get some funny costumes and music (the Disney movie soundtrack). Do some rehearsal as long as necessary. No need of real horses or fighting. When the sketch is ready for the show you can stage it in the school hall. Don't forget to shoot it for further viewing.

TITLE: "The Mystery of Dr. Fu Manchu"
AUTHOR: Sax Rohmer
PUBLISHER: Collins English Library
LEVEL: 2
TARGET GROUP: 2 ESO

Who is Dr Fu Manchu?

One of the following statements is wrong.

- A man who wanted the world for China
- A scientist with a growing interest in the mummies of ancient Egypt
- A doctor who wanted to "kill" all the best scientists in England and other countries
- A man with big green eyes like a cat's
- The Devil Doctor ("Out of the fire I came and into the fire I go")
- One of the greatest thinkers in the world, but perhaps there is no man worse than him on earth

Dr Fu Manchu's magic

Fu Manchu wanted to take the bodies back to China and then bring them alive again, so he put them in a very deep sleep first. He had made some successful tests on Aziz (Karamaneh's brother) before

Fu Manchu took the bottle from a table. He took something from the bottle and put it into a glass of water. Then he put the water into the boy's mouth. In a few minutes, the boy's colour came back. The dead boy was alive! (p. 35)

Fu Manchu made some men fall asleep in different ways. Which of the following "dopes" could be bought at Shen Yan's *small shop*? Tick it (✓)

- opium ("twelve men on beds. They were all sleep with drugs")
- red ants
- a green plant in China which always brings death
- a green gas
- a drug you can put in food or a drink

A New China

"You will help me make the New China" (p. 41)

Which of the following scientists and scholars in the story could help the Chinese government to build a great railway across China?

- Sir Crichton Davey
- Sir Lionel Barton
- Lord Southery
- Norris West

Which of those scientists could help the Chinese government build a new kind of underwater ship (submarine)?

- Sir Crichton Davey
- Sir Lionel Barton
- Lord Southery
- Norris West

Dr Fu Manchu & the "yellow peril"

Read this encyclopedia entry

Fu Manchu, Dr.

Fictional character, a Chinese criminal genius who was the hero-villain of short stories by Sax Rohmer. The Sinister Dr Fu personified the genre of the "yellow peril", which expressed Western fears of Asian power and influence.

Fu Manchu made his first appearance in the short story "The Zayat Kiss", in the *Story-Teller* (1912). For 45 years, story collections appeared, including *Dr Fu Manchu* (1913), *The Devil Doctor* (1916), *The Trail of Fu Manchu* (1934), and *Emperor Fu Manchu* (1959).

(from Merriam Webster's *Encyclopedia of Literature*, 1995)

Sax Rohmer transformed Fu Manchu from an entirely self-serving villain into a dedicated anticommunist.

The Western countries are still afraid of the “yellow peril”, of the growing power of Asia (Japan, Korea, China, India) that may put to an end the age-old influence around the world of the USA and the European countries. China is developing fast today both economically and technologically.

Imagine you are Sax Rohmer, the creator of this fiction character. Think of an updated story of a capitalist Dr Fu Manchu, who wants to change China into the strongest country in the world in 2008 (the Olympic Games will be held in Beijing that year). He wants to take the best scientists (the Nobel Prize winners) and businesspeople (Bill Gates) in the world to China.

- Suggest a title for this book.
- Find the names of all the Nobel Prize winners in 2004 or recent years.
- Suggest how these people can have a share in China’s development into a world’s leading power.
- Write the thrilling summary of this book for a back cover.

<p><i>Fu Manchu and the Hackers</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>TITLE: “The Joy Luck Club”</p> <p>AUTHOR: Amy Tan</p> <p>PUBLISHER: Oxford Bookworms Library</p> <p>LEVEL: 6</p> <p>TARGET GROUP: 4 ESO +</p>

Joining the Joy Luck Club

Play this card-game in pairs or foursomes as a memory game (Pelmanism) intended as revision work.

Lay two sets of cards (64 altogether) in parallel rows. Each student may turn over two cards at a time. If the two cards correspond in some way (they show the name of a certain character on one side, and quotations or facts about this character on the other) the student can keep both cards. If the cards do not correspond they are turned down exactly to the same place, and the next student takes a turn. The winner is the student who has most pairs of cards. If played in foursomes two students can be partners of the same team and collect their pairs of cards together.

The following tables provide stuff for a training game. These rows and columns should be cut down into proper cards and copied in distinctive colours: red for the characters, yellow for the quotes / facts. Then the two sets should be mixed up and placed onto the table as the players get ready for the game. In these tables the character and the quote

cards are matched, so the teacher can use them as the key-answers in their job as a referee.

SUYUAN WOO	"My idea was to have a gathering of four women, one for each corner of my mah jong table[...] The hostess had to serve special foods to bring good luck" of all kinds –money, good health, the birth of sons, and long life"
SUYUAN WOO	"Your father is not my first husband. You are not those babies"
AN-MEI HSU	"When I was a young girl in China, my grandmother, Popo, told me my mother was a ghost"
AN-MEI HSU	"Auntie shouted that our mother had married a man called Wu Tsing who already had a wife, two concubines, and other bad children"
LINDO JONG	"the village matchmaker came to my family when I was just two years old. With her was Huang Taitai, the mother of the boy I would be forced to marry."
LINDO JONG	"I chose an important day, the Festival of Pure Brightness, when people think about their ancestors and visit the family graves"
YING-YING ST CLAIR	"In 1918, when I was four years old, the Moon Festival arrived during an autumn in Wushi that was unusually hot"
YING-YING ST CLAIR	She now had to stay on the moon, forever alone. "For woman is <i>yin</i> , the darkness inside us. And man is <i>yang</i> , bright truth lighting our minds"
WAVERLY JONG	My mother named me after this street
WAVERLY JONG	By my ninth birthday, I was a national chess champion, and people said I had a great future as an international player.

WAVERLY JONG	She is according to Chinese calendar, a Horse, born in 1818, bound to speak her mind in every situation. She and I make a bad combination, because I'm a Rabbit, born in 1951, supposedly sensitive, especially when criticized.
WAVERLY JONG	This had happened to my first marriage, to Marvin Chen. When I was in love with Marvin, he was almost perfect, but by the time my mother had had her say about him, I realized he was lazy, selfish and mean.
LENA ST CLAIR	All my life I have thought it was important to know the worst possible thing that can happen to you, so you can find out how to avoid it"
LENA ST CLAIR	My father, who only knew a few Chinese expressions, insisted my mother should learn English. So with him, she spoke in moods and sign language, looks and silences, a combination of English and Chinese
LENA ST CLAIR	So I did an awful thing. I began to leave more rice in my bowl. I did not finish my vegetables, or chicken, or sandwiches. Perhaps, as a result of my actions, Arnold would catch a skin disease, move to Africa and die.
LENA ST CLAIR	Harold and I work in the same company, only he is the boss and I the employee. We met eight years ago, when we were both working for another company.
ROSE HSU JORDAN	I think it's quite amusing that my mother wants me to fight the divorce. She didn't like it when I started going out with Ted, seventeen years ago, because he was American, not Chinese.
ROSE HSU JORDAN	Our parents' displeasure brought us closer together. Soon we were inseparable, two halves creating a whole: <i>yin</i> and <i>yang</i> . I was victim to his hero. I was weak; he protected me. I was in danger, he rescued me.
ROSE HSU JORDAN	My mother believed in God for many years. She said it was faith that kept all these good things coming our way, only I thought she said 'fate', because she couldn't say the 'th' sound in 'faith' properly.
ROSE HSU JORDAN	Over the years, I tried to choose between Chinese and American opinions. At first I thought the

	American ones were better. But it was only later that I discovered they gave me too many choices, so it was easy to get confused and pick the wrong thing.
JING-MEI WOO	At first my mother thought I could be a second Shirley Temple, the child actress who had been a huge star in America.
JING-MEI WOO	I soon found out why Mr Chong, whom I secretly called Old Chong, had retired from teaching. He was deaf. 'Like Beethoven!' he shouted to me. 'We're both listening only in our head!'
JING-MEI WOO	"I'm not too fond of crab, because I know it's boiled alive, but I knew I couldn't refuse. I thought I was doing the right thing, taking the crab with the missing leg"
JING-MEI WOO	Waverly had beaten me again, and my mother had betrayed me. That was the night I realized I was good at what I did in my own small world, but would not succeed if I aimed any higher.
AN-MEI HSU	I know this, because I was brought up the Chinese way: I was taught to desire nothing, to swallow other people's misery, to eat my own bitterness.
AN-MEI HSU	So that morning, while my mother was dying, I was dreaming. I was falling into a pool, where I became a little turtle. Above me I could see a thousand magpies drinking from the pond, singing happily and filling their snow-white stomachs.
YING-YING ST CLAIR	What I did not know is that the north wind is the coldest. It takes all warmth away. It was so strong that it blew my husband past my bedroom and out of the back door. I found out he had gone to live with a singer, and there were many others he had slept with.
YING-YING ST CLAIR	I was born in the year of the Tiger. A tiger has two sides, gold and black. The gold side attacks, with a fierce heart. The black side is clever, and stands still, hiding its gold between the trees, seeing and not being seen, waiting patiently for things to come.
LINDO JONG	It's my fault she is this way. I wanted my children to have American circumstances and Chinese

	character. How could I know these two things do not mix?
LINDO JONG	We were shy at first, your father and I, neither of us able to speak to each other in our different Chinese dialects. We learnt English together, and communicated in beginner's English and sign language.
SUYUAN WOO	<i>Dearest daughters, I too have never forgotten you in my memory or my heart. I never gave up hope of seeing you again. I am only sorry it has been too long. I can tell you everything about my life since I last saw you, when our family comes to see you in China...</i>
SUYUAN WOO	She did not remember how far she walked, when she fell, or how she was found. She was picked up off the road by American nurses, and taken to hospital in Chungking.
<p>TITLE: "The Wedding Box" AUTHOR: Chinese folktale PUBLISHER: Penguin Readers LEVEL: 5 TARGET GROUP: 4 ESO</p>	

Before reading

Guess the answers to these questions about traditional marriage in China. Check while you are reading

1. At what age was a Chinese young woman ready for marriage?
 - a) 14
 - b) 16
 - c) 20

2. A **ch'i-lin** is an animal that all Chinese people know from ancient stories. A colourful **ch'i-lin** was sewn on the top of a weddingbox, which promised the birth of ...
 - a) a strong and smart boy
 - b) a pretty girl
 - c) twins

3. Since 8 is a lucky number in China a good date for a wedding would be...
 - a) the eighth day of the first month
 - b) arranging the marriage when the boy was 8 years old
 - c) the sixteenth day of the eighth month

4. The bride put on a beautiful dress of the finest...
 - a) green denim
 - b) red silk
 - c) blue cotton

5. The **hua-chiao** was a special chair used to take a bride to her new husband. The chair was carried on the shoulders of four...
 - a) horses or oxen
 - b) Buddhist priestesses
 - c) strong men

6. In a small “home” temple to honour Buddha a wife would cover a table with a beautiful silk cloth
 - a) white
 - b) yellow
 - c) black

7. In the United Kingdom a nice gift to a newborn is a **silver spoon**. In China it is...
 - a) a piece of the finest jade
 - b) a box of golden earrings
 - c) a moonstone

8. An unhappy woman on her wedding would bring...
 - a) floods, earthquakes, hunger and fires
 - b) bad luck
 - c) bowls of bitter rice and tears

9. The Chinese people believe life moves in...
 - a) lunar seasons
 - b) solar months
 - c) circles

After reading

- Which animal do you think was the **Ch'i-lin** (*Ch'i*: male, *lin*: female)?
- a) a lion
 - b) a dragon
 - c) a unicorn

TITLE: "Happy New Year"
AUTHOR: Chinese folktale
PUBLISHER: Penguin Readers
LEVEL: 5
TARGET GROUP: 4 ESO

Before reading

Complete these sentences about this traditional Chinese holiday with the more suitable word between round brackets. Check your answers while reading

1. The Chinese believed that a New Year's Eve dinner with plenty of delicious, healthy food would bring them happiness and _____ (wealth / sweet potatoes)
2. A typical New Year's Eve meal included four "wholes" –a whole chicken, a whole duck, a whole fish, and a whole leg of _____ (pork / monkey)
3. The New Year's holiday lasted for _____ (15 days / 3 days)
4. A favourite wine to have with the meal was a _____ wine (rice / bamboo)
5. The Chinese believed that people who _____ money would bring them bad luck (stole / borrowed)
6. **Chi'en** are _____ that show your future (sticks / silver coins)
7. "Oh! Thank _____. Now we can enjoy our New Year's Eve dinner" (Allah / Buddha)
Which god did the Chinese worship?
8. The New Year's Eve dinner also included the "eight specials", which is made of eight

different kinds of vegetables and _____ (beans / mushrooms)

Follow up

9. In Spain we eat 12 _____ when the clocks strike 12 on New Year's Eve
a) grapes
b) peaches
c) cherries
10. In China they eat 8 different kinds of vegetables, because this is a _____ number in this country
a) lucky
b) poor
c) filling
11. In many countries around the world (Italy, the Czech Republic, Brazil...) people eat _____ on New Year's Eve dinner
a) pasta
b) lentils
c) carrots and red pepper
12. **Chun Jie** (the Chinese New Year) begins...
a) around 30 December
b) on February 14
c) between 20 January and 20 February
13. The traditional Chinese calendar follows...
a) the sun
b) the moon
c) the shooting stars and comets
14. For Chun Jie people wear new clothes, something _____, because this is the colour of happiness in China
a) blue
b) red
c) brown
15. In China people don't celebrate Christmas because traditionally this country has been...
a) Maoist
b) Baptist
c) Buddhist
16. New Year's Eve is a tricky time in Scotland and north England where the first across the threshold must be a _____ man
a) red-haired
b) dark
c) fair-haired

Check your score and your prize for this Xmas "quina":

Between 1-4 answers	1 whole (chicken)
Between 5-8 answers	2 wholes (chicken + duck)
Between 9-12 answers	3 wholes (chicken + duck + fish)

Between 13-16 answers

4 wholes (chicken + duck + fish + pork)

You can get an extra bottle of red wine (rice wine) if you know the answer to this question: In which European language does “a pig / pork” bring good luck (*‘Ich habe Schwein gehabt’*: I’ve been lucky)?

- a) German
- b) Swedish and Danish
- c) Dutch

One more extra bottle of red wine if you can choose the best answer to this mouth-watering question: What time of the year do the Chinese people eat **fortune cookies** * after dinner?

- a) On New Year’s Eve
- b) At the Spring Festival
- c) All the year round

* These are little sweet cakes. Inside is a piece of paper. It tells you if you will have good luck that day.

TITLE: “Dragon Seed”
AUTHOR: Pearl S. Buck
PUBLISHER: Oxford Progressive English Readers
LEVEL: 5
TARGET GROUP: 4 ESO +

While reading

Read the letter that Lao Er and Jade wrote to his family (chapter 7, p. 71)

Our Father and Mother. We hope you are well and that all is safe with you and our elder and his family [...] ..

.....

.....

.....

.....

.....

Please write to us and tell of the family news. Farewell,
from Lao Er and family.

You are Ling Tan’s third cousin. You write the letter Ling Tan dictates for his second son. Change from reported to direct speech:

“Tell Lao Er and Jade and the baby to return. Ling Sao and Lao Ta have too much work for both of them. We need them here with us. Tell my son that he must understand he does not

many changes in Ling Tan's peaceful life and in his village when we reach the end of the story: from women's liberation from foot binding to wives who shape their husbands' lives, etc.

Ling Tan's family and the villagers had never seen or heard about some new inventions before. Put five of these words in the suitable squares. There are three distractors!!

BOMBS
PHONOGRAPH

TV
TANKS

CINEMA
PLANES

RADIO
ROCKETS

A group of four or five young men and women from the city were showing the crowd some magic pictures upon a sheet of white cloth hung between two bamboo poles.

"They have flying ships that can come here from the sea in two hours and drop their eggs down on us and burst out houses apart"

He looked up and he saw the sun shining upon the silver creatures in the sky. There were many of them, and they moved with such grace as he had only seen in wild geese, flying south in the autumn.

There was a flash of light and a very loud noise. A fountain of dark earth flew up [...] "For ten years I have wanted a pond on my land. I have never had time to dig one. Now here it is."

"The foreigners always know what is going to happen before we do"
"How is that?"
"They catch the news from the air and they run words along wires"

But the strange shapes bore down on them as though they were ants, and to save themselves they had to step aside and let them pass. [...] How could they speak words of welcome to machines?

It was in this man's room that Wu Lien first saw the small black box. His friend turned one of the round knobs on the box, and Wu Lien heard sound coming from it. He knew then what it was, but he had never seen one, or listened to one before. Music came from the box, and sometimes a voice giving the latest news.

Chinese puzzles & riddles

1. "Your grandson was born on the last day of the thirteenth month, a little before his time" (p. 71)

How many months are there in the Chinese calendar? Which is the 13th?

2. Which is the ancient and well-known drug in China that poisoned many enemies at the feast? (p. 88)

Clues: white powder, many women buy it, it had very little taste

3. During the Japanese occupation of China in the Second World War there was a "free land" the story talks about. Read for clues at pages 68, 99, 100 and the following at page 112

She handed Jade the forbidden silk flag of the free people –blue and red with the sun upon it. "Tell him I am going to the free land. I will wait for him there. I'll go to Kunming, and he will meet me there.

Where was that free land?

4. Mayli's mother had been a Muslim and she was buried at the Muslim burialground in the village. What is this minority nationality called?

- a) Mandarin
- b) Hun
- c) Hui

5. "Our history tells us that we have always seemed to yield to our conquerors, but actually we have ruled and they have died" (p. 107)

Which of the following empires conquered China?

- The Greeks (Alexander the Great)
- The Arabs
- The Mongols
- The Manchus
- The Spanish and Portuguese
- The British (the Opium War)
- The Russians
- The Japanese

6. "*Friends, I told you yesterday of a meeting between a great man from the country of Mei and another from Ying. Today the one from Ying has spoken*" (p. 115)

What are these two countries?

- a) China (Mei), Korea (Ying)
- b) Japan (Mei), China (Ying)
- c) Russia (Mei), China (Ying)

7. "I really don't understand, Miss Freem. Memorizing *Paul Revere's Ride* has no value for all these girls. It must stop" (p. 103). Which is this book Mayli so strongly disliked?
- a) A book of prayers from some American Presbyterian missionaries
 - b) An English grammar book full of boring rules and dull translation exercises
 - c) A poem by Henry Wadsworth Longfellow which –like *Hiawatha*- became an American legend
8. The ancient Chinese wisemen believed China was the 'navel' (central point) of the world. That's why this country is called _____, which means "Land of the Central Point"
- a) Zhongguo
 - b) Tian Anmen
 - c) Xiamking

Follow up. The growing pains of China

Ling Tian was neither rich nor poor. He, himself, had never been ill. At fifty-six his body was as slim and strong as it had been in his youth. He was lucky that his share of land was near a great city and the big river, in a valley set under hills, from which water ran even in the driest weather. (p. 4)

Most of the Chinese population used to be peasants. However, farmers today are leaving the countryside and are flocking the fast-growing industrial cities of China. This is hitting the environment seriously. The farmers are becoming poorer and poorer, they are drinking filthy water as the rivers are becoming polluted. Two-thirds of China's major cities are short of clean water.

Read the following worrying articles

- ➔ "Los ríos bajan negros en la China pobre" (*The New York Times / El País*, 23 September 2004, p. 3)
- ➔ "The Price of Growth in China " (*National Geographic*, March 2004, pp. 68-95)
[You can also try the Spanish edition of this international magazine]

TITLE: "Falling Leaves"
AUTHOR: Adeline Yen Mah
PUBLISHER: Penguin Readers
LEVEL: 4
TARGET GROUP: 4 ESO +

Chinese Cinderella

Adeline Yen Mah is holding a press conference after a lecture in Barcelona (Fórum de les Cultures 2004). Top journalists are talking to her about the subject of her lecture: social and political changes in China in the 20th century. The journalists are A.F. (*El Periódico de Catalunya* newspaper), J.A. (*Avui*), J.A. (*El País*), M.P. (*El Punt*), X.B. (*La Vanguardia*).

Here are their questions. The American-Chinese writer's answers are in the speech bubbles in the next pages. Write the question-number in or off the suitable bubble.

- 1) Do you feel your own lifestory is that of China, bullied by stepmoms and stepbrothers and sisters ... Japan, the USA and the European powers in the Shanghai International Settlement... but who becomes a free self-made person (country) in the end?
- 2) When was the custom of footbinding banned?
- 3) When did the British, American, European and Japanese put their money back into China?

- 4) Why did so many Chinese become Catholics and changed their names into Christian ones?
- 5) What was life in Shanghai like in the 1920s?
- 6) Were couples of mixed races unusual?
- 7) What happened in Tianjin in 1939?
- 8) Was the clash between the Kuomintang and the Communists worse than the Japanese invasion?
- 9) Why did so many business people flee to Hong Kong when the Red Army took over?
- 10) When did the Chinese diaspora begin?
- 11) What was life in China like during the Cold War?
- 12) What about the Cultural Revolution?
- 13) Were things easier for Chinese immigrant in the USA than in England?
- 14) Did life for Chinese women change for better during the Communist regime?
- 15) When did China's doors start to open to the outside world?
- 16) Could a Chinese-American doctor and writer ever become the president of the People's Republic of China?
- 17) What does it mean?
- 18) Would you like to return to China someday?

It was a British colony, so their money was safe there.

Civil wars between brothers always leave more permanent scars to heal. There's been a kind of reconciliation between China and Japan, but the Taiwan trouble is not settled yet.

Is anything impossible ?

After the First World War

In 1911, when Dr Sun Yat Sen was named President Of China

Natural disasters happen in China only

Not much. There were Women's Banks and teenage girls could join the Red Guards...but the ordinary woman was hungry and helpless.

Yes...very much so, but it is not up to me to say

Pretty hard. The Communists fighters under Chairman Mao were also greedy to show the world the wonderful work they did, but there was no freedom of speech and there was fear in our hearts and our minds.

When the new leaders took power after Mao Zedong's death in 1976. China was open to foreigners again so Chinese-Americans were allowed to go back and see their broken families again.

Even worse. Many of the Chinese students abroad who returned to support the regime were put in jails. Eventually we all lost love and hope for our country.

At the end of World War Two wealthy families sent their children to American or English universities, but more hugely in 1949. Chinese restaurants opened all around the world after that.

Life always comes full circle. Falling leaves return to their roots.

Of the Good People's Republic of China... why not? You know the Chinese saying, "Mountains are high and rivers are long"

Well, that gave them a chance to improve their standard of living. My father managed to change iron into gold. Christian names were also a fashion or a whim, as it was in my case

Just like Paris or New York in the Roaring Twenties, you know fashionable shops, shiny motor cars, wild music, new things...

Not at all. I'm half European on my stepmother's side.

They say that the sun shines there every day some place or another. Getting a green card was no hard job if you really wanted to put down roots in America. The truth is we did not feel as much as racial prejudice as in England.

TITLE: "Old Mali and the Boy"
AUTHOR: D.R. Sherman
PUBLISHER: Heinemann Guided Readers
LEVEL: Intermediate
TARGET GROUP: 3 / 4 ESO

The Indian jungle

1. In this story of survival in the Indian jungle, which of the following Indian words is the most useful to stop a leg from bleeding?

- a) a Mali b) a Beerie c) a Kukri d) a Dhoti

2. There was one rule in the jungle Jeffrey did not know.

"It is very unlucky to kill a monkey," Old Mali explained. "All hunters believe that it is very bad luck to kill a monkey. I have never shot an arrow at a monkey" (p. 47)

In the Hindu religion, the monkeys are worshipped by the people as incarnates of the **monkey god**. This is...

- a) Dharma b) Hanuman c) Ramayana

3. The Indians feed a whole range of animals that find themselves in divine company:

cows, monkeys, bulls, elephants, rats, birds, fish, turtles... ants!

What are the three jungle animals that can be shot in the story?

- a) snakes, cryptonera and moss
- b) mad dogs, cobs and black bears
- c) bears, deer and jackals

4. "Suddenly I saw a group of monkeys. There were five them. They were sitting round the huge roots of an old tree that had fallen down. They were picking at the roots for food" (p. 46)

The long-tailed monkeys native to Asia are called...

- a) langur
- b) lemur
- c) lagun

5. "Sahib," said Old Mali suddenly.

Mali had never before called me Sahib. Sahib is an Indian word and it means...

- a) little big hunter
- b) master
- c) brave man

TITLE: "The Jungle Book"

AUTHOR: Rudyard Kipling

PUBLISHER: Oxford Progressive English Readers

LEVEL: 2

TARGET GROUP: 3 ESO

Save Shere Khan

The king of the jungle in India is in danger. Tigers have been integral to the Indian literature, culture and religion. Even though they have been worshipped by the Hindus, tigers have been hunted traditionally for their skin.

"I will come," said Mowgli. "And when I come I will bring Shere Khan's skin" (p. 18)

"Catch the tiger and take his skin to Khanhiwara. You will get a hundred rupees for it there" [Buldeo, the old village hunter] (p. 23)

Today poachers earn about 15,000 dollars for a single tiger. Mass-killing began in the early 1900's when the Nawabs and Maharajas were addicted to the sport and the English regarded tiger hunting as a mark of bravery.

In 1972 the Indians were shocked to know that only 1,800 tigers survived in their jungles. In 1973 "Project Tiger" was conceived to protect the majestic tiger, which was regarded as a truly national endeavour as Prime Minister Indira Gandhi observed:

The tiger cannot be preserved in isolation. Its habitat, threatened by human intrusion, commercial forestry and cattle grazing, must first be made inviolate. The well-being of the tiger is thus synonymous with the health of the Indian wilderness.

Nowadays around 3,500 tigers live in the wild, but poaching for tiger bones and body parts used in traditional Chinese medicines and cookery (a bowl of soup made from the penis of a tiger may cost 320 dollars in Taiwan) have become rampant.

Write an advertisement supporting the “Project Tiger” and warning against poaching for the tiger skins , bones and body parts. You can get more information after reading “Bengal Tiger. An Invisible Presence” (*Scenes of the World*, no 6, February-March 2001, pp. 10-35)

SAVE SHERE KHAN

Did you know that.....?

Nowadays
In ChinaIn Taiwan

There is a simple way to stop the tiger killing:
.....
.....

Mowgli would have done the same today !!

Join “Project Tiger” www.indianwildoutlook.com

TITLE: “Around the World in Eighty Days”
AUTHOR: Jules Verne
PUBLISHER: Burlington Books
LEVEL: 4 ESO
TARGET GROUP: 4 ESO

Passepartout’s ordeal

Passepartout (Phileas Fogg’s French servant) had a lousy time in India. Read chapters 4 to 6 and then his diary below, which is dotted with French words: his English is still a bit shaky. Can you find ten French words and replace them into English? The last one has been done for you.

22 October 1872

Not my lucky week!

A tribunal in Bombay sentenced me to 15 days in prison and a amende for 300 pounds: I entered the temple of Malebar without removing my chaussures!

Three angry Hindu prêtres attacked me and accused me of this serious crime. Mr Fogg paid caution: one thousand pounds each (he is responsible for his servant). I feel like a fool.

We are leaving Calcutta for Hong Kong on the *Rangoon* tonight. Aouda is coming avec us. She is the Indian femme we rescued

from dying on a burning pile of bois with her dead husband. A crazy Indian tradition! She says she has an oncle in Hong Kong who can take care of her...

I don't know... I think he likes her. She is beau comme l'amour...

1

2

3

4

5

6

7

8

9

10 She is beau comme l'amour... *she is pretty like the sun.*

TITLE: "Heat and Dust"

AUTHOR: Ruth Praver Jhabvala

PUBLISHER: Oxford Bookworms

LEVEL: Stage 5

TARGET GROUP: 4 ESO +

India quiz

1. The main religious groups in India are...
 - a) Muslims and Christians
 - b) Hindus and Muslims
 - c) Holy gurus and Buddhists
2. Two important Indian languages are...
 - a) Hindi and Urdu
 - b) English and Sanskrit
 - c) Hindu and Arabic
3. The British had been ruling over India since...
 - a) the 15th century
 - b) the 13th century
 - c) the 19th century
4. India became independent on 15 August...
 - a) 1953
 - b) 1947
 - c) 1959

5. When India became independent a large number of Muslims ran away to...
- the Himalayas
 - Bangladesh and Sri Lanka
 - Pakistan

Match

Begum	→	an Indian prince
Nawab		a religious teacher in India
Sahib		the title of an important Indian lady or princess
Guru		a title used when speaking to an important man
Indian	←	a citizen from India
Hindi		the main religion in India
Hindu		the official language of India

Customs, facts and stereotypes

Complete each sentence with a suitable word from the right column.

"Everyone says India is full of..... You must keep your watch and money hidden"	mad
"Never eat in India food sold in the and drink boiled water only"	birth
"..... are always the same, very old and full of people"	thieves
"When an Indian girl marries she has to live with her .....’s family"	husband
"In India dead bodies are"	nurses
"It was a custom for a widow to be burnt with her husband’s body"	bathing
"Indians are very kind to all"	buses
"Dust storms in India go on for ever and sometimes people go in the heat"	hot
"..... is one Hindu custom"	feet
"Indians accept and death as everyday events"	street
"The Indians get excited very easily because of the food they eat"	beggars
"In Indian hospitals some of the can’t even read, so sometimes a patient gets the wrong medicine"	alive
"When a person is mentally ill, the evil spirit of that body is removed by burning their arms or"	burnt

Indian soup

Find the words for these ten definitions in the alphabet soup

- ✓ Religious, of God
- ✓ A person who believes in the Islamic religion
- ✓ A spirit or messenger from God
- ✓ Bad
- ✓ A religious teacher in India
- ✓ The place where Christians believe God is
- ✓ A person who makes a journey to a religious place

- ✓ A long, loose dress or piece of clothing
- ✓ A building used for religious ceremonies
- ✓ A religious or holy place

h	e	a	v	e	n	x	o
n	m	i	r	g	l	i	p
t	l	i	v	e	b	o	r
e	l	e	g	n	a	m	b
m	u	s	l	l	m	s	w
p	a	g	u	r	u	t	f
l	q	k	g	h	o	l	Y
e	v	e	n	s	h	t	Z

TITLE: "He Knows Too Much"
 AUTHOR: Alan Maley
 PUBLISHER: Cambridge English Readers
 LEVEL: 6
 TARGET GROUP: 4 ESO +

The A-Z of life in India

He Knows Too Much provides a lot of quick references to essential and anecdotal India. However, eight of the entries in this A-Z do not belong to the story. Draw a circle around them as in the example.

Aryans. The early invaders and settlers of this continent.

Bangalore. The high-tech capital of modern India.

Choli. The blouse which Indian women wear under their sari.

Dowry. The money and goods which the bride's family has to pay to the groom's family.

Ekka. A small one-horse vehicle.

Fog. It is notorious the winter fog in Delhi.

Goondas. Hired bullies, members of criminal gangs.

Hill stations. Holiday resorts on higher areas in the hot season.

IA S. Indian Administrative Service. The highest ranking civil servants in India.

Janpath. One of the main streets of central Delhi.

Kurta pyjama. The light cotton trousers and long shirt worn by many men in India.

Lunghis. The piece of cloth which men wear wrapped around their waists.

Madras. The gossip capital of the world.

Nehru. The first Prime Minister of independent India (1947-64).

Odissi. A traditional dance.

Paan. A red nut chewed after a meal as a way of digesting food. It acts as a drug.

Qur'an. The sacred book of the Muslims in India and in the Islamic world.

Republic. The system of government (federal) in India.

Sari. Traditional dress worn by Indian women.

Tamil. The language or person from southern India and Sri Lanka (Ceylon).

Urdu. One of the chief languages in India.

Vina. A plucked musical instrument.

White. The colour of the horse the traditional bridegroom rides to the wedding ceremony.

Xavier, St Francis (1506-52). Spanish missionary, 'Apostle of the Indies'.

Yatra. A religious festival with prayers, songs and performances from the holy books.

Zillah. Administrative district in India containing several *parganas*.

Jigsaw puzzles

There are quite a few references to life in India still left for review from this reader:

Auto-rickshaw, Adyar River, Aarti, Arrack, Brahmin, Bungalows, Colony, Crores, Chettiar, Chutney, Chappaties, Delhi, Dal, Garlands, Humayun's Tomb, Idlis, India Today, Jasmine, Kanpur, Kerala, Kannada, Masala, Marigold, Mango, Malayalan, Monsoon, Nandi Hills, Ointments (sweet-smelling), Parsee Pollution, Rupee, Sanskrit, Tamarind trees, Veranda, Village (India is a land of villages), ...

With the first letter of the 19 words defined by the following statements you can sort out the name of the three people who lived with Dick Sterling in his house in a suburb in Bangalore in 1997. You can build down these names in these boxes

U		
	U	
	
	
	.....	I
	

1. One of the chief languages in India
2. A leading newspaper in India
3. Indian Administrative Service
4. One of the chief languages in India
5. The rainy season in India
6. Small steamed balls of rice eaten at breakfast in southern India
7. A state in southern India
8. A strong alcoholic drink
9. A ceremony in a Hindu temple where the priest offers burning camphor to the worshippers
10. The main religion in India. Also a leading newspaper
11. The system of government in this country
12. The piece of cloth men wear instead of trousers
13. A very sweet-smelling white flower
14. A holiday resort in the hot season not far away from Bangalore
15. A large tropical tree native to India with fruit good for eating
16. The basic monetary unit of India
17. A Dravidian language spoken by the Kanarese
18. An ancient language of the Indian subcontinent
19. The first Prime Minister of Independent India

An alternative jigsaw puzzle consists of writing the number of each statement in the suitable square as an easier / quicker clue for weaker learners

16	8	12
1	11	9
7	13	17
15	4	18
6	19	10
14	....	5
2	....	3

TITLE: "Gandhi"
AUTHOR: Jane Rollason
PUBLISHER: Penguin Readers
LEVEL: 2
TARGET GROUP: 2 ESO

Did you fully understand Mahatma Gandhi's ideas about living a simple life and fighting without violence? Many NGO follow his ideas today. Write your rules for a multicultural society. You can write them freely or you can consider some of these cues: law, food & clothes, languages, social classes, religion, education, marriage, borders & commerce, work, a woman's place, children's human rights... You can also check Gandhi's ashram rules on page 14.

Rules for a fair multicultural society

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7.

8.

9.

10.

Discuss and compare your suggestions with other partners. Write in a big poster the rules all / most of the classmates agree about. Hang this poster on a notice board in the classroom.

“L’aula d’idioma com a mitjà d’integració
i d’enriquiment multicultural”

POP SONGS

Presentació

La música pop és una eina poderosa per apropar joves de cultures i entorns socials diferents. La música és per si mateixa un símbol i un vehicle d'identitat dels joves d'arreu del món, com també ho poden ser determinades formes d'oci i de relació (mòbil, internet, walkman, MTV, la roba i les indumentàries esportives, el llenguatge no verbal...). Una cançó d'Avril Lavigne ("Sk8er Boy") pot obrir més escletxes en el mur de la incomprensió lingüística i cultural dels nouvinguts que qualsevol altra estratègia inicial en els plans d'acollida dels centres d'educació.

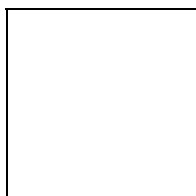
Les cançons pop (amb aquest terme inclourem rock, hip hop, rap i d'altres) del mercat angloparlant no resulten en general estranyes a ningú. En principi no és una expressió cultural que estigui vetada per principis morals o religiosos a cap col·lectiu dels joves immigrants, malgrat alguna polèmica passada al voltant de la negativa que algunes noies rebessin classes d'educació física o música. La seva utilització a l'aula d'idioma en particular suposa un element d'apropament, d'integració, de compartir una cultura juvenil que és una mica de tots, i que cada vegada es globalitza més i més.

Decidir el repertori de peces, d'estils, d'autors, de continguts no és una feina senzilla. La major part dels adolescents –d'aquí i de fora- es deixen arrossegat per l'encís del ritme, de la melodia, ignorant el sentit de les estrofes i la tornada, del bastiment poètic, en definitiva de la cançó. Tot i que és possible una programació d'activitats regulars o ocasionals a l'aula basada en l'audició de música instrumental o que deixi de banda la part vocalista, no semblaria raonable prescindir de l'*input* importantíssim que les lletres de les cançons ("lyrics") aporten a la classe de llengua estrangera.

L'enfocament que farem en aquest estudi de les pop songs serà com a instrument d'integració i culturalització de l'alumne nouvingut. Com a vehicle d'integració immediata, pròpiament s'hauria d'utilitzar el rock castellà i català, però això no és àmbit ni competència de l'aula d'idioma. Com a expressió d'enriquiment per als estudiants nacionals també es podria considerar el recurs del pop etnogràfic africà i asiàtic, que tot i ser desconegut segueix un desenvolupament imparable. Però això dilataria l'estudi i ens desviaria de l'objectiu integrador i culturalitzador, de familiarització amb estratègies bàsiques d'aprenentatge de la llengua estrangera. Hi ha noms propis amb

majúscula de músics africans que utilitzen ocasionalment l'anglès a les seves composicions afrobeat: Youssou N'Dour (Senegal) i Salif Keita (Mali) són els més coneguts. Però n'hi ha força més: Ninah Cherry Geoffrey Oryema ("Words"), Alia Farka Toure ("Red & Green"), Fela Kuti (Nigeria), Femi Kuti (hereu del seu pare a "Live at Shrine"),...

També val la pena saber i prendre nota que:



existeix el rock àrab, amb Rachid Taha com a figura actual (vegeu "Rock'n'Roll, Arab Style", *Time*, November 23, 2004, p. 58), a qui podem sentir conjuntament amb Brian Eno a "Still Standing", una mostra de rock híbrid, en anglès i àrab.



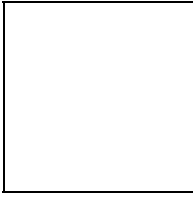
el reggae agrada molt a l'Àfrica occidental, sobretot al Senegal on hi ha una comunitat rasta important, i on se celebren festivals reggae que poden competir amb els de Torelló (Osona).



el karaoke no es consumeix solament al Japó, sinó que també està present com a forma d'entreteniment a altres indrets asiàtics (la Xina, l'Índia...).

És important saber que existeix una cultura "Hinglish" colossal a l'Índia, com a resultat de la introducció i popularització de la televisió per satèl·lit els anys 80. La música pop en aquest país ha tingut tendències *disco*, *rap*, *rock* i darrerament *jungle* amb lletres en Hindi + English. Cal afegir l'aportació notable dels musicals de Bollywood, als quals són molt addictes els espectadors indis.

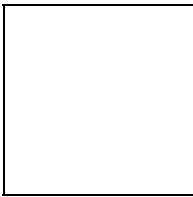
Abans, durant i després del treball amb cançons es poden dur a terme diverses mini-activitats per familiaritzar el conjunt de la classe amb procediments didàctics de tasques cooperatives i rols compartits que es transformaran, progressivament, en autèntics sociogrames del bon clima que es pot arribar a respirar a la classe d'idioma. Alguns dels que es proposen tot seguit, i molts altres, es poden consultar amb més detall al llibre de Tim Murphey *Music & Song*.



Musical introduction cards. Amb música de fons, els alumnes caminen per l'aula amb una tarja clavada amb una agulla on figura el seu nom, el títol d'una cançó preferida, el d'un grup, un cantant i un estil musical. Quan s'atura la música, cada alumne ha de fer preguntes a la persona que tingui més a prop sobre la informació de la tarja

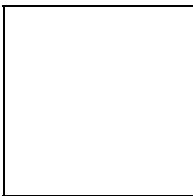
"Yesterday"	reggae
Ahmed	
Cristina Aguilera	The Beatles

Is your name Ahmed?
What kind of music do you like best?
Who is Cristina Aguilera?
What is your favourite song?
Are you a fan of The Beatles?



Pop picture twenty questions. Cada alumne porta un pòster gegant del seu artista o grup preferit. Aquests pòsters es poden guardar durant el curs com a 'Pop picture resource library'. El pòster es pot fixar a la pissarra o bé un alumne el sosté mentre un altre (d'esquenes) ha d'esbrinar el/s personatge/s amb preguntes Wh- o yes/no

Is it a woman?
Where is he from?
What is she wearing?
What is the colour of her skin?
How many artists are there?



Favourite song roll call. Quan el professor passa llista, cada alumne respon el títol de la seva cançó preferida. La resta de la classe ha d'anotar-lo com si es tractés d'un dictat. Al final es comprova l'ortografia d'alguns títols a la pissarra (no cal fer-ho tot en una mateixa classe). També es poden generar intervencions espontànies: "Why do you like this song?", "Who sings this song?", "Can you sing some of the words?", "Can you whistle the song?"

Carles Martí "Honey, I'm Home"

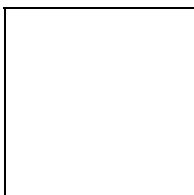
Davinder

“Altogether Now”

Es poden acceptar títols que no siguin anglesos. No cal traduir-los, tot i que pot ser divertit fer-ho. Com a test de memòria auditiva i d'acceptació dins del clan de la classe, al dia següent en passar llista haurà de ser el conjunt de la classe qui respongui coralment

Carles Martí
Davinder
Manel Ruiz

“Honey, I’m Home”
“Altogether Now”
“Exiliado en el lavabo”



Film music. És una activitat de reconeixement del tema o del gènere de la pel·lícula (western, love, spy, thriller, disaster, science fiction, comedy...). També pot servir per detectar afinitats entre els alumnes, de manera que aquests es podrien agrupar / aparellar (*reseating*) durant una setmana segons la coincidència de les seves respostes

(Música de Titanic)

What happened?

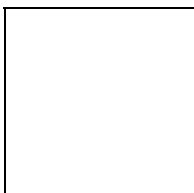
Who sings the love song in this film?

students: “Disaster!”

student 1: “A ship hit an iceberg”

student 2: “Celine Dion”

“Ok. Good answers. Good job, Carles. Good job, Davinder. You are going to be partners this week. Yes, you got it right! You are sitting together”.



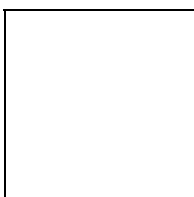
Advertising jingles. Fer enregistraments de fragments de cançons conegudes que durin entre 10 i 20 segons. Els alumnes treballen en petits grups i decideixen el text i l'eslogan publicitari per anunciar un producte comercial (perfum, texans, cotxe, xiclet...). Cada membre del grup ha d'assumir un rol comunicatiu en la representació de l'anunci, que hauria de tenir la durada de la música seleccionada.



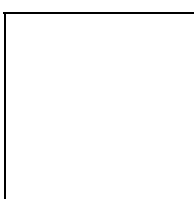
Role-play interview. L'aula d'idioma es transforma en una sala de premsa on tindrà lloc una entrevista a un artista sobre el qual la classe tingui una informació detallada (*profile*) després de llegir alguna història de la revista *I Love English*, per exemple. Un dels alumnes assumeix la responsabilitat de ser l'estrella entrevistada (Britney Spears). La resta assumeix alguna tasca major o menor: periodistes acreditats, fotògrafs, càmeres, guardaespalles, assessor d'imatge, mànager...

What food don't you eat?

How do you keep fit?
Do you smoke?
How many children are you going to have?



Lyric-writing contest. El concurs pot resultar simple o complicat. En la modalitat complexa es demana escriure la lletra d'una cançó (seguint uns models i exemples previs) que s'avingui al ritme d'una melodia tradicional catalana, castellana, anglesa, xinesa, índia, marroquina, sud-americana... En la modalitat més senzilla el repte consisteix a afegir estrofes de tornada, en una llengua diferent de l'anglès, a una cançó pop coneguda sense perdre el ritme i la simetria textuals.



Twin lyrics, twin titles. Es tracta de traduir la lletra de cançons conegudes del rock català i castellà a l'anglès. Els alumnes que tinguin més dificultats poden limitar-se a traduir els títols, una tasca que també requereix saber consultar el diccionari i que pot resultar un bon tresor lèxic. Exemples suggeridors de la música en castellà:

- “Quiero morir en tu veneno” (Alejandro Sanz)
- “Malo” (Bebe)
- “El viaje a ninguna parte” (Enrique Bunbury)
- “El marío de la cannisera” (Rakel Winchester)
- “Pájaros de barro” (Manolo García)
- “Sin miedo a nada” (Álex Ubago)
- “Pastillas de freno” (Estopa)
- “La playa” (Oreja de Van Gogh)
- “Barcos de papel” (David de María)
- “Corazón latino” (David Bisbal)
- “Si Dios me quita la vida” (Tamara)
- “Son sueños” (El canto del loco)
- “Tú me camelas” (Niña Pastori)
- “Sufre mamón” (Hombres G)
- “Quiero ser tu sueño” (Andy & Lucas)
- “La imperesedera leyenda de Barman el superhéroe que veneran tó los borrachos de la galaxia” (Mojinos escocíos)

En alguns casos els reptes són importants (“pastillas de freno”, “camelas”, “mamón”...) i caldrà la complicitat del professorat. També es poden fer servir els títols per revisar estructures gramaticals senzilles o complexes

“El marío de la cannisera” (Rakel Winchester)

- a) the butcher's husband
- b) the husband's butcher
- c) the butcher husband

“El gato que está triste y azul” (Tamara)

- a) the cat who are sad and blue
- b) the cat that is sad and blue
- c) the cat which he is sad and blue

La traducció de la cançó de Mojinos escocíós és digna de concurs. També es pot aprofitar el possible èxit de l'activitat per introduir alguns trets de l'anglès *no standard*, propis del roc.

“Quiero morir en tu veneno”
“Quiero ser tu sueño”

I wanna die in your poison
I wanna be your dream

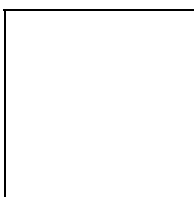
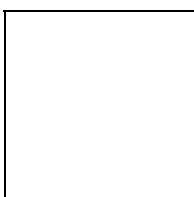
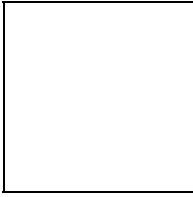


Photo-story. És una feina de grup molt engrescadora. Es tracta de fotografiar una cançó que sigui fàcil de visualitzar en escenes. Els alumnes s'han de distribuir les tasques (actors muts, maquillatge i indumentària, escenaris, filmació...). Hi ha moltes cançons que es presten a aquest joc tan formatiu. “I Say a Little Prayer For you” (Aretha Franklin), “She’s Leaving Home” (The Beatles), “Another Day in Paradise (Phil Collins), “Honey, I’m Home” (Shania Twain), “The Streets of London” (Ralph McTell)...

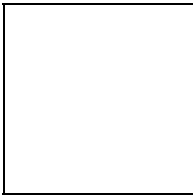


Cultural comparisons and contrasts of music. Cal seleccionar quatre (o més) músiques o cançons de diversos països del món. Després d'identificar el vocabulari adequat per poder realitzar l'activitat, els alumnes han d'omplir la graella següent després de sentir els quatre fragments. En grups els alumnes han de contrastar les seves respostes

Musical selections	1	2	3	4
Type of music: vocal / instrumental				
Instruments: one / a few / many				
Tempo: fast / slow				
Mood: happy / sad / other				
Purpose: dancing / listening / other				



Musical moods. Se seleccionen diversos fragments de cançons que suggereixen estats d'ànim diferents (tristor, alegria, por, nostàlgia, serenor, passió, dolor...). Després de cada audició els alumnes anoten com se senten. Al final es comprova el nivell de coincidències, sobretot respecte als alumnes foranis. Aquest exercici d'empatia –que pot servir per fer agrupacions temporals a l'aula com en el cas de *film music*- resulta més nítid i fiable amb peces de música clàssica o música pop instrumental sense veus.

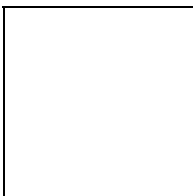


Tape exchange. Com a “homework” els alumnes enregistren en una cinta una de les seves cançons preferides. A continuació s'enregistren ells mateixos durant un o dos minuts aporten una informació identificativa:

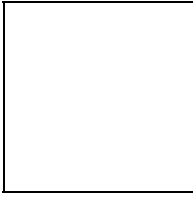
My real name is..... (My secret name is.....)
I like this song because...
I play this song when
This song makes me think of...
About the singer I know that...

Els estudiants intercanvien les cintes a la classe, i s'emporten a casa la d'un company per poder-la sentir i preparar uns breus comentaris que hauran de reproduir a la classe del dia següent

“Yesterday” is Ahmed’s favourite song. He plays this song when he is alone in his bedroom. The song makes him think of his childhood in Morocco. He likes the melody very much, but he doesn’t understand much about the letter... I mean the words... It sounds sad but is very beautiful. He knows the song is from The Beatles, a British group from Liverpool. It is also his father’s favourite song.



Video exchange. Els alumnes intercanvien cintes de vídeo de pel·lícules amb una banda sonora interessant per a ells. El centre potser disposa d'un servei de préstec alternatiu. Després de veure el vídeo als seus domicilis, han de fer petites valoracions de l'argument del film i de la banda sonora. L'objectiu final és establir una mena de catàleg dels sountracks que resulten més atractius als alumnes en funció de variables com l'edat, sexe, nacionalitat... i crear un petit arxiu de còpies per poder treballar amb més profusió de detalls més endavant (*My Best Friend's Wedding, Four Weddings and a Funeral, Notting Hill, Coyote Ugly...*)



Guessing the music and song. És una tasca anticipatòria del contingut d'un videoclip. Ens hem d'assegurar que un alumne nouvingut faci aquest joc endevinatori d'equip (parella, tercets, quartets) amb companys d'aquí.

Is the song fast or slow?

What kind of instruments do you think you will hear?

How many people are singing?

What is he / she wearing?

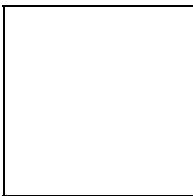
What kind of voices will you hear? (men, women, soft, loud)

What is the setting of the videoclip? (street, beach, park, shop, desert)

Es projecta un fragment del vídeo sense so per comprovar aquestes o d'altres preguntes anticipatòries. Tot seguit els grups han de formular hipòtesis sobre la temàtica de la cançó

What is the song about?

ajudats per tota mena de suports visuals (escenari, gesticulacions, manifestacions entre els protagonistes...). Aleshores es projecta tot el videoclip amb el so i s'intenta copsar les paraules claus prestant particular atenció a la tornada.



Bingo games. Hi ha dues modalitats molt intrigants: abans o després d'escoltar / llegir la cançó. Abans de sentir-la es tria un nombre de paraules del text traduïdes al català i desordenades. El professorat demana als alumnes que enumerin aquestes paraules a l'atzar (de l'1 al 15 per exemple). Els alumnes comproven la seva sort en llegir el text en anglès i fer el recompte total d'encerts (ordre d'aparició). És l'activitat proposada a "Planet Without a Plan".

Després de llegir / escoltar la cançó es tria un determinat nombre de paraules, una o dues per estrofa. El professor pot marcar unes pautes gramaticals:

"Choose one noun from the first verse...a verb from the second verse... an adjective from the fourth...an adverb from the fifth... a preposition from the sixth..."

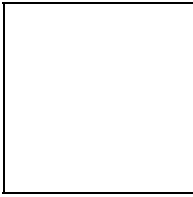
Tot seguit el professor llegeix petites definicions d'aquestes paraules

The first word, a noun, is the line that separates two countries

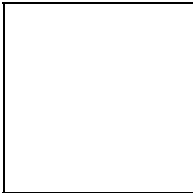
[...]

Els alumnes van comprovant els seus encerts i guanya qui n'aconsegueix més. És una bona estratègia auditiva que el guanyador evoqui aquelles definicions abans d'adjudicar-li la victòria, acceptant possibles petites llacunes o incorreccions gramaticals

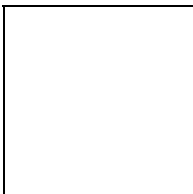
[Pep] **border**: the line that to separate the countries



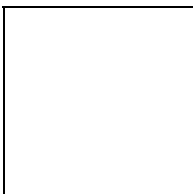
Exploring socio-cultural symbols. Es trien vídeos de MTV (programació en anglès i en castellà) que continguin símbols i referències culturals que permetin explicacions per part dels alumnes nacionals als foranis (monuments històrics, indrets geogràfics, cotxes i autopistes, roba de la gent gran i jove, botigues, etc.).



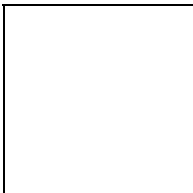
Pop dramas. Crear diàlegs que resumeixin l'argument d'una cançó i escenificar-los a l'aula.



Karaoke duets. Cada alumne ha de trobar una parella per cantar una cançó que li agradi. Això pot suposar una tasca de recerca important: mateixos gustos musicals, afinitat de veus...



Pop star quizzes. Després de llegir una lectura sobre una estrella o grup de pop famós (per exemple, de les revistes *I Love English / I Love English Junior*) es formen dos equips "internacionals" d'alumnes. Cada equip elabora tantes preguntes com jugadors. El repte és aconseguir derrotar l'altre bàndol amb preguntes WHO, WHAT, WHEN, WHERE, WHY, HOW MUCH, HOW MANY, HOW OFTEN, ... No cal remarcar que les preguntes "Why" són les més odioses i difícils de respondre.



Pop quizzes. El professor o els mateixos alumnes elaboren jocs de taula com el següent **Pop Quiz. A Board Game**. És molt didàctic i cooperatiu jugar-lo primer en parelles de nacionalitat mixta (noi-noia, nois-noies). Després d'una o dues partides s'intercanvien les parelles. Quan l'escalfament és més que notable s'acaba jugant individualment

	<i>Start</i>		
1	Who was the king of rock'n'roll?	13	How do you say "bateria" in English?

2	Bruce Springsteen's nickname is...	14	How do you write "gonna" and "wanna" in standard English? - miss one turn
3	What are the names of the four Beatles?	15	Why can't Stevie Wonder drive a car?
4	Where do The Corrs come from?	16	In what language does karaoke mean "empty orchestra"?
5	Name one Spanish pop group that sings in English + GO to 9	17	What kind of songs does Eminem sing and dance?
6	What does MTV mean?	18	Name two successful Latino pop stars in the USA today
7	What song do these lines come from ? "Don't worry about a thing, cos' every little thing's gonna be alright"	19	Do people in Scotland play and sing Gaelic music? - GO to 3
8	What country does reggae come from?	20	In what mushy movie can you hear the song "Ain't No Mountain High Enough?"
9	Who wrote the song "Imagine"?	21	How do yo say "teclats" in English?
10	What is David Bowie's real name? + GO to 23	22	Which Spice Girl is married to David Beckham?
11	In what movie can you hear the song "My Heart Will Go on"? - GO back to start	23	Did Mozart compose rap music?
12	Which American pop and movie star has become Jewish?	24	Elton John dedicated "Candle in the Wind" to...
			<i>finish</i>

Una alternativa més ràpida i desafiant com a joc de taula és *noughts & crosses* (0 and X = tres en ratlla). Cada jugador (O, X) té llibertat per construir una frase informativa que resulti certa

- O They are two brothers
- X She is from Mexico
- O He has won a lot of Grammys for the best Latino singer
- X His father is also a famous singer
- O They sing in Catalan

Es pot insistir en un mateix artista per part d'un o de tots dos jugadors

- X They live in Cornellà de Llobregat
- O His girlfriend is a famous tennis player from Russia

L'objectiu és alinear tres respostes correctes en horitzontal, vertical o diagonal.

ESTOPA	SHAKIRA	JENNIFER
--------	---------	----------

	O		LOPEZ
ALEJANDRO SANZ	O	PAULINA RUBIO	ENRIQUE IGLESIAS
			X
ELS PETS	O	DAVID BISBAL	MANÁ

Fetes aquestes reflexions i preàmbuls, cal justificar la selecció de cançons feta en aquest estudi. El mercat d'ara i d'abans (dècada dels 80 i 90) ofereix nombroses possibilitats. Hem optat per una fórmula mixta, aplegant cançons "clàssiques" amb altres més recents, amb el condicionant principal i enludible que les temàtiques resultin prou atractives i significatives per poder ser explotades a classe. Les temàtiques són aquelles que podem associar amb el context sociocultural que suggereix la immigració internacional aquí i arreu: drets humans, la pau, el treball, la vida a les ciutats, la discriminació racial, les religions, el conflicte intercultural, el paper social de les dones... No s'ha d'entendre com un plantejament pejoratiu el conreu d'aquestes temàtiques. Tot el contrari: han de servir de revulsiu explorador de noves fórmules per aconseguir una societat millor i més justa.

Dos plats d'aquest menú musical són en llengües diferents de l'anglès (francès, "Le Métèque", castellà "Cuando los ángeles lloran"), com a botó de mostra d'un possible treball interdisciplinari que podria ser molt sucós: traducció a l'anglès de temes i èxits musicals en llengües en què els alumnes tenen assolida una bona competència. Uns altres exemples podrien ser: la cançó d'Alex Ubago "Fantasía o realidad", "Cosecha de esperanza" de Nacho Béjar, "El extranjero" de Enrique Bunbury i tantes altres, com el memorable "El Sur también existe" de Joan Manuel Serrat (lletra de poemes de Mario Benedetti).

S'ha tingut en compte en certa mesura el problema de la dificultat de la lletra de la cançó. Com a eina d'integració i culturalització és molt més planer treballar amb una cançó com "Three Little Birds" que amb "No, Woman, no Cry" o "Africa Unite", totes de Bob Marley. Malauradament, un producte senzill, encomanadís, interessant o enriquidor alhora, no es troba a dojo. Una alternativa, en alguns casos, podria ser treballar una estrofa i no tota una cançó atenent el principi de la diversitat (*mixed-ability*) a l'aula.

Aquest és l'esquema de treball.

	<i>Títol</i>	<i>Grup / artista</i>	<i>Topic (tema actual)</i>
1	"Cuando los ángeles lloran"	Maná	Environment
2	"Strange Fruit"	Sting	Apartheid
3	"Biko"	Peter Gabriel	Apartheid
4	"Sinaloa Cowboy"	Bruce Springsteen	immigration
5	"Illegal Alien"	Genesis	immigration
6	"Immigrant"	Sade	immigration
7	"Killing an Arab"	The Cure	racism
8	"Le métèque"	Georges Moustaki	strangers
9	"Live and Let Die"	Paul McCartney	tolerance
10	"Colours"	Phil Collins	human rights
11	"In the Ghetto"	Elvis Presley	outsiders

12	"The World is a Ghetto"	Geto Boys	outsiders
13	"God"	John Lennon	religion
14	"I Just Called to Say I Love U"	Stevie Wonder	USA holidays
15	"My Name is Luka"	Suzanne Vega	kids & home violence
16	"Behind the Wall"	Tracy Chapman	home violence
17	"We Want Peace"	L. Kravitz & Kadim Al Sahir	peace
18	"Planet Without a Plan"	Wizz Jones	environment
19	"Ebony and Ivory"	S.Wonder & P.McCartney	love between races
20	"Games Without Frontiers"	Peter Gabriel	kids and war
21	"Shaking the Tree"	P. Gabriel & Y. N'Dour	women in Africa
22	"Africa Unite"	Bob Marley	Africa
23	"Third World Child"	Johnny Clegg & Savuka	third world kids
24	"Rock the Casbah"	The Clash	clash of cultures
25	"Radio Baghdad"	Patti Smith	clash of cultures

Qualsevol tipus de tria resulta subjectiva i opinable. Hi ha *songwriters* que aporten més d'una cançó (Peter Gabriel, Stevie Wonder, Paul McCartney). Pot semblar que hi ha poques veus femenines. Aquest segon aspecte es pot subsanar en part fent servir altres versions d'algunes peces clàssiques: l'original "Strange Fruit" el va cantar Billie Holiday a final dels anys 30; de "Biko" va fer una versió més moderna la cantant irlandesa Sinead O'Connor. També s'ha de tenir en compte que al llarg de les propostes de treball d'algunes cançons es podran relacionar amb cantants i títols mítics (John Lennon, "Imagine", "Woman is the Nigger of the World", Bob Marley, "No, Woman, no Cry").

Amb alguna excepció ("Ebony and Ivory", "Live and Let Die"), aquestes cançons funcionaran més bé al segon cicle d'ESO i batxillerat. No solament per la possible complexitat dels textos sinó, sobretot, perquè els alumnes de 12-14 anys no tenen una inquietud tan viva com la dels 14 + per la música pop. No obstant això, no s'ha de marginalitzar aquesta franja de la comunitat escolar. Es poden triar fragments i treballar-los fent les adaptacions oportunes. És important que els "early learners" s'acostumin a afrontar reptes com el de poder gaudir i reconèixer l'estructura formal i de contingut d'una cançó. I de pas, s'augmenta la seva sensibilitat estètica.

Abans d'encetar l'audició i la lectura reposada del text de les cançons, i portar a terme les propostes de treball pertinents, és aconsellable presentar-les en un primer nivell d'aproximació de manera lúdica. Hi ha nombrosos recursos i procediments que creen una bona predisposició per a la feina posterior:

- *Split lyrics*. El professor retalla la lletra de la cançó, augmentada i plastificada si cal, en línies (versos) i les distribueix entre els alumnes (alguna pot està repetida, de manera que tots els alumnes poden participar en el joc auditiu. Es posa el CD i s'atura al final de cada línia. El professor intervé

Who's got the first line?

L'alumne que l'hagi captat ha de llegir la frase a la resta de la classe, que l'ha de copiar. El procediment continua fins a completar tot el text de la cançó o bé –si resulta feixuc– tota una estrofa. Quan el professor facilita el text íntegre de la cançó els alumnes revisen la qualitat del dictat.

- ❑ *Guessing the title.* Amb títols curts es pot fer amb el joc del penjat (*hangman*) per practicar l'alfabet

(teacher) Three letters only
 (student 1) M
 (teacher) Nope!
 (student 2) A
 (teacher) Nope!
 (student 3) O
 (teacher) Right!

	O	
--	---	--

Amb títols més llargs es poden fer servir pistes gramaticals i lèxiques

(mixed voices of teacher and students)

	Three words
PIPE	Some people smoke it like the Indians did Right!
IN	A preposition
FOR	Nope!
OF	Nope!
	Right!
PEACE /i/	The opposite of "war"
PEACE /i:/	Nope!
	Right"

Pipes	Of	Peace
-------	----	-------

- ❑ *Drawing the lyrics.* S'encarrega prèviament als alumnes artistes de la classe que facin dibuixos il·lustratius de la lletra de la cançó. El professor els projecta amb transparències en color o amb projectador d'opacs (el *beamer*, canó de llum, també és un altre recurs) sobre una pantalla mentre se sent la melodia i la lletra a través del CD.
- ❑ *Anticipating the story.* És una activitat de lectura de possibles fils argumentals de la cançó, en què l'alumne posa a prova la lògica i/o la sort. És ell disseny de l'activitat prèvia a l'explotació de "Biko".
- ❑ *Tracking for rhymes.* És una activitat lèxica-fonètica de completar els espais en blanc. La característica és que es tracta de la paraula final de cada vers. Les diverses paraules amb rima es faciliten desordenades. Com a pista, al final de cada vers, apareix el so aparellador de les rimes.

És l'activitat prèvia a l'explotació de "Strange Fruit".
- ❑ *Clues for the gaps.* Unes alternatives menys passives a la d'escollir i completar les llacunes són les de facilitar pistes de diversa mena: lèxiques, gramaticals i culturals. És una tasca de repàs ideal per parelles

“Bits of songs and(1) drums” (*Third World Child*)

(1) past participle of “break”

“As the(1) flies” (*In the Ghetto*)

(1) it falls from the sky in the winter. It is white

“I don’t believe in(1)” (*God*)

(1) the religious book of the Christians

- ❑ *Jumbled lyrics*. La lletra de la cançó es facilita desordenada. Després de llegir-la els alumnes l’ordenen (segona columna) a mesura que l’escolten

No New Year’s Day to celebrate	1	
No chocolate covered candied hearts to give away	2	
No song to sing	3	4
No burst of spring	4	3
In fact here’s just another ordinary day	5	

(*I Just Called To say I Love You*)

- ❑ *Extra words*. S’introdueixen uns distractors en la lletra de la cançó que l’alumne ha de detectar i eliminar mentre escolta la cançó. Abans d’escoltar la cançó cal establir el nombre total de distractors a cada estrofa o en el conjunt de la lletra:

Listen and spot six extra words in this verse

Living on a planet without a safety plan
The heaven knows well the future of the child of man
Who can take the blame, or it goes from hand to hand
Living on a blue planet without a farther plan. (*Planet Without a Plan*)

- ❑ *Running to the heart of the song*. El professor facilita la lletra de la cançó de la qual ha eliminat la tornada (*chorus*). El text de la tornada es troba fixat a la pissarra, amb una grandària considerable.

La classe s’organitza en equips. A cada equip hi ha un secretari (una secretària, encarregat d’anotar) i tants corredors com versos tingui la tornada. A partir d’un senyal del professor (“Go!”) cada corredor va a la pissarra i memoritza el vers corresponent de la tornada. A la segona instrucció del professor (“Stop and run back home”) cada corredor ha d’anar al seu grup i dictar el text del vers. Només el secretari assignat pot escriure en un full de paper.

Abans de facilitar el text íntegre es pot escoltar la cançó per fer possibles retocs de manera col·lectiva. Decidir quin és l’equip guanyador pot esdevenir un trencaclosques (com es penalitzen els errors ortogràfics respecte als lèxics i gramaticals?), però és una activitat lúdica ideal per als alumnes cinètics, i que potencia la memòria visual i la precisió oral i auditiva.

- *Guessing the topic of the song.* El professor selecciona algunes paraules suggeridores del tema d'una cançó determinada i convida els alumnes a triar, raonadament, la seva problemàtica. De vegades hi pot haver més d'una interpretació vàlida.

turn down	every door	black
hard	the toughest	his change
fear	suspicion	his hand

- a) immigration
- b) unemployment
- c) environment

Les activitats per explotar cada cançó són suggeridores de manera de fer, de recursos a tenir en compte, però de cap manera esgoten les seves possibilitats d'aprofitament. S'ha buscat una certa varietat i equilibri de destreses, i s'ha intentat evitar un inflament innecesari del volum de les tasques "after reading" / "after listening", ja que del que es tracta substancialment és d'inspirar a cada usuari potencial d'aquest apartat de l'estudi les seves pròpies idees per apropar-se a la multiculturalitat a través de la música.

Al text de cada cançó hom trobarà algunes paraules gramaticals (verbs, substantius, adjectius) en **negreta**. Aquests mots formen part d'un "Lèxic per a un món millor" (*Wordstock for a better world*) al final d'aquest apartat de l'estudi. Els alumnes el podran fer servir com a exercici de revisió de vocabulari bàsic. Aquí es facilita en dues llengües, la tercera columna l'han d'omplir els alumnes nouvinguts en funció de quina sigui la seva llengua materna (xinès, àrab, castellà en el cas dels sud-americans, etc.). Per als alumnes nacionals, seria una bona pràctica completar la tercera columna en castellà o una altra llengua que puguin estar estudiant (francès com a segon idioma).

<p>Song # 1 "Cuando los ángeles lloran", Maná. Album <i>Unplugged</i> (1999)</p>

Twin lyrics

A Chico Méndez lo mataron
 Era un defensor y un ángel
 De toda la Amazonia
 Él murió a sangre fría
 Lo sabía Collor de Melo
 Y también la policía
 Cuando los ángeles lloran
 Lluvia cae sobre la aldea
 Lluvia sobre el campanario
 Pues alguien murió
 Un ángel cayó

Chico Méndez slain
 A defender and angel
 Of all the Amazonia
 Killed in cold blood
 While Collor de Melo was **aware**
 As well as the police
 When angels cry
 Rain falls down on the village
 Rain drops on the church steeple
 Someone has died
 An angel fell

Un ángel murió	An angel died
Un ángel se fue	An angel departed
Y no volverá	And will not return
Cuando el asesino huía	While the assassin was running
Chico Méndez se moría	Chico Méndez was dying
La selva se ahogaba en llanto	In tears the jungle was drowning
Él dejó dos lindos críos	He left behind two lovely kids
Una esposa valerosa	A brave wife
Y una selva en agonía	And a jungle in agony
Cuando los ángeles lloran	Angels are crying
Es por cada árbol que muere	For each tree that is dying
Cada estrella que se apaga	For each star that's burning out
Ho...no...noo...	Ho...no...noo...
Un ángel cayó	An angel fell
Un ángel murió	An angel died
Un ángel se fue	An angel departed
Y no volverá	And will not return
Un ángel cayó	An angel fell
Un ángel murió	An angel died
Un ángel se fue	An angel departed
Se fue volando en madrugada	He flew away at dawn
Cuando los ángeles lloran	When angels cry
Cuando los ángeles lloran	When the angels cry
Lloverá	Rain falls
Cuando los ángeles lloran	When angels cry
Cuando los ángeles lloran	When the angels cry
Lloverá	Rain falls
Cuando los ángeles lloran	When the angels cry
Cuando los ángeles lloran	When the angels cry
Lloverá	Rain falls

Activities

A) Read this short biographical reference

Mendes, Chico (1944-88) Brazilian rubber tapper who organized resistance to the wholesale exploitation of the Amazon. He formed an alliance between the tappers and their former enemies, the Amazonian Indians, to fight against the deforesters. He was shot and killed in December 1988, but his work had attracted worldwide attention, and the fight against deforestation goes on.
 (From *The Cambridge Biographical Encyclopaedia*, 1999)

Combine this information with that in the lyrics of the song. Complete this imaginary interview with Joao Verde, a Brazilian environmentalist.

Who was Chico Mendes?

.....

What was his job while working in the Amazonia?

.....

Why was he killed?

.....

When was he killed?

On an early winter morning in

How old was he?

.....

Was he married?

Yes, he was. And he had

Did the president of Brazil know about this killing in cold blood?

.....

Who helped him to fight against the deforesters?

.....

Why did people cut down trees? What kind of business can they do?

.....

Does it still rain heavily in the Amazon jungle?

.....

Is Chico Mendes' fight still going on?

.....

Is he a national hero in Brazil?

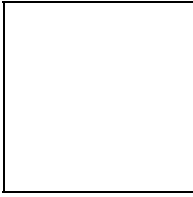
.....

B) "In tears the jungle was drowning" (La selva se ahogaba en llanto). Find further examples of prosopoeia (personification) in the song.

C) Talk about the greatest environment problems that are hitting the world today. Let your new classmates from China, India, Africa, South America and Europe join the discussion. What organizations and leaders are fighting in these places to stop the problems?

D) Learn about the Green Belt movement in Africa to stop deforestation and desertification. Find about the work by Wangari Maathai, the Kenyan environmentalist who was awarded the 2004 Nobel Peace Prize.

www.enredate.org



Song # 2 “Strange Fruit”, Sting.
Album *Conspiracy Of Hope* (1986)
(Various artists honouring Amnesty International’s 25th anniversary)

Read this song and the sound clues for the last word in each line.

Southern trees bear a strange _____	/u:/
Blood on the leaves and blood at the _____	/u:/
Black bodies swinging in the southern _____	/i:/
Strange fruit hanging from the poplar _____	/i:/
Pastoral scene of the gallant _____	/au/
Bulging eyes and the twisted _____	/au/
Scent of magnolia sweet and _____	/e/
And the sudden smell of burning _____	/e/
Here is the fruit for the crows to _____	/ʌ/
For the rain to gather, for the wind to _____	/ʌ/
For the sun to rot, for the trees to _____	/o/
Here is a strange and bitter _____	/o/

Here are the twelve missing words.
Put them where they belong:

pluck, crop, fruit, trees, mouth, suck, drop,
root, flesh, fresh, breeze, south

Activities

- 1) What is the song about?
 - a) the picking of fruit and cotton in the south of the States

- b) the weather conditions for growing flowers in the black lands
 - c) the lynching and hanging of a black man
- 2) Find words in the song that support the right choice before. For example: “blood on the leaves”, “black bodies swinging”,
- 3) Look at a map of the USA. In which of the following states is the song-story most likely to have happened?
- a) California
 - b) Alabama
 - c) New York
- 4) Read the following poem by Langston Hughes

They took me out
 To some lonesome place.
 They said: “Do you believe
 In the great white race?”

I said, “Mister,
 To tell you the truth,
 I’d believe in anything
 If you’d just turn me loose.”

The white man said, “Boy,
 Can it be
 You’re a-standin’ there
 A-sassin’ me ?”

a-sassin: be rude

They hit me in the head
 And knocked me down.
 And then they kicked me
 On the ground.

A klansman said, “Nigger,
 Look at me in the face—
 And tell me you believe in
 The great white race.”

Which is the most likely title for this poem?

- a) Mister Nigger
- b) Ku Klux
- c) Boy

Acting the poem out

One of the white guys who beat the black man (Joe Bull) was arrested and now is standing his trial. The prosecutor (P) has called You as a witness. Read the poem again before answering her questions:

P. Where did it all happen?
 You:
 P. Was this man, Mr Bull, alone?
 You:
 P. What did they ask Mr Rice, the black man?
 You:
 P. What did Mr Rice reply?
 You:
 P. What happened next?
 You:
 P. Can you describe the beating Mr Rice got?
 You:
 P. Did they insult him?
 You:
 P. What happened at the end?
 You:
 P. Are you dead sure they were all klansmen?
 You:

-
- 5) Find newspaper stories in Spanish / Catalan about foreign immigrants who have been beaten and abused by national gangs (skins...).

Condenado a cinco años de cárcel un “skin” por apuñalar a un magrebí

La Audiencia de Barcelona ha condenado a cinco años de cárcel a un *skin* por apuñalar con una navaja en siete ocasiones a un magrebí tras llamarle “moro de mierda” en un vagón del metro de Barcelona en marzo de 2003. [...]

(*El País*, viernes 4 de febrero 2005, p. 25)

- 6) Discuss these stories and the fact that people often behave cruelly to each other. Here are eight possible reasons. Put them in order from the one which best explains violence to the one which least explains it.

- People fear anything different from themselves
- People feel that people like themselves are superior to others
- People enjoy violence
- People are descended from animals, and animals are naturally cruel
- People have to protect their own situation and property
- People feel that their beliefs must be imposed at whatever cost
- People feel that they are victims of society and must fight back
- People are treated badly in their families, and then are violent towards others when they grow up

Do most people in your class agree on the order to be chosen?

[from *Paths into Poetry* by J. Collie and G. Porter Ladousse, Oxford University Press, 1991]

7) Watch the film *Mississippi Burning* (directed by Alan Parker, 1988). Then read a couple of news stories about this event that happened in 1964:

- “Aún arde Mississippi” (*La Vanguardia*, 8 enero 2005, p. 12)
- “Long Wait For Justice” (*Time*, January 17, 2005, p. 37).

What are your feelings about this kind of trouble?

Song # 3 “Biko”, Peter Gabriel.
Album *Conspiracy Of Hope* (1986)
(Various artists honouring Amnesty International's 25th anniversary)

Background note: Steve Biko (1946-1977) was a South African political activist, founder and leader of the Black Consciousness Movement intended to challenge the Apartheid laws. He was detained four times in the last few years of his life, and died in police custody, allegedly as a result of beatings received. He was the subject of a film made by Richard Attenborough (*Cry Freedom*, 1987).

Guess the answer to these questions before you listen to the song.
Listen and check your guesses.

1. The story happened in...
 - a) 1946
 - b) 1977
2. An important city in South Africa is...
 - a) Port Elizabeth
 - b) Saint Elizabeth
3. The weather in South Africa in September is...
 - a) chilly and snowy
 - b) fine
4. Biko was in police custody in room...
 - a) 619
 - b) 690
5. How do you say in Zulu “the man is dead”?
 - a) Yihla Moja

- b) Ngise 'Khaya
6. At night the singer can only dream in ...
 a) black and white
 b) red
7. The world outside is...
 a) black and white
 b) bright
8. What can't you blow out?
 a) a candle
 b) a fire
9. What will blow the flames higher?
 a) the wings of peace
 b) the wind
10. Who / What is watching the trouble in South Africa now?
 a) the eye in the sky
 b) the eyes of the world

Activities

- a. Check your answers after listening to the song and reading the complete words

September '77
 Port Elizabeth weather **fine**
 It was business as usual
 In police room 619

Oh Biko, Biko, because Biko
 Oh Biko, Biko, because Biko
 Yihla Moja, Yihla Moja
 The man is dead
 The mand is dead

When I **try** to sleep at night
 I can only dream in red
 The outside world is black and white
 With only one colour dead

Oh Biko, Biko, because Biko
 Oh Biko, Biko, because Biko
 Yihla Moja, Yihla Moja
 The man is dead
 The mand is dead

You can blow out a **candle**
 But you can't blow out a fire
 Once the flame begins to catch
 The wind will blow it **higher**

Oh Biko, Biko, because Biko
 Oh Biko, Biko, because Biko

Yihla Moja, Yihla Moja
The man is dead
The mand is dead

And the eyes of the world are watching now
Watching now
Biko, Biko.

- b. Listen to other versions of this song: Robert Wyatt (with *Work in Progress*, 1984) and Sinead O'Connor (within *Wakafrika*, 1994). Can you think of any Apartheid fighters around the world in the 1980s and 1990s?
- c. Which of the following newspaper headlines on Biko's death would look more reliable in South Africa under the Apartheid regime? Tick it (✓)

<p><i>PORT ELIZABETH NEWS</i></p> <p>Police beat kaffir Biko to death</p>	<p><i>PORT ELIZABETH NEWS</i></p> <p>Biko commits suicide in police custody</p>
--	--

- d. A lot of pop songs against the Apartheid in South Africa were written before Nelson Mandela was released from the Robben Island prison. Here are a few lines from one of the most popular one

"Passengers" (1984)

Deny the passenger, who wanna get on
Deny the passenger, who wanna get on
Deny the passenger, who wanna get on
Wanna get on, wanna get on
He wanna get on, he wanna get on
Wanna get on, wanna get on
He wanna get on, he wanna get on

Which famous British pop star sang it?
(His real name is Reginald Kenneth Dwight)
(The initials of his pen name are E.J.)

- e. Watch the film *Cry, Freedom* (directed by Richard Attenborough, 1987).
- f. With a partner, write a set of rules which could prevent people from treating other people in a cruel way.

A code for humane humans

- Treat others as you would like them to treat you
- Do not give way to anger
-
-
-
-

-
-
-
-

It can be helpful to have read the Universal Declaration of Human Rights before trying this writing job

<http://www.un.org/Overview/rights.html>

Listen to the soundtrack of *Cry Freedom* (music by George Fenton & Jonas Gwangwa) while you are setting these rules.

<p>Song # 4 "Sinaloa Cowboy", Bruce Springsteen Album <i>The Ghost of Tom Joad</i>(1995)</p>
--

Miguel came from a small town in northern Mexico
He came north with his brother Louis to California three years ago
They crossed at the river levee when Louis was just sixteen
And found work together in the **fields** of the San Joaquin.

They left their homes and family
Their father said "My sons one thing you will learn
For everything the north gives it exacts a price in return".
They worked **side** by **side** in the orchards
From morning till the day was through
Doing the **work** the hueros wouldn't do.

Word was out some men in from Sinaloa were looking for some hands
Well deep in Fresno county there was a deserted chicken ranch
There in a small tin shack on the edge of a ravine
Miguel and Louis stood cooking methamphetamine.

You could spend a year in the orchards
Or make half as much in one ten-hour shift
Working for the men from Sinaloa
But if you slipped the hydriodic acid
Could burn right through your skin
They'd leave you spittin' up blood in the desert
If you breathed those fumes in.

It was early one winter evening as Miguel stood watch outside
When the shack exploded lighting up the valley night
Miguel carried Louis' body over his shoulder down a swale

To the creekside and there in the tall grass Louis Rosales died.

Miguel lifted Louis' body into his truck and then he drove
To where the morning **sunlight** fell on a eucalyptus grove
There in the dirt he dug up ten thousand dollars all that they'd saved
Kissed his brother's lips and placed him in his grave.

Activities

Answer these comprehension questions

1. How old was Louis when he died?
2. How did the two brothers come into the USA?
3. What kind of work did they find in the fields of the San Joaquin?
4. How long did they have to work in the orchards? Was it hard or light work?
5. Why did they take a dangerous job?
6. What was made in that "small tin shack"?
7. How did Louis die? When was that?
8. Where did the two brothers keep the money they had saved? How much had they saved?
9. Where did Miguel bury his younger brother?
10. Was Señor Morales' prophecy true?

What do you think?

- a) Is "Louis" the right spelling for this Spanish Christian name?
- b) Were the men from Sinaloa Mexican or American?
- c) Why didn't Miguel report his brother's death?
- d) Did Miguel stay in California or did he go back home?
- d) What kind of business could he start in Mexico with the money he had saved in the States?
- f) Illegal immigrants from Mexico are generally called "aliens" in the States. They are also nicknamed "pollos" (also "pollitos") or "wetbacks". Why are they given these nicknames?
- g) Who are "hueros"?

Broncos force them back into the river below.
He lay his blanket underneath the freeway
as the evening sky grew dark. Past the salvage
yard across the train tracks. Well you get so sick
of the fighting you lose your fear of the end.

I hoed sugar beets outside of Firebaugh, I
picked the peaches from the Marysville trees
They bunked us in a barn just like animals
me and a hundred others just like me. We'll leave
behind my dear the pain and sadness we found here
and we'll drink from the Bravo's muddy water.

A jury acquitted him in self-defense as before
the judge he did stand. "If God gives you nothing
but lemons then you make some lemonade."

The shack after the blast
in the San Joaquin Valley

Song # 5 "Illegal Alien", Genesis
Album *Genesis Live* (1973)

Got out of bed, wasn't feeling too good
With my wallet and my passport, a new pair of shoes
The sun is shining so I head for the park
With a bottle of tequila and a new pack of cigarettes.

I got a cousin and she got a friend 5
Who thought that her aunt knew a man that could **help**
At his apartment I knocked on the door
He wouldn't come out until he got paid
Now don't tell anybody what I wanna do
If they find out, you know that they'll never let me through. 10

It's no **fun** being an illegal alien
It's no fun being an illegal alien

Down at the office had to fill out the forms
A pink one, a red one, the colours you choose
Up to the counter to see what they think, they said 15
"It doesn't count man, it ain't written in ink"

Don't **trust** anybody, least not around here
Cos it's no fun being an illegal alien
It's no fun being an illegal alien
An illegal alien, OK 20

Consideration for your **fellow** man
Wouldn't hurt anybody, sure fits in with my plan
Over the border there lies the promised land

Where everything comes **easy**, you just hold out your hand

Keep your suspicious, I've seen that look before 25
 But I ain't done nothing wrong now, is that such a surprise?
 But I've got a sister who'd be **willing** to oblige
 She will do anything now to help me get to the outside

So don't tell anybody what I wanna do
 If they find out you know they'll never let me through 30

Because it's no fun being an illegal alien
 It's no fun being an illegal alien

Activities

A) About the song

1. Find three non-standard words that mean "because", "want to", "isn't / haven't".
2. Which line suggests the nationality (Mexican) of this illegal alien?
3. Which line suggests this alien wants to go to the USA?
4. How can the man (line 6) help ? Does he work for free?
5. What problems does the alien find at the office?
6. Why is it no fun being an illegal alien?
7. "If they find out you know they'll never let me through ". Who are "they"?
8. Find lines that show how an illegal alien feels (nervous, uncomfortable, distrustful...) before going through the customs.
9. Which line shows that to be an illegal alien is not a crime?
10. This alien has got a 'wallet', a 'passport' and 'new shoes'. How does he plan to go to the States?

b) Following the song

1. "Foreigner", "Outsider"... There are quite a few words for "estranger" in English. "Alien" sounds derogative. Which is the most common meaning of "alien"?

- extraterrestre
- rodamón
- ocell migratori

2. "I'm an alien I'm a legal alien / I'm an Englishman in New York" . Read and listen to this song ("Englishman in New York") by Sting. Why does he feel "an alien" in NY? Why is he a legal alien?
3. The song and the videoclip "Illegal Alien" was inspired by the film *The Border* (1982) directed by Tony Richardson, starring Jack Nicholson, Harcey Keitel and Warren Oates. This is the trailer of the movie-story. Which is the missing word?

A U.S. border agent becomes involved in an international smuggling ring. When the _____ of a poor woman is stolen so that it can be sold on the black market, he decides to fight the corruption which threatens to destroy him.

- a) golden watch
- b) jewel box
- c) baby

4. Watch *Bread and Roses* (2002, directed by Ken Loach, starring Pilar Padilla, Adrien Brody), the story about Mexican women working illegally as cleaners in the States and a Union working to improve their working conditions.
5. Before you read a news-item about illegal aliens in Spain try to answer these two questions: about how many illegal aliens ("sense papers") are there in Spain? Why can it be good idea for the economy of the country to legalize them?

Immigrant Amnesty

SPAIN. The government approved new regulations on immigration, giving amnesty to any of the country's estimated 800,000 illegal immigrants who can prove at least six months' employment and evidence of residence in Spain for at least six months. The move is expected to increase social security payments and generate new tax revenues for Spain, which was a thriving underground economy.

(*Time*, January 10, 2005, p. 7)

6. Read this poem by Abdelghani El Molghy about how it feels to be an illegal traveller. Coming from Nador he has now settled in Catalonia (quoted in *Aquí ningú no és estranger*, pp. 42-3). Translate into English some of the most touching lines.

La Pastera

L'exili s'ofega a mig camí
sense deixar rastre de frustració.
Un paradís sense aigua és el nostre somni preferit
i la nostra salvació és aquesta pastera.

Però la pastera no duia cap nom
ni tenia adreça.

Aigua beneïda,
porta les nostres pregàries a cada llar!

A cada sant li portarem espelmes
i hi sacrificarem l'últim cap de bestiar.
L'horitzó només ens ha promès
onades de sospirs i muntanyes de cansaments.

S'enfosca l'aigua, tan a prop i tan lluny
i s'enfosca l'ànima.
El vent del sud bufa a olor de morts.
Cementiris líquids.
Noms descolorits.

Res no ens detura en aquest camí cap a la Meca.
Creiem en aquest mar; pou de miracles.
I si patim és perquè anem a contracorrent.

Homenatge al mar, homenatge al seu poble.
La teva esquena no es cansarà mai
I mai no ens cansarem nosaltres.

<p>Song # 6 “Immigrant”, Sade Album <i>Sade Lovers Rock</i> (2000)</p>
--

Coming from where he did He was turned away from Every door like Joseph To even the toughest among us That would be too much	5
He didn't know what it was To be black 'Til they gave him his change But didn't want to touch His hand To even the toughest among us That would be too much	10
Isn't it just enough How hard it is to live Isn't it hard enough Just to make it through a day	15
The secret of their fear And their suspicion Standing there looking Like an angel In his brown shoes His short suit His white shirt And his cuffs a little frayed Coming from where he did He was such a dignified child To even the toughest among us That would be too much	25

Isn't it just enough
 How hard it is to live 30
 Isn't it hard enough
 Just to make it through a day

Coming from where he did
 He was turned away from
 Every door like Joseph 35
 To even the toughest among us
 That would be too much

He didn't know what it was
 To be black
 'Til they gave him his change 40
 But didn't want to touch
 His hand
 To even the toughest among us
 That would be too much

Activities

- Understanding. Tick (✓) what seems to be right.
 This is the story, or rather the parable, of an immigrant who...
- ___ had left his far-away country
 ___ was from Morocco
 ___ suffered discrimination because of his nationality
 ___ wanted to try different jobs but he was rejected
 ___ the white employers refused to shake hands with
 ___ was fired from work
 ___ scared the white employers because of his dirty looks
- Which seems to be the main stereotype, the picture of racial prejudice in this song?
- a) People are afraid of black immigrants and suspect they may be thugs or drug-dealers
 b) White people are unwilling to hire their rooms to black people
 c) White employers ["they"] just offer the toughest jobs to sub Saharans
- Which is the message of the chorus ["Isn't it just enough..."]?
- a) It is hard to be a black man in a foreign country
 b) Life is too hard so we should not care about petty things like the colour of an immigrant's skin
 c) It is very hard for a hungry immigrant to reach the end of a day
- "He was turned away from every door like Joseph". Who do you think is / was **Joseph**?
- a) The father of Christ. He had gone to Bethlehem with Mary to register. When the child was born they placed him in a manger, because there was no room for them in the inns.

- b) An angel of the Lord who prepared the way to escape to Egypt.
- c) A prophet who was killed by King Herod for insulting the chief priests.

□ Read the following newspaper story.

Llega a Fuerteventura una patera con una embarazada y cuatro bebés a bordo.

Una patera con 38 inmigrantes subsaharianos, entre ellos cuatro bebés menores de nueve meses y nueve mujeres, una de ellas en avanzado estado de gestación, encalló en la noche del viernes en medio de un fuerte oleaje a escasos metros de la playa de Pozo Negro, una localidad del sur de Fuerteventura. Los inmigrantes, que intentaban alcanzar con gran dificultad la arena, fueron atendidos por varios vecinos hasta la llegada de los servicios de asistencia. "Les hicimos señales con una linterna y nos dijeron *one baby, one baby*, cuando fui a rescatarlo lo vi con los ojos blancos, me lo traje a casa, le cambié la ropa, lo envolví en una toalla y lo abracé con fuerza", relataba una mujer.

Mientras unos se volcaban con mantas, ropa seca y café caliente, otros avisaban a los servicios de emergencia, que desplazaron cuatro patrullas de la Guardia Civil, varias unidades de la Policía Local y un equipo del grupo de respuesta inmediata en emergencias de la Cruz Roja, completado con médicos del Servicio Canario de Salud.

Muchos de los ocupantes de la embarcación no podían moverse, tiritaban de frío, su piel estaba llena de llagas y escamas. Los médicos certificaron varios casos de hipotermia, agotamiento y deshidratación, aunque sólo trasladaron al hospital a la mujer embarazada. Los niños, uno de ellos de tan solo un mes, y sus madres ingresaron en una de las dos casas de acogida, mientras los 25 varones fueron llevados a un centro de extranjeros.

En lo que va de año, la inmigración irregular hacia las islas ya registra dos muertos y 200 detenciones, la mayoría a pie de playa, porque los radares no distinguen entre las grandes olas a las pequeñas barcas que apenas se elevan 15 centímetros de la superficie.

(*El País*, 9 de enero de 2005)

Unfortunately, these boat dramas happen much too often on the coasts of the Canary Islands as well as in southern Spain

RESCATADOS 40 AFRICANOS A LA DERIVA
Uno de los inmigrantes telefoneó a un compatriota desde la patera

La Guardia Civil localizó el sábado por la tarde frente a las costas de Fuerteventura una patera con 40 inmigrantes subsaharianos, que habían alertado esa misma mañana que la embarcación tenía problemas y que se encontraban desorientados. [...]

(El País, 10 de enero de 2005)

Repatriating these foreign immigrants is overly expensive. Spain sent back to their own countries 12,449 immigrants in 2004 (13,684 in 2003). Most of them are flown back home under police escort (two cops for each return ticket). Most of these repatriations have as a destination Europe (Romania), South America (Ecuador) and Africa (mainly Nigeria). The repatriation of an Ecuadorian costs 3,353 euros, that of a Senegalese 2,000, 6,750 euros if Chinese.

Writing tasks

- Write a letter to the Spanish Interior Minister. Discuss these facts and figures. Make suggestions about how to stop expensive (and often unsuccessful) repatriation and how to spend that waste of money on plans to improve the way of life of those immigrants in their own or guest countries.

- The baby that was saved from the boat was named Moses. His family managed to settle down in Fuerteventura. Twenty five years later (2029) Moses Adu is the leader of a strong Nigerian community on this island as well as the editor of *Yoruba Folks*, a magazine intended as a bridge between Spanish and Nigerian customs and traditions.

In an imaginary interview ask him about his life-story and his personal struggle to become a fully respectable Spanish citizen.

- Sade is a Nigerian pop star, so most probably the song talks about other Nigerian immigrant fellows. Nigeria is one of Africa's most powerful nations and plays a major role in international affairs. It is one of the most urbanized countries in Africa and one of the largest suppliers of oil in the world. However, there are large communities of expatriates in Europe and the USA.

What are the problems that lead these flocks of emigrants to leave their country? What explains the high rate of drifts of Nigerian citizens to other

countries? Why are “visa lotteries” so popular in this and other African countries?

Read about it in “The Challenges of Emigration in Nigeria” by Henry Ekwuruke

<http://www.takingitglobal.org>

<p>Song # 7 “Killing an Arab”, The Cure Album <i>Boys Don't Cry</i> (1978)</p>
--

Standing on the beach with a gun in my _____
Staring at the sea, staring at the _____
Staring down the barrel at the arab on the _____
See his open mouth but hear no _____

I'm **alive**
I'm dead
I'm the stranger
Killing an arab

I can turn and walk away or I can fire the _____
Staring at the **sky**, staring at the _____
Whichever I **choose** it amounts to the same
Absolutely nothing

I'm alive
I'm dead
I'm the stranger
Killing an arab

Feel the steel butt jump smooth in my _____
Staring at the **sea**, staring at the _____
Staring at myself reflected in the eyes
Of the dead man on the beach

I'm alive
I'm dead
I'm the stranger
Killing an arab

Activities

1. Put these missing words where they belong in the lyrics. Use the rhymes as a clue.

ground sand gun sun hand sound

2. What figure of speech is the burden ("I'm alive / I'm dead / I'm the stranger / Killing an arab"), apparently a self-contradictory statement?

- a) a metaphor
- b) a paradox
- c) a hyperbaton

3. Who is the dead man on the beach?

4. Who shot him?

5. Who can the singer see in the eyes of the dead man?

6. Is this song for or against xenophobia?

7. Which seems to be the message of the song?

- a) To kill a stranger is like killing myself
- b) To kill an arab is not fun
- c) To be alive or to be dead is all the same

8. This song was inspired to The Cure by the reading of one of the most outstanding novels of the 20th century, *L'Étranger* (1942, UK *The Outsider*, US *The Stranger*), a study of alienation. The author was a French existentialist writer named...

- a) Jean-Paul Sartre
- b) André Malraux
- c) Albert Camus

9. Read these last lines of a famous poem by John Donne, an English poet (1572-1631) of the Metaphysical school

Any man's death diminishes me,
Because I am involved in Mankind.
And therefore never send to know
For whom the bell tolls;
It tolls for thee.

tolls: rings
thee: you

Compare these lines with the burden of the song

I'm alive
I'm dead
I'm the stranger
Killing an arab

10. Listen to the song "El extranjero" by Enrique Bunbury (with *Pequeño*, 1999).

Translate these words into English

Me siento en casa en América
en Antigua quisiera morir
parecido me ocurre con África

Pero allá donde voy me llaman el extranjero
donde quiera que estoy el extranjero me siento

También un extraño en mi tierra
aunque la quiera de verdad
pero mi corazón me aconseja:
los nacionalismos qué miedo me dan.

Ni patria ni bandera
ni raza ni condición
ni límites ni fronteras
extranjero soy.

<p>Song # 8 “Le métèque”, Georges Moustaki Album Georges Moustaki (1981)</p>
--

Avec ma gueule de métèque De Juif errant, de pâtre grec Et mes cheveux aux quatre vents Avec mes yeux tout délavés Qui me donnent l’air de rêver Moi qui ne rêve plus souvent Avec mes mains de maraudeur De musicien et de rôdeur Qui ont pillé tant de jardins Avec ma bouche qui a bu Qui a embrassé et mordu Sans jamais assouvir sa faim.	5
Avec ma gueule de métèque De Juif errant, de pâtre grec De voleur et de vagabon Avec ma peau qui s’est frottée Au soleil de tous les étés Et tout ce qui portait jupon Avec mon coeur qui a su faire Souffrir autant qu’il a souffert Sans pour cela faire d’histoires Avec mon âme qui n’a plus La moindre chance de salut Pour éviter le purgatoire.	15
Avec ma gueule de métèque De Juif errant, de pâtre grec Et mes cheveux aux quatre vents	20
Avec ma gueule de métèque De Juif errant, de pâtre grec Et mes cheveux aux quatre vents	25

Je viendrai, ma douce captive Mon âme soeur, ma source vice Je viendrai boire tes vingt ans Et je serai prince de sang Rêveur ou bien adolescent Comme il te plaira de choisir Et nous ferons de chaque jour Toute une éternité d'amour Que nous vivrons à en mourir.	30
Et nous ferons de chaque jour Toute une éternité d'amour Que nous vivrons à en mourir.	35

Activities

Testing my French

Work with a partner who knows French (an African immigrant from a French-speaking country) or is learning French as a second language at school. Read the first verse and answer these five questions:

1. What is the singer's religion?
2. Where is he from?
3. What was his father's job?
4. Which part of his body makes him look like a "foreigner" (métèque)?
5. Which part of his body makes him look like a dreamer?

Read the translation of this first verse into English and check your answers

With my mouth of wog
Of wandering Jew, of Greek shepherd
And my hair with the four winds
With my very diluted eyes
Which give me air of a **dreamer**
Me who does not dream very often
With my hands of petty thief
Of musician and of prowler
Who have plundered so many gardens
With my mouth which has drunk
Which has embraced and bitten
Without never appeasing its hunger.

Read the twin translation of the following verses and fill out the gaps. Work with a partner or rather on your own, with the help of a dictionary (French-English, French-Catalan, Catalan-English)

With mouth of wog
Of wandering Jew, of Greek shepherd
Of robber and vagrant

With my _____ which has been rubbed
 With the sun of every _____
 And all that carried underskirt
 With my _____ which has known to make
 Suffer as much as has known pain
 Without for that making stories
 With my _____ that has never had
 The least **chance** of salvation
 To avoid the purgatory

With my mouth of wog
 Of wandering Jew, of Greek shepherd
 And my hair with the four winds
 I will come, my _____ prisoner
 My **soul mate**, my living source
 I will come to _____ your twenty years
 And I will be a prince of blood
 Dreamer or teenager
 As you will like to _____
 And we will make of every day
 A **whole** eternity of love
 Which we will live until we _____

The title

In ancient Greece a “métoikos” was a foreigner who settled down in Athens without enjoying full citizenship rights. This classical word remains in French (métèque) as well as in Catalan and Spanish (metec, meteco). In English “wog” sounds taboo. Can you think of a couple of softer alternatives? Cross out (x) the ones that sound awful or are offensive to some nationalities or races

- ___ stranger
- ___ outsider
- ___ alien
- ___ mick
- ___ dago
- ___ wop
- ___ wog
- ___ honkie
- ___ ofay
- ___ gook

Catalonia. Land of “xarnegos”

In Catalonia we still call “xarnegos” people who come from other places in Spain and live among us. Originally this term comes from the old days when...

- a) mixed-marriages between Catalan and French spouses were common
- b) Basque shepherds came to Catalonia for pastures and married village girls
- c) farmers from la Manxa flocked to Catalonia for jobs after the Civil War (“xarnegos” is a corruption of “manxegos”: manxecs)

Check your family names (up to eight if necessary) until you find a surname which is not Catalan. Draw your family tree and try to find (through your parents, grandparents) who was the first “García” (Martínez, Sánchez, etc.) to come to Catalonia.

When was that?
Where did he / she / they come from?
Where did they settle first?
Why did they have to move?
What problems did they have to face at first?
How did they manage to get by?
How did they meet their wives / husbands?
Etc.

Read the book *Jo també sóc catalana* (Editorial Columna) by Najat El Hachmi or just read the review in *Catalonia Today* (Thursday, January 13, 2005, pp. 40-41). This book claims that the issue has become a good deal more complicated today. A few years ago it was quite easy to say that anyone working here or just learning to speak Catalan was a Catalan. Because there are so many races, nationalities and religions living together Catalan people have become a little bit more choosy.

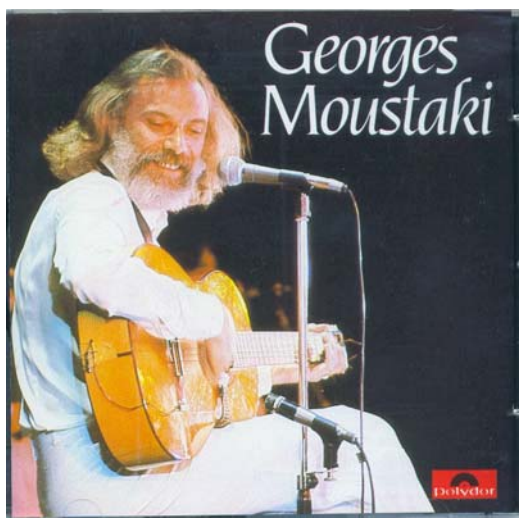
Write down the features which in your opinion qualifies a foreigner working / living in Catalonia to be regarded as a Catalan fellow. Discuss your opinions and feelings with a classmate.

How to be a Catalan. A few tips

What of the following tips are the most important to you? Say if you agree or disagree.

To be a Catalan...

- ...you must learn and whistle “Els segadors” (The Reapers) at school or at home
- ...you must learn how to dance sardanes
- ...you mustn't miss out any soaps on TV3 like “Jet Lag” and others
- ...you should read *Avui* or a regional paper every other day
- ...you should show you are a Barça supporter when you talk about sports
- ...you should try “escudella and carn d'olla” in the winter
- ...you better place a “Catalan donkey” sticker on some of your personal items
- ...you should drink cava with your friends at lively parties
- ...you should teach another foreigner how to prepare “pa amb tomàquet i pernil”
- ...you should visit Montserrat at least once in your lifetime
- ...you should know the lifestory of some great Catalans (Dalí, Gaudí, Pau Casals...)
- ...you must learn by heart a short poem by Joan Maragall or any great poet
- ...you better know what happened in Barcelona on 11th September 1714
- ...you must wear clothes and hair styles in western looks
- ...you must feel this land is your real and only home
- ...you must speak
- ...you must forget culture and identity



flawless Catalan
about your previous

Song # 9 “Live and Let Die”, Paul McCartney
Album James Bond soundtrack (1973)

When you were **young** and your **heart** was an **open** book
You used to say live and let live
You know you did
You know you did
You know you did
But if this ever-changing world in which we live in
Makes you give in and cry

Say live and **let** die
Live and let die
Live and let die
Live and let die

What does it matter to you?
When you gotta job to do?
You gotta do it well
You gotta give the other fellow hell

You used to say live and let live
You know you did
You know you did
You know you did
But if this ever-changing world in which we live in
Makes you give in and cry

Say live and let die
Live and let die

Live and let die
Live and let die

Activities

Find two proverbs in the song, one which shows **tolerance** and respect, the other **competitiveness** at work or in social issues:

According to the song... (choose the item which is not true)

- a) we are kind to other people when life is easy and we have no fears
- b) the world is changing and can make you unhappy
- c) you mustn't help the people who work with you
- d) it doesn't matter if the job you do is fine or not

Which of the following set of adjectives best defines a **tolerant** person?

- a) open-minded and easy-going
- b) open-hearted and square
- c) reliable and uncompromising

What does "to be tolerant" mean to you? Give examples of everyday tolerance at school, at home, in the street.

James Bond and the British sense of tolerance

The British have a rich tradition of heroes, both real and fictional. Bravery, determination, wit (quick intelligence) and chivalry (gentlemanliness) are much admired qualities. A long line of heroes can be traced back from King Arthur and his Knights of the Round Table through to James Bond. The British have also a good name for their feeling of tolerance and fair play, or do they?

These folk heroes very often do not show what the British people are but what they would rather love to be. James Bond came along when the antihero trend of modern life seemed a little worn. His assaults on baddies (aliens from overseas) while enjoying the high life is as unrealistic as the story of Arthur. His stories fulfill the broken dreams and hidden desires of a dull generation. Bond can have his cake and eat it ('nedar i guardar la roba') for he serves virtue while himself obeying no rules.

How does James Bond look at other races, cultures and nationalities? Is he respectful and tolerant? Or is he arrogant and cool? Take notes about this issue the next time you watch a JB film starring Sean Connery (he is Scottish), Roger Moore (English) or Pierce Brosnan (Irish). Are there any differences among the three movie stars?

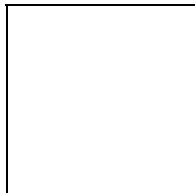
Here are ten top James Bond themes. Complete the titles with a suitable word from the right column.

..... <i>Russia With Love</i>	Forever
<i>The Man With the Golden</i>	Thunder
<i>Never Say</i> <i>Again</i>	From

<i>Licence to</i>	Only
<i>For Your Eyes</i>	Gun
<i>You Only Live</i>	Moon
<i>Diamonds Are</i>	Eye
<i>Golden</i>	Twice
<i>.....raker</i>	Never
<i>.....ball</i>	Kill

Spanish people & tolerance

Here are some results from a poll carried out in December 2004 by Spanish CIS (Centro de Investigaciones Sociológicas):



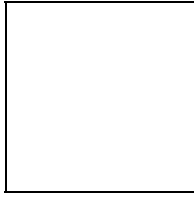
Which should be the main targets of the Spanish society in the next years?

- . Fight against terror 67.9%
- . Fight against unemployment 39.8 %
- . Fight against crime 20.4 %
- . Fight against social injustice 16.4%



Nowadays, the Spanish society is VERY, RATHER, LITTLE, NOT AT ALL..

- . **Tolerant** Very (5.9%), Rather (44.7%), Little (39.9%), Not at all (3.46%)
- . **Racist** Very (7.7%), Rather (39.7%), Little (5.2%), Not at all (6.1%)



The Spanish people are VERY, RATHER, LITTLE, NOT AT ALL... **tolerant** regarding the customs of foreigners and other ethnical groups

Very (7.1%), Rather (39.1%), Little (38.9), Not at all (6.2%) DK/DC (6.2%)

What do you think? What issues are the Spanish people most tolerant about? Number them from 1 (most tolerant) to 5 (least tolerant)

- illegal drugs*
- the customs of foreigners*
- sex before marriage*
- homosexuality*
- abortion*

Collect all the answers from the class and compare them with the CIS poll (see El País, viernes 21 de enero 2005, p. 23). Discuss them briefly *. What worries you about these results?

*

%	Very tolerant	Rather tolerant	Little tolerant	No tolerant At all	Doesn't know / didn't decide
Sex before marriage	26.2	55.0	12.4	1.7	4.7
Illegal drugs	10.5	35.3	35.8	11.7	6.7
Abortion	10.5	40.4	34.3	7.0	7.8
homosexuality	10.8	41.7	34.9	6.7	5.9
Customs of foreigners	7.1	39.1	38.9	8.7	6.2

Song # 10 "Colours", Phil Collins
Album ...But Seriously (1989)

Deep inside the border
 Children are crying
 Fighting for **food**
 Holding their heads
 Breaking their **bread** with a stone

5

All along roadside
 People are standing

Watching the sun Shielding their eyes Brushing the flies from their face	10
Tell me, what can you say Tell me, who do yo blame Like a mirror you see yourself These people each have a name	
All around the township Young men are dying Hunger and thirst The well has run dry The tears from her eye feeds her son	15
Tell me, what can you say Tell me, who do yo blame Like a mirror you see yourself These people each have a name	20
You can say you're pulling back We see the pictures everywhere But what we don't see is what's going on Behind the closed doors And you don't seem to care	25
Do you expect me to believe you How can you really think You can take your horse down to the water Hold a gun at his head And make him drink	30
No matter what you say It never gets any better No matter what you do We never see any change	35
	... / ...
People living without rights Without their dignity How loud does one man have to shout To earn his right to be free	40
You can keep your toy soldiers To segregate the black and white But when the dust settles And the bloods stop running How do you sleep at night?	45
No matter what you say It never gets any better No matter what you do	

We never see any change	50
What makes you so high and mighty What makes you so qualified You can sit there and say How many have their freedom But how many more have died	55
You decide to sit in judgement Trying to play God yourself Someday soon the buck is gonna stop Stop with you and no one else	
No matter what you say It never gets any better No matter what you do We never see any change	60

Activities

- The singer is talking to “you”. Who is “you”?
 - his fans
 - the people from the rich countries
 - the soldiers in a free world
- The song talks about problems in the third world we can see on TV. Spot the lines where these issues are depicted

Hunger	_____
Human rights	_____
Freedom	_____
War	_____
Apartheid	_____
Drought	_____

- “and say / How many have their freedom / But how many more have died”

These lines (54-5) suggest that...

- there is more justice than injustice in the world
 - there is more injustice than justice in the world
- “How loud does one man have to shout / To earn his right to be free”

These lines sound like a rhetorical question borrowed from Bob Dylan. Complete the words of the following lines in “Blowin’ in the Wind”. With the help of the sound clue try to guess some of these missing words before reading Dylan’s mythical anti-war song.

How many must a man walk down Before you call him a man?	/ou/
How many must a white dove sail Before she sleeps in the sand?	/i:/
How many times must the cannon balls fly Before they're forever?	/ae/
How many times must a man look up Before he can see the?	/ai/
How many ears must one man have Before he can hear people?	/ai/
How many deaths will it take 'til he That too many people have died?	/ou/
How many years can a mountain exist Before it's washed to the?	/i:/
How many years can some people exist Before they're allowed to be?	/i:/
How many times can a man turn his head Pretending he just doesn't?	/i:/

5. "Who do you blame?" (line 12)

There are a lot of worrying facts that should change the world. Read the following (from *50 Facts That Should Change the World* by Jessica Williams). Who do you put the blame on? Discuss your choices in the class.

Example: *A third of the world's obese people live in the developing countries* (that's because the world's population becomes increasingly urban. Farmers eat more healthy food)

Every cow in the European Union is subsidised by \$2.50 a day. That's more than what 75 per cent of Africans have to live on

One in five of the world's people lives on less than \$1 a day

Landmines kill or maim at least one person every hour

There are 44 million child labourers in India

More people can identify the golden arches of McDonalds than the Christian cross

A third of the world's population is at war

There are 300,000 child soldiers fighting in conflicts around the world

America spends \$10 billion on pornography every year –the same amount it spends on foreign aid

There are 27 million slaves in the world today

Children living in poverty are three times more likely to suffer a mental illness than children from wealthy families

6. The song is called "Colours". What colour comes to your ears / eyes when you can hear and see these harrowing pictures in the song? Write the colour between round brackets.

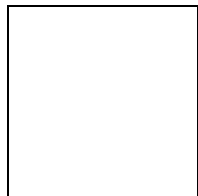
- . Children crying, breaking their bread with a stone ()
- . People brushing the flies from their face ()
- . The well has run dry ()
- . You can take your horse down to the water / Hold a gun /
And make him drink ()
- . You can keep your toy soldiers / To segregate the black and white ()
- . But when the dust settles ()
- . And the bloods stop running ()

Compare your answers with a classmate. Did you see / hear the same colours?

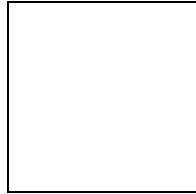
7. BINGO GAME. There are fourteen stanzas in the song including the recurring ones (burdens). Choose one word from each stanza (verse) following the teacher's instructions

- One noun from stanza 1 _____
- One more noun from stanza 2 _____
- One verb from stanza 3 _____
- One preposition from stanza 4 _____
- One pronoun from stanza 5 _____
- One phrasal verb from stanza 6 _____
- One verb from stanza 7 _____
- One adverb from stanza 8 _____
- One adjective from stanza 9 _____
- One plural noun from stanza 10 _____
- One comparative adjective in 11 _____
- One adjective from stanza 12 _____
- One noun from stanza 13 _____
- One pronoun from stanza 14 _____

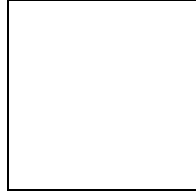
Now listen carefully. Tick the words you can hear in the definitions given by your teacher



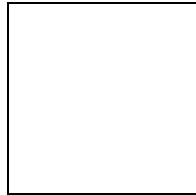
"the line that separates two countries"



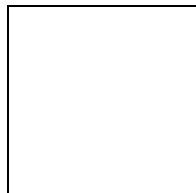
"it rises in the morning. You can't see it on a foggy day"



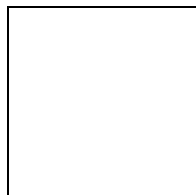
"it also means 'say'"



"it means 'al voltant' in Catalan, 'alrededor' in Spanish"



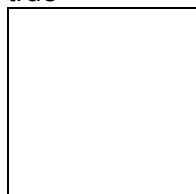
"it's the personal pronoun object for 'I'"



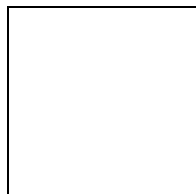
"soldiers do this when they stop fighting"



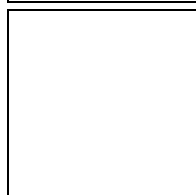
"it also means 'think', when you accept that something is true"



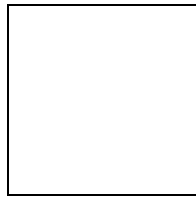
"the opposite of 'always'"



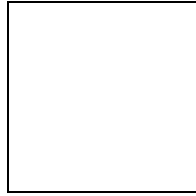
"the opposite of 'low', 'soft'"



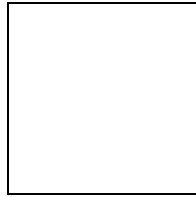
"it runs through your veins"



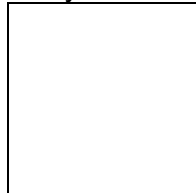
“the opposite of ‘worse’”



“it means ‘strong’”



“HE can see everything, He knows everything, He is everywhere”



“You and I together”

How many did you guess right? You didn't win? Never mind!

7. Colours in other cultures. Talk about the meaning of colours in other countries and cultures with other classmates. What colours bring happiness and joy? What colours are unlucky?

8. Colours and English. Find in your dictionary how to say

- . “un acudit verd”
- . “vi negra”
- . “ull blau (de vellut)”
- . “pa negra”
- . “premsa groga (sensacionalista)”



Song # 11 “In the Ghetto”, Elvis Presley
 Album *From Elvis in Memphis* (1969)

Before listening

Introduce the word “ghetto”. Explain that it may come from a blend (**get together**) or, more probably, from the name of a small island near Venice where a Jewish community was sent into exile in 1516. Are there any ghettos in your hometown? What kind of people live there? Do immigrants from different countries live in different neighbourhoods? Why do you think this is so?

Push the students into a **brainstorm**: what pictures and words do they associate with ghetto life? Write the words on the board

slums unemployment crime
drug-dealers kids running and playing in the street
Jews gypsies squatters teenage gangs
immigrants poverty dirty buildings
large families living in small flats

Then read and listen to the song. Which of those words / picture appear in it?

As the snow flies On a cold and gray Chicago morning A poor little baby child is born In the ghetto And his mama cries	5
Cause if there's one thing she don't need It's another hungry mouth to feed In the ghetto	
People, don't you understand The child needs a helping hand Or he'll grow to be An angry young man someday Take a look at you and me Are we too blind to see Or do we simply turn our heads And look the other way?	10 15
Well, the world turns And a hungry little boy with the runny nose Plays in the streets as the cold wind blows In the ghetto And his hunger burns So he starts to roam the streets at night	20

And he learns how to steal and he learns how to fight In the ghetto		
	.../...	
And then one night, in desperation A young man breaks away He buys a gun, steals a car Tries to run but he don't get far And his mama cries		25
As a crowd gathers 'round an angry young man Face down in the street with a gun in his hand In the ghetto		30
And as her young man dies On a cold gray Chicago mornin' Another little baby child is born In the ghetto And his mama cries		35

Activities

- Which seems to be the moral of the story?
 - Angry men can be dangerous at night
 - Hunger (poverty) is the root of crime
 - Buying a gun in the USA is too easy and cheap
- Families who live in ghettos... (choose the statement that sounds false)
 - usually have a lot of kids
 - are often broken up
 - learn to fight hard in the street
 - live happily together without frustrations, no matter how poor they are
 - usually need a helping hand
- A second story begins at the beginning of the last verse ("And as her young man dies [...]"). Do you think the lifestory of this second child will be more lucky or just as miserable as the baby who grew up to be shot for stealing a car? How do you think his life will end up?
- How different could things be if that baby born happened to be a girl? Would she also roam the streets at night?
- Which of the followings facts do you associate with ghetto life? Tick (✓) them.
 - The US have the highest teen pregnancy rates in the developed world
 - Seven million American women and 1 million men suffer from an eating disorder
 - Black men born in the US today stand a one in three chance of going to jail
 - Every week, an average 88 children are expelled from American schools for bringing a gun to class
- The picture of this song is gloomy and full of helplessness. Find and write down all the adjectives, nouns and verbs with a negative meaning. The adjective column has been done for you.

adjectives

nouns

verbs

cold
gray
poor
hungry
angry
blind
runny (que rega mocs)

7) How can the Chicago authorities (the local council and the mayor) help these ghetto families? Tick what seems most important to you?

- compulsory school education until 16 watching over drop-outs
- free food and health care
- building new houses
- giving good jobs to the jobless families
- setting important buildings (banks, shops, museums, cinemas, parks...) in these segregated areas

8) Would you like to live in a **suburb**? Why? Why not? Look up the word in a dictionary before you speak up your answer. Where do suburbs lie, in the city centre or in the outskirts?

Teenage gangs and the movies

A) Watch selected clips of a few films about teenage gangs in different times. Compare their appearance (clothes, hair...) and bad habits (smoking, drinking, drugs, speedy driving...). Which "tribes" seem more violent (they use guns or knives)?

Rebel Without a Cause (1955, director Nicholas Ray, starring James Dean)

West Side Story, the story of two Harlem gangs, the Jets and the Sharks
(1961, director Robert Wise, starring Jerome Robbins, Natalie Wood)

Grease (1978, director Randal Kleiser, starring John Travolta, Olivia Newton-John)

Rumble Fish / Outsiders on the TV series (*Rebeldes*, 1983, director Francis Ford Coppola, starring Matt Dillon, Mickey Rourke and many others)

B) Ghetto life: the roots of hip-hop music. Watch out for *8 Mile* (2002, director Curtis Hanson, starring Eminem).

This movie is partly the autobiography of Eminem, the white rapper from Detroit. As you watch the movie take notes about his family background (he lives in a trailer with his mom and little sister), his working life (shift work in a factory) and how music helped him surmount poverty and hardships: he is one of the most succesful pop stars in the USA today.

Compare his gang (mixed races) with the gangs in the other movies: clothes fashion, driving, drinking, girls, guns, handshake greetings... Take notes in particular about the hip-hop challenging contests, which become tough tests of mental and lyrical endurance. Please, ignore the sex scenes and dirty language.

<p>Song # 12 “The World is a Ghetto”, Geto Boys Album <i>The Resurrection</i> (1996)</p>

Before listening

Read the words aloud. Feel the rhythm and the drive of the lyrics. Notice there are no regular rhymes in the song. Look at the language, is it standard or non standard? What kind of people appear in the song? What are their problems? Draw a circle round the words you think have a dirty meaning (swear-words). Is it an angry song or a politically-correct song?

From these features the kind of musical trend of this song is...

- a) reggae
- b) hip-hop, rap
- c) chillout

Chorus (flaj)

What we see [what we see] everyday [everyday]
 Kivin' in the ghetto this is where I stay
 [what we do] what we do [to get by] to get by
 Live or die, the world is a ghetto.

(scarface)

Lets take a journey to the other side Where many people learn to live their handicaps While others die Where muthafuckas had no money spots And if they did then that ass went insane When all the money stops	5 10
I'm from the ghetto so I'm used to that Look on your muthafuckin map and find texas And see where where houston at Its on the borderline of hard times And it's seldom that your hear niggas breakin' and givin' God time That's why your ass (????) and pray for me Because I know that even I got to die And he got a day for me And every morning I wake up I'm kinda glad to be alive Cause thousands of my homeboys died And very few died of old age In most cases the incident covered up the whole page From amsterdam to amarillo It ain't no secret The world is a ghetto	15 25

Chorus (flaj)

(bushwick will)

Five hundred niggas died in guerilla warfare
In a village in africa, but didn't nobody care
They just called up the goddamn gravedigga
And said come get these muthafuckin niggas
Just like they do in the 5th ward 30
In the south park and the bronx and the watts
You know they got crooked cops
Working for the system
Makin' po muthafuckas out of victims
Don't nobody give a fuck about the po 35
It's double jeopardy if your black or latino
They got muthafuckin drugs in the slums
Got us killing one another over crumbs
Think I'm lying? well muthafucka I got proof
Name a section in your city where minorities group 40
And i'ma show you prostitutes, dope and hard times
And a murder rate that never declines
And little babies sittin on the porch smellin' smelly
Cryin cause they ain't got no food in they bellies
They call my neighbourhood a jungle 45
And me an animal, like they do the people in rawanda
Fools fleeing their countries to come here black
But see the same bullshit and head right back
They find out what others already know
The world is a ghetto 50

(willie d)

What's up outta towner? Southern nigga downer
I **wish** you would bring your muthafuckin ass around here
With that hip shit shit from your block
You fuck around and get shipped back home to ya momma in a pine box 55
Cause we don't play that shit in 5th ward
We got killas and hustlas and playas to so nigga disregard
What your seeing on them western movies
Cause yo! I ain't never rode a horse before
Ho, think we slow? Smash the gas
And watch how fast I'll put these hands on yo' bitch ass 60
Cause game recognize game scheisty ass nigga
See I done seen fools die for less
Than a goddamn cigarette butt, for fuckin' wit my set
So get that frown off your face busta
Cause you ghetto ain't no harder than mine 65
Muthafucka

Chorus (flaj)

Activities

Comprehension. True (T) or false (F)?

- ___ Life in a ghetto is a race for survival
- ___ Ghetto people are used to living with no money
- ___ Most ghetto people die of old age
- ___ The bodies of black people who die in Africa are taken back to the US
- ___ Life in a ghetto is more dangerous for black or Latino people
- ___ Ghetto people are killing each other with drugs
- ___ The murder rate of little babies is growing because they smell drugs
- ___ African immigrants find the same poverty in the US ghettos as in their homelands
- ___ Crime in ghettos is like that shown in western movies
- ___ Ghetto fools die in car crashes

Word trip

You will find the other synonyms for these words in the lines between the brackets of the lyrics of this bitter song.

problems	(line 6)	<i>handicaps</i>
black people	(line 51)	.....
undertaker	(line 28)	<i>gravediggers</i>
police	(line 32)	.....
danger	(line 36)	.....
poor district	(line 37)	.....
drug	(line 41)	.....
rubbish	(line 48)	.....
coffin	(line 54)	<i>pine box</i>
prostitutes	(line 56)	.....
(female) bastard	(line 60)	.....
crazy	(line 9)	.....

Banning obscene words?

There is a legal censorship in the US for songs that bear words that may be felt as obscene for teenagers and adults in general. The ban on these words is shown through xx, so for example "muthafuckin" would be printed "muthaxxin" (or muthaxxxin"). Beeps do this job in the recordings.

You will find obscene / dirty words in the following lines. Spot them and xx them.

- Line 16
- Line 28
- Line 35
- Line 53
- Line 60

Places

- Quite a few places (continents, countries, states, cities, districts) appear in the song. Find...
- ⇒ a neighbourhood of Los Angeles (California), scene of severe racial violence in 1965
 - ⇒ a borough of New York which contains poor quarters but also interesting places (Yankee Stadium, the Zoo...)
 - ⇒ a country in Africa where throughout a civil strife (1990-4) hundreds of thousands of people were killed and 2,000,000 refugees fled to neighbouring countries
 - ⇒ a large city in Texas where poverty is not a big problem so far
 - ⇒ a city in Europe famous for its red-light district

Non standard English

With the help of your teacher's grammar tips write these sentences in "beautiful" English

"Every morning I wake up I'm kinda glad to be alive"

"It ain't a secret"

"But didn't nobody care"

"You know they got crooked cops"

"And I'ma show you"

"Cryin cause they ain't got no food in they bellies"

"What's up outta townner?"

"What your seeing on them western movies"

"I ain't never rode a horse before"

"Try to load them dice"

"Cause you ghetto ain't no harder then mine"

"The School is a Ghetto" lyrics

In pairs or small groups write the lyrics for a hip-hop song about the bad things of your school life (bossy teachers, silly rules, exams and jammed timetables, bullies...). You can also protest about the facilities and the building (heating, library, canteen, labs, gym, bathrooms...). You can use non standard English only if you feel comfortable and familiar with it. You can also borrow a few xx words only if your teacher agrees. No instrumental music is required, just the hip-hop reciting (and rhyming) technique as well as your artistic body-shaking. You can sing it (as the Geto Boys do) in shifts: one performer for each verse . You can also organize challenging / intimidating contests. If

school life is too dull to stir up your imagination and inspiration you can try other topics (politics, TV soaps, sports, consumers society, motorbikes and traffic wardens...) In any case the lyrics must sound angry !!

<p>Song # 13 "God", John Lennon Album <i>Wonsaponatime</i> (1998, 1970)</p>

God is a concept
By which we measure
Our Pain
I'll say it again
God is a concept
By which we measure
Our pain

I don't **believe** in magic
I don't believe in I-Ching
I don't believe in Bible
I don't believe in Tarot
I don't believe in Hitler
I don't believe in Jesus
I don't believe in Kennedy
I don't believe in Buddha
I don't believe in Mantra
I don't believe in Gita
I don't believe in Yoga
I don't believe in Kings
I don't believe in Elvis
I don't believe in Zimmerman
I don't believe in Beatles
I just believe in me
Yoko and me
And that's reality

The **dream** is over
What can I say?
The dream is over
Yesterday
I was the **dreamweaver**
But now I'm reborn
I was the walrus
But now I'm John
And so **dear** friends
You just have to **carry on**
The dream is over.

Activities

Comprehension questions

1. Does John Lennon believe in God?
2. Does he believe in Jesus?
3. Does he believe in the Bible?
4. Does he believe in politicians?
5. Does he believe in pop stars?
6. Does he believe in The Beatles?
7. Does he believe in philosophies from the Far East?
8. Does he believe in fortune-telling?
9. Is he a dreamer now?
10. "But now I'm reborn" (*He tornat a néixer*). What made him change?

Choose the two ideas that underlie in the message of the song

- a) John Lennon used to be a dreamer but now he only believes in material things
- b) We believe in God only when we are sick, but He doesn't exist
- c) Young people do not dream today, they are not *wannabes*

"God is a concept by which we measure our pain". This means...

- a) We think of God only when we are in trouble. The more painful our lives the more we need Him
- b) We believe in God when we are strong and want to thank Him
- c) We pray when we want our pain to grow

God and language

"Oh my God!" is an exclamation of both surprise and anger that became famous all over the world from a NYC firefighter watching the suicide planes crashing into the Twin Towers on 11 September 2001.

Find in a dictionary what feelings do these exclamations may express in English:

By God!	God's sake!	God bless you!	God damn you!
Thank God!	In the name of God!	Good God!	

Find in a good dictionary these two expressions: "God's own country" and "play God". What do the USA and George Bush Jr have to do with them?

Help classmates from other cultural backgrounds understand these common "God" expressions in Catalan and how to use them. There is no need to translate into English

Si Déu vol
Déu n'hi do
Déu me'n guard

How about these idioms? Have you ever heard them? Try to explain them in plain English. Think before: what is the message or moral in the idioms?

- a) We must fear God, who is cruel and closes all doors when we are in trouble
- b) We must trust God, who is fair and good-hearted

“Déu dóna faves a qui no té queixals”
“Déu escanya però no ofega”
“Déu té un bastó que pega sense fer remor”

Talk to those classmates from other backgrounds about the importance of God in their culture. Do they also use a lot of God expressions? Do they show fear, hope, anger, surprise, pain...?

“You shall not misuse the name of the Lord your Lord”: Pop Stars and Religion

1. Unlike Latin or Hispanic folks (“El Dios Maradona”), in Anglosaxon countries people are much more careful not to worship or idolize their pop heroes (music, sports, etc.) with “God” nicknames. Bruce Springsteen was nicknamed “The Boss”. Which of the names in the lyrics of “God” has been called “The King” before and after his death in 1977?
2. “I don't believe in Zimmerman”. Robert Zimmerman is a famous American songwriter. He was born in Duluth, Minnessota, in 1941. He was Jewish but he became a Catholic. Some fans called him their “Guru”. What is his pen name as a pop star?
3. “Thanks to God, I'm still an atheist” (Luis Buñuel). Some icons of the pop culture (songwriters, movie stars and makers...) believe God does not exist, others fully observe a particular religion they have freely chosen in their adulthood: Madonna (a Catholic before, a Jew now), Cat Stevens (a formerly Orthodox Christian, now a moderate Muslim), Richard Gere (a Buddhist), Tom Cruise (a Scientologist).

Let the class get into small groups and do some light research until they find the religious beliefs of up to fifty pop stars (music, sports, literature, movies, fashion...). Learn a little bit about each. For example: Are there any Mormons in Hollywood? What other stars belong to the Church of Scientology? How do they seek self-knowledge and spiritual fulfilment? Who is their spiritual leader?

4. Read through the lyrics of your favourite songs. Are there any religious references? Is the name of God properly used or misused? The *Bible* has been the source of inspiration for many pop musicians: Robert Zimmerman, Beastie Boys, Joni Mitchell, Kate Bush, Leonard Cohen, Metallica, Pete Seeger, Robert Hunter, The Byrds... Find some suggestive song-titles.
5. Read and listen to “Losing My Religion” by R.E.M. Write a short critical review.

In this song R.E.M. say that.....
..... They also

.....I think

.....

.....

Song # 14 "I Just Called To Say I Love You",
Stevie Wonder
 Album *Song Review* (1996)

No New Year's Day to celebrate	1	
No chocolate covered candied hearts to give away		2
No burst of spring	3	
No song to sing	4	
In fact here's just another ordinary day	5	
No April rain	6	
No flowers bloom	7	
No wedding Saturday within the month of June	8	
But what it is -is something true	9	
Made up of these three words	10	
That I must say to you	11	
I just called to say I love you	12	
I just called to say how much I care	13	
I just called to say I love you	14	
And I mean it from the bottom of my heart	15	
No summer time	16	
No warm July	17	
No harvest moon to light one tender August night	18	
No autumn breeze	19	
No falling leaves	20	
Not even time for birds to fly to southern skies	21	
No libra sun	22	
No Halloween	23	
No giving thanks to all the Christmas joy you bring	24	
But what it is -though old so new	25	
To fill your heart like no three words could ever do	26	
I just called to say I love you	27	
I just called to say how much I care (I do)	28	
I just called to say I love you	29	
And I mean it from the bottom of my heart	30	
...of my heart	31	
Baby of my HEART.	32	

Activities

Questions

1. What holiday is mentioned in the first line?
2. What holiday is mentioned in line 24?
3. What other holiday is mentioned in the song?
4. What season is mentioned in line 3?
5. What other seasons are cited?
6. In what month is there no rain? No wedding?
7. What is a harvest moon?
8. When do birds fly to southern skies?
9. Who does the singer call? Why? What are the 'three words' he must say to her?
10. Is the singer happy or sad? Why?

Reading for scanning: "Seasons and Celebrations"

Read in teams (groups of four) *Seasons and Celebrations* by Jackie Maguire (Oxford Bookworms Factfiles, 1997). Write the number of each of the following sentences in the box where it belongs as in the examples

New Year	Valentine's Day	Easter	Independence Day	Hallowe'en	Guy Fawkes' Day	Thanks-Giving Day	Xmas.
						14,	8,

1. People join hands and sing "Auld Lang Syne"
2. Many people go to church at midnight and sing carols
3. Londoners go to Trafalgar Square that night
4. Children dress like witches and ghosts
5. Children play a party game with water and apples in a big bowl
6. People have dinner out with candles and soft music
7. There are parades through the streets with loud music and bright colours
8. People eat turkey and hot mince pies
9. There are a lot of big football matches
10. This holiday ends with lots of fireworks
11. People build a big fire outside with dead leaves and old pieces of wood
12. People give chocolate eggs as presents
13. Girls put lots of flowers on hats and wear them in parades
14. People eat turkey and pumpkin pie

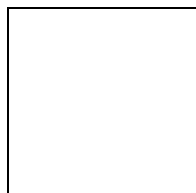
A Multicultural Resource Calendar

Ask your students from different cultural backgrounds (including the national students) to write in their diaries short entries of birthdays, historical / cultural events, days of religious observance and public holidays. Collect these diaries and make up a multicultural calendar with a distinctive legend for each group (African, Hispanic Americans, Muslims, Hindus, Christians, Buddhists, Jews...).

Make copies of this calendar and hand it to the students. Mix them up in small groups and encourage them to talk freely and exchange information about these holidays, festivals and celebrations.

Do you celebrate Diwali all across India? Who was Rama?
At what age do you observe Ramadan?
Why do you kill a lamb at the Aid Al-adha party?
Is it true you drink cider, not champagne, in Argentina at Christmas?

You can use clips of some movies to illustrate how these festivals are celebrated: Hanukka (the Jewish celebration) appear in *Esperando al Mesías*.



<p>Song # 15 "My Name Is Luka" Suzanne Vega Album <i>Solitude Standing</i> (1987)</p>

My name is Luka
I live on the second floor
I live upstairs from you
Yes I think you've seen me before

If you hear something late at night
Some kind of trouble, some kind of fight
Just don't ask me what it was
Just don't ask me what it was

5

Just don't ask me what it was.

I think it's because I'm clumsy 10

I try not to talk too loud

Maybe it's because I'm crazy

I try not to act too proud

They only hit until you cry

And after that you don't **ask** why 15

You just don't argue anymore

You just don't argue anymore

You just don't argue anymore.

Yes I think I'm **okay**

I walked into the door again 20

Well, if you ask that's what I'll say

And it's not your business anyway

I guess I'd like to be alone

With nothing broken, nothing thrown

Just don't ask me how I am 25

Just don't ask me how I am

Just don't ask me how I am.

Activities

Match the English words with their Catalan meanings

___ TROUBLE	A) barallar-se, discutir-se
___ FIGHT	B) baralla, lluita
___ CLUMSY	C) negoci, assumpte
___ CRAZY	D) llançat
___ PROUD	E) orgullós, vanidós
___ HIT	F) picar, colpejar
___ ARGUE	G) boig
___ LOUD	H) barroer, matusser
___ BUSINESS	I) problema
___ THROWN	J) alt, en veu alta
___ GUESS	K) suposar, creure

Answer the following questions about the story Suzanne Vega tells in this song.

1. How old is Luka?
a) two b) twelve c) twenty
2. Does he live in a flat or in a house?
3. Does he live in New York or in Naples?
4. Who is he talking to?
a) to his teacher
b) to his grandmother
c) to a neighbour

5. Does Luka know this person?
 - a) No, he doesn't
 - b) He thinks he does

6. What happens in Luka's home at night?
 - a) The music is too loud
 - b) It is very noisy because some people argue and fight
 - c) You can't sleep because he's got some crazy pets

7. "They only hit until you cry". Who are "they"?
 - a) the cops ("els polis")
 - b) his parents
 - c) the babysitter and her boyfriend

8. Why do they hit him?
 - a) Perhaps because he asks his parents why they are fighting
 - b) Because he doesn't do his homework
 - c) Because he's clumsy and proud

9. "I think I'm okay".
 - a) This is true. Luka is feeling good now
 - b) This is a lie. Luka is not feeling all right

10. "Nothing broken, nothing thrown". What can "broken" and "thrown" be?
 - a) a hand and a chair
 - b) a leg and a bookcase
 - c) a nose and a flower

11. How would Luka like to live?
 - a) With his granny
 - b) Alone
 - c) Outdoors

12. "Just don't ask me what it was", "Just don't ask me how I am".
Luka doesn't like questions. Why not?
 - a) He's afraid the cops will arrest him
 - b) His parents will hit him if he tells other people about the trouble in his home
 - c) He talks too loud and people can hear him

13. "They only hit until you cry" (line 14), "I guess I'd like to be alone, with nothing broken, nothing thrown" (lines 23-24). Translate these lines into Catalan. Is Luka telling a true story or is he a big liar?

Imagine Luka is your new classmate. He is a young boy who lives in the Bronx. His family are Italian immigrants. Here are some questions you want to ask him. Complete them with one word only. New Yorkers are very straightforward !

1. Hi! My name's Mike. What's
2. do you live?
3.you have any brothers and sisters ?

4. How have you lived in New York?
5. Have you in other places in the States ?
6. you like the American way of life ?
7.do your parents do?are their jobs?
8. your parents nice and smart?
9. Do you have pet?
10.do you have a black eye ?

Bringing up dad and mom

Talk about “home rules” and “home behaviour” in different cultural backgrounds (it can be quite awkward, so make sure and be tactful the talk sounds natural and free).

- ✓ What are you allowed / not allowed to do at the table? in your bedroom? in the kitchen? in the bathroom or toilet? out in the street?
- ✓ Do you have to share household chores? What are your duties?
- ✓ Can you bring your friends home? Can they stay up for the night?
- ✓ How much pocket money do you get? What do you have to spend it on?
- ✓ How late can you be out in the evening on working days / at the weekend?
- ✓ What things make your dad angry? How about your mom?
- ✓ Do you have home arguments? What about?
- ✓ What kind of freedom would you like to have at home?
- ✓ At what age can you date a boy / girl without parental permission?
- ✓ Do your parents push you about your professional life?

There is no need to grade/ stereotype parents according to their cultural background (Indian fathers are very bossy but warmer, Catalan mothers are more tolerant and permissive than Chinese...). Still it can be interesting that each learner finds out what is going on / how things fare in other homes. The class can draw a picture of their ideal father / mother.

The ideal father must be friendly like the ones in.....

A Child Called 'It'

- Who hit Luka harder?
 a) his father

b) his mother

The class are more likely expected to pick “his father”. However, mothers can be extremely cruel too. Read the back cover to *A Child Called ‘It’* by Dave Pelzer (1995), the number one best-seller in the USA about home violence. Complete the blanks with

it son beaten smelly bowl dead

One child's courage to survive

As a child Dave Pelzer was brutally and starved by his emotionally unstable, alcoholic mother, a mother who played tortuous, unpredictable games that often left one of her sons nearly She no longer considered him a son, but a slave; no longer a boy but an His bed was an old army cot in the basement, His clothes were torn and, and, when he was allowed the luxury of food it was scraps from the dogs' The outside world knew nothing of the nightmare played out behind closed doors.

Dave dreamed of finding a family to love him and call him their It took years of struggle, deprivation and despair to find his dream and make something of himself in the world.

After reading about this moving story (a true account) ask the class about the Pelzer family, living in Daly City (California). Make guesses about their standard of living, what Mr and Mrs Pelzer do for a living, where they live, etc. The starting guess

Mr and Mrs Pelzer are...

- a) black
- b) white
- c) native Americans (Indians)

Song # 16 “Behind The Wall”, Tracy Chapman
Album *Tracy Chapman* (1988)

Last night I heard the screaming
Loud **voices** behind the wall
Another sleepless night for me
It won't do no good to call
The police
Always come late
If they come at all.

5

And when they arrive

They say they can't interfere
With domestic affairs
Between a man and his wife
And as they walk out the door
The tears well up in her eyes. 10

Last night I heard the screaming
Then a silence that chilled my soul
I **prayed** that I was dreaming
When I saw the ambulance in the road 15

And the policeman said
"I'm here to keep the **peace**
Will the crowd disperse
I think we all could use some sleep" 20

Activities

Understanding the song

Which is the subject of this song?

- a) child abuse
- b) lobbying
- c) domestic violence

Find these Catalan words in the song

_____ pregar
_____ brollar, rajar
_____ crits, xisclets
_____ gentada
_____ deixar glaçat

Who sings / tells the story?

- a) a police officer
- b) a journalist
- c) a neighbour

Why can't she sleep at night?

- a) it is very loud upstairs
- b) there is a lot of screaming downstairs
- c) it is very noisy next door

Why is it no good to call the police?

- a) There are jams in the street so they are late
- b) They come when the trouble is over
- c) There is nothing they can do about domestic rows

This is the story of Mr and Mrs Smack. Who is the victim of the violence?

- a) Mr Smack
- b) Mrs Smack
- c) both

“And as they walk out the door”. Who are ‘they’?

- a) the police
- b) the neighbours
- c) Mr and Mrs Smack

“Then a silence that chilled my soul
I prayed that I was dreaming
When I saw the ambulance in the road”

What happened?

- a) Mr Smack was drunk and cut himself with a knife
- b) Mrs Smack was killed
- c) Mr and Mrs Smack had stopped the fighting

“I’m here to keep the peace
Will the crowd disperse
I think we all could use some sleep”

What does the policeman probably mean?

- a) people get angry when they see these crimes
- b) the streets must be cleared at night
- c) the police are going to be busy so they need some sleep

Serves him right?

This newspaper headline tells what had actually happened that night.

Friday October 31st 2004
<i>NEWS OF THE MORGUE</i>
Wife cleared of murdering husband
.....

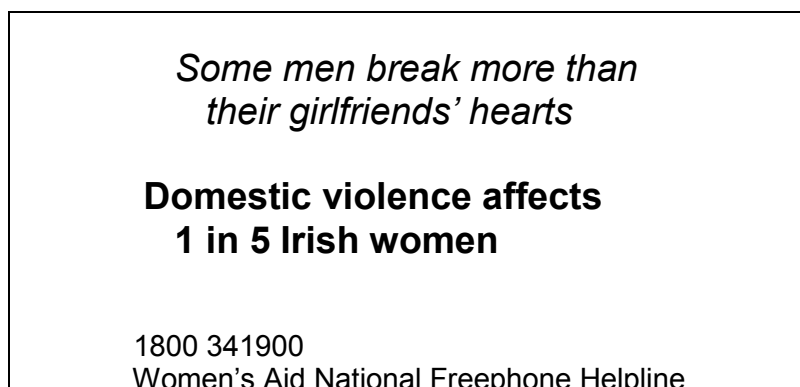
Mrs Smack was found not guilty after a murder trial that lasted six weeks with lots of photographers, TV reporters and a sympathetic crowd. Old Mrs Smack (Mr Smack’s mother) has appealed to a higher court to change the verdict.

Act out this trial in the classroom. Play major (Old Mrs Black, the neighbour, the district attorney –D.O.-, the defence, the defendant –Mrs Smack,...) and supporting roles (the judge, the bailiff, the police, the 12 members of the jury...). Make sure the jury is mixed up: boys and girls from different cultural backgrounds.

Make clear statements about how Mrs Smack killed her husband and why. Does she deserve to go to prison?

Domestic violence around the world

Tackling the perception of domestic violence is a problem throughout the world. Have a look at this Irish Women's Group poster



"In many countries, it's [violence] a dirty secret, something that happens between man and wife, an area where the law cannot and should not intervene. Of all the violent crime in society, it's probably the least visible –which makes it the hardest to tackle. But the consequences of inaction are tragic.

One estimate says that 3 million women are physically abused by their husband or boyfriend each year –another that one in three women will be beaten, coerced into sex or otherwise abused during her lifetime. In Russia, it's estimated that between 12,000 and 14,000 women are killed each year by their husbands –that's one every 43 minutes. Contrast this with America, where 1,247 women were killed by an intimate partner in 2000"

(from *50 Facts That Should Change the World*, by Jessica Williams, pp. 64-69)

These facts and figures show or may suggest that (cross, X, what does not sound probable to be true)...

- alcohol has a lot to do with domestic violence (Ireland and Russia are lands of heavy drinkers)
- a lot of Russian women emigrate because of domestic violence
- domestic violence happens in rich and developing countries
- it is easy to pass laws to stop this social drama

Domestic violence in Spain

Domestic violence is a growing problem in Spain. It is no big surprise that the new governments in Madrid and Barcelona are taking the issue very seriously. The Spanish Congress passed a bill designed to curb violence against women early in 2005, the first of its kind in Europe. On the other hand, Generalitat has increased budget to prevent this sort of violence.

Read these news stories in *Catalonia Today*

Spanish Congress passes violence bill (Friday 8 October, 2004)

Huge funding rise to combat violence against women.

Generalitat launches schools programs to promote sexual equality
(November, 26-29, 2004)

Discuss the institutional crackdown (posters, TV3 ads...) with boys and girls from other cultural backgrounds. Can these laws and programs help the situation of immigrant girls?

Read and complete this news story (*Catalonia Today*, Tuesday 9 November 2004, p. 4) with the following numbers

781	574	90,000
110	3.4	80
6	617	

Violent crime rises by 110 % over the past year as domestic violence increases six fold in Barcelona

Violent crime in Barcelona has increased by per cent in the last year, with domestic violence increasing by more than times in the same period, according to a study released this week by the Spanish National Police and released to the City's security board.

A total of citizens suffered injuries from acts of violence between January and September of this year, while the overall number of crimes has decreased by per cent resulting in some complaints by citizens.

The report outlined two main reasons for the rise: the increasing trend of using violence in street crimes and an increase in domestic violence. While cases were reported in 2003, cases of domestic violence have been reported so far this year, representing an increase of per cent. Injuries from violent acts not caused by domestic violence were up to 93 per cent.

SONG # 17 "We Want Peace",
Lenny Kravitz – Kadim Al Sahir
Album *Unity. Athens 2004* (2004)

Come on people
It's time to **get together**
It's time for the revolution

Here it is once again in our face
Why haven't we learned from our past
We're at the crossroads of the human race
Why are we kicking our own ass

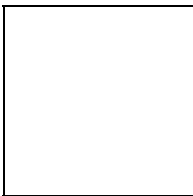
[lyrics Kadim Al Sahir]

Chorus

We want peace, we want it
Yes we want peace, we want it
Yes we want peace
And we want it fast

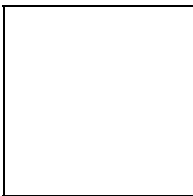
The solution is simple and **plain**
There won't be peace if we don't try
In a war there is nothing to **gain**
And so many people will die.

Activities

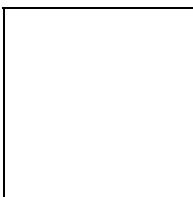


In this song you can hear the words in English and Arabic (Kadim Al Sahir is a top singer from Iraq). Work with a partner who speaks / understands Arabic until you can complete the words of the chorus ("peace": Salám, "fast": bisur-aa).

Sing the chorus alternatively in both English and Arabic all together.



Collect words from an English-Arabic phrasebook. Write a short bilingual poem about peace.

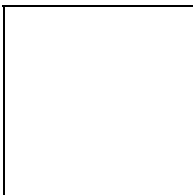


Collect classical / modern anti-war songs. Make a selected recording of each song lasting up to 30 seconds which must include the song-title. Arrange an intriguing listening task like the following

ANTI-WAR SONGS: THE GREATEST TOP TEN EVER

Some of these hits have dashed up or down this month. Listen and write the ranking number for each song now. The first song you will hear is No 10, the last No 1.

Last month	This month	Song title	Singer / group
1		"The Last Straw"	REM
2		"Who'll Stop the Rain?"	Creedence C.R.
3		"Universal Soldier"	Donovan
4		"Blowin' in the Wind"	Bob Dylan
5		"Brothers in Arms"	Dire Straits
6		"Radio Baghdad"	Patti Smith
7		"Russians"	Sting
8		"War (What is it for?)"	Bruce Springsteen
9		"We Shall Overcome"	Joan Baez
10		"Peace Train"	Cat Stevens

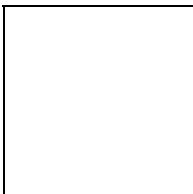


"It's time for the revolution [...] / The solution is simple and plain / There won't be peace if we don't try"

How can peaceful people start a revolution? The way Ghandi did?
The way John Lennon did? Through violent moves, like Bob Marley?

Discuss your ideas with your partners.

Pick suitable words of "Revolution" (The Beatles), "Give Peace a Chance", "Imagine", "Power to the People" (John Lennon); "Exodus", "War", "Get Up, Stand Up" (Bob Marley) to support your peaceful / not peaceful views.



Freedom fighters today

<p>Burma frees jailed student protester</p> <p>Burma's military junta released the second most prominent of its estimated 1,300 political prisoners, Min Ko Naing. Democracy advocates hope this will lead to the release of Nobel Peace laureate Min Ko Naing, 42, who led student demonstrations which were brutally put down in 1988, was arrested the following year and has been in detention since.</p> <p style="text-align: center;"><i>The Observer</i> 21 November 2004, p. 13</p>

Which remarkable woman, who followed in Gandhi's steps, lies behind this news item? World's pop stars (U2, Pearl Jam, Sting, R.E.M., Eric Clapton...) banded together in 2004 to push for the freedom of this Myanmar's (Burma) democracy star (live concerts and the album *For The Lady*).

- a) Aung San Suu Kyi
- b) Turki al-Hamad
- c) Li Dongsheng

Song # 18 "Planet Without a Plan"
 Wizz Jones
 Book of poems "Songs of Our Time"

Planet Bingo

Write a number (from 1 to 10) next to the following Catalan words. Each number will be a guess to the order in which these words will be found in the English lyrics

- | | |
|----------------------|------------------------|
| ___ solució, sortida | ___ brut, fastigós |
| ___ sense | ___ culpa |
| ___ saquejar, robar | ___ respirar |
| ___ energia, força | ___ preguntar-se |
| ___ cel | ___ segurs, convençuts |

Now read the poem and check your guesses (the words in *slashes and underlined*)

Living on a planet without a plan
Heaven knows the future of the child of man
 Who can take the blame, it goes from hand to hand
 Living on a planet without a plan.

Consumania killing us by day 5
 Ecologists are telling us there's just no way
 See the trees dying, there's no air to breathe
 We gotta keep on trying 'cause we just can't leave
 This planet without a plan.

Astronauts wondering way out in space 10
 Why we keep on plundering such a beautiful place
Power from plutonium I guess it'll do
 But how can we be sure that it won't burn right through
 This planet without a plan.

See the dirty money go from hand to hand 15
 Living on a planet without a plan.

Further activities

(1) Find the lines / chunks of the poem where the following topics are suggested

buying goods without control _____
materialism _____
deforestation _____
nuclear energy _____
pollution _____

(2) Read the following verses from “Short Supply”, an ecological song by Tracy Chapman. The two missing words are to be found in the lyrics of “Planet Without a Plan”

Where are
The sunny days
The blue skies
The flowers for the children
The colours for their eyes?

Where are
All the sandy beaches
Fishes in the sea
Birds to sing for daybreak
Where are all the _____ /i:/

Where are all the grassy hilltops
Clean air to _____ /i:/
Pure water to drink of
Beautiful sights to see

Don't you see
All these things they come in short supply
It's time that we
Make a space inside our hearts
And open our eyes

(3) Read and discuss the following “earth poems” from the Far East

Kostia (“Universal Garden”)

All are nothing but flowers
In a flowering universe

(Nakagawa Soen-Roshi, 1907-1984, a widely venerated Zen master, teacher to the prince and prime minister of Japan's imperial house)

Nando Lauria (“The Earth Tribe”)

To see the greatness of a mountain, one must keep one's distance
To understand its form, one must move around it;
To experience its moods, one must see it at sunrise and sunset

At noon and at midnight, in sun and in rain,
In snow and in storm, in summer and winter
And in all the other seasons
He who can see the mountain like this comes near to the life of the
/ mountains

(Lama Govinda, 1898-1985, a native of Germany who later settled in India, is recognized as one of the world's leading interpreters of Tibetan Mysticism)

- (4) Collect songs and poems with an ecological message from the lands of the students in the class. Each student is to supply a poem. Discuss selected samples.

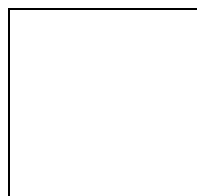
Read these poems aloud to the sound of background music (classical music for relaxation). You can also try some of the 17 themes from *Un Mundo Sin Fronteras* (music composed and performed by Luis Delgado & Javier Bergia García for the TVE set of programmes *Ishinobana*, 1995)

- (5) Ask the students to supply the lyrics and the CD of one of their favourite ecological songs in English. Select suitable chunks and arrange them into an intriguing listening task as shown before in ANTI-WAR SONGS: THE GREATEST TOP TEN EVER (one of the activities following "We Want Peace").

If the students find it hard to think of favourite ecological songs ask them to download from internet the tunes and lyrics of, for example, the *Earthrise* collections, which include "Saltwater" (Julian Lennon), "Here Comes the Rain Again" (Eurythmics), "How Many People" (Paul McCartney), "Under African Skies" (Paul Simon), "It's the End of the Word As We Know It" (REM), "The Brazilian" (Genesis), "Is This the World We Created?" (Queen), "Steam" (Peter Gabriel) and many others.

Another two beautiful songs with an ecological teaching are "The Flower That Shattered the Stone" (John Denver) and "Circle Of Life" (Elton John's music & lyrics by Tim Rice in the soundtrack for *The Lion King*).

Let the students know that Wizz Jones is an English poet and songwriter, very popular in Germany. "Planet Without a Plan" is a poem that may be recited alone, without musical backing or to the sound of one of the themes chosen for activity (4), as well as classical pieces from *The Planets* by Gustav Holst ("Jupiter, bearer of joy" may work better than the others).



SONG # 19 "Ebony and Ivory"
Stevie Wonder & Paul McCartney
Album Song Review (1996)

Ebony and Ivory

Live together in perfect **harmony**
Side by side on my piano keyboard
Oh Lord, why don't we?

We all know that people are the **same**
Wherever you go
There's good and bad in everyone
We **learn** to live, we learn to **give** each other
What we need to **survive**
Together alive

Ebony and Ivory
Live Together in perfect harmony
Side by side on my piano keyboard
Oh Lord, why don't we?

We all know that people are the same
Wherever you go
There's good and bad in everyone
We learn to live, we learn to give each other
What we need to survive
Together alive

Ebony and Ivory
Live Together in perfect harmony
Side by side on my piano keyboard
Oh Lord, why don't we?

Side by side on my piano keyboard
Oh Lord, why don't we?

Ebony, Ivory, living in perfect harmony
Ebony, Ivory, living in perfect harmony
Ebony, Ivory, living in perfect harmony...

Activities

- (1) What colour is the skin of Sir Paul McCartney? What colour is the skin of Stevie Wonder?
- (2) What colour is the skin of the Lord, to people like Paul McCartney, to people like Stevie Wonder?
- (3) What colour is ebony, what colour is ivory?
- (4) Paul McCartney and Stevie Wonder (both play it beautifully) wrote this preachy song comparing people of white and black races to the keys on a piano. Why do you think some black people may find it is not a good metaphor?
 - a) because the keys are made of cheap ebony
 - b) because only white people can afford a grand piano
 - c) because the black keys are on the back (a less important place)

(5) "...we learn to give each other / What we need to survive / Together alive"

Find further examples (real or in fiction) that show black and white people can work together and help each other.

Condi Rice & George Bush (politics)
Mel Gibson & (cops in *Lethal Weapon*)
.....&
.....&
.....&
.....&
.....&
.....&
.....&

(6) Complete this list of ten top Americans now who are black. You can write your own list if you like. What are they famous for?

Denzel Washington	actor
Tiger Woods	golf-player
Marion Jones	athletics
Kanye West	hip-hop star
Shaquille O'Neal	basketball-player
.....
.....
.....
.....
.....

(7) Talk to classmates from some African countries. Write down together a list of ten famous black people from / in Africa. You can't include more than two footballers.

Kofi Annan	Ghana	politics
Nelson Mandela	South Africa	politics
Samuel E'too	Cameroon	football-player
.....
.....
.....
.....
.....
.....
.....

(8) Good or bad? Black or white? Find these words in a good dictionary

black belt	white ant
black box	white collar
black economy	white feather
black eye	white flag
black flag	white gold

black magic
blackmail
Black Maria
black market
black mass
black sheep
black spot
black tie
black widow

white lie
white magic
white night
white slave
white sugar
white tie
white water
white wedding
white whale

Which colour bears more negative meanings? Black or white?
Does it also happen in other languages?

What colour is a “black box” (a flight-recorder in an aircraft)?

(9) Choose one movie showing now about a great black man (*Ali*: Cassius Clay, the greatest boxer ever; *Ray*: the R&B musical legend...). Write a single paragraph summarizing the lifestory of that great man. Muhammad Ali has also written a book, *Soul of a Butterfly*. There are lots of songs by Ray Charles (1932-2004) you can find enjoyable: “Don’t Let the Sun Catch You Crying”, “What I’d Say”, “I Can’t Stop Loving You”... He also refashioned “America the Beautiful” (the US unofficial anthem) into an iconic hymn.

(10) Select some scenes from *Guess Who’s Coming to Dinner* (1967). Act out the one in which Spencer Tracy & Katherine Hepburn show their embarrassment as they meet their only daughter’s black fiancé (Sidney Poitier).

(11) Read “El racismo retorna al teatro y al cine” (*New York Times / El País*, jueves 21 abril 2005, pp. 1, 4).

SONG # 20 “Games Without Frontiers” Peter Gabriel Album Sixteen Golden Greats (1990)
--

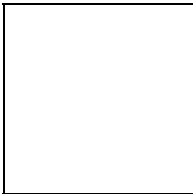
Games without frontiers

Hans **plays** with Lotte, Lotte plays with Jane
Jane plays with Willi, Willi is **happy** again
Suki plays with Leo, Sacha plays with Britt
Adolf **builds** a bonfire, Enrico plays with it
-Whistling tunes we hide in the dunes by the seaside
-Whistling tunes we're kissing baboons in the jungle
It's a knockout
If looks could kill, they probably will
In games without frontiers, war without tears
Games without frontiers, war without tears

Jeux sans frontieres

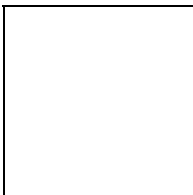
Andre has a red flag, Chiang Ching's is blue
They all have hills to fly them on except for Lin Tai Yu
Dressing up in costumes, playing silly games
Hiding out in tree-tops shouting out rude names
-Whistling tunes we hide in the dunes by the seaside
-Whistling tunes we piss on the goons in the jungle
It's a knockout
If looks could kill, they probably will
In games without frontiers, war without tears
Games without frontiers, war without tears

Activities



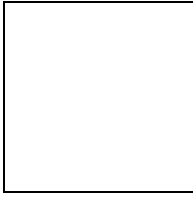
What games do these kids from all around the world play?

- a) blind man's buff
- b) flying kites
- c) war games



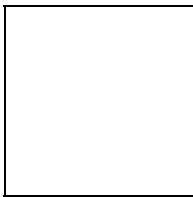
Which of the following games is dangerous?

- a) buiding a bonfire
- b) whistling tunes
- c) dressing up in costumes



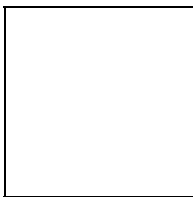
Which of the following games is a real children's game and not silly?

- a) kissing baboons in the jungle
- b) hiding out in tree-tops
- c) shouting out rude names



Which of the following does not show danger or defeat?

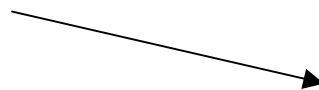
- a) red flag
- b) knockout (K.O.)
- c) war without tears



Kids don't need languages to play children's games. What languages would they use the following kids to shout out rude names or words? For each language choose at least one name:

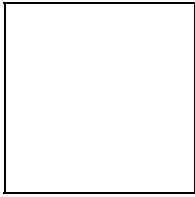
- ENGLISH
- CHINESE
- FRENCH
- GERMAN
- ITALIAN
- JAPANESE
- RUSSIAN

- Britt
- Hans
- Lotte
- Jane
- Willi
- Suki
- Leo
- Sacha
- Adolf
- Enrico
- Andre



Chiang Chin

Lin Tai Yu

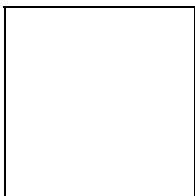


The Name Game. Collect common first names from boys and girls in the school, including the newcomers' from other countries (Mind! Chinese family names go first!). List some of them on the board. Explain that some words are hidden in those names (mostly in English but you can also try Spanish and Catalan words). Through the clues the students are to guess the name

Ernest	Antoni
Davinder	Mohammed
Nikolai	

Oral clues:	-there is a <i>wave</i> in this name	<u>Nikolai</u>
	-birds sleep in this place	<u>Ernest</u>
	-they are very small animals	
	....you find them in the kitchen in summer	<u>Antoni</u>
	-Muslims cannot eat this food	<u>Mohammed</u>
	-a grandfather lives in this name	<u>Davinder</u>

After a few samples let the students play the game on their own.

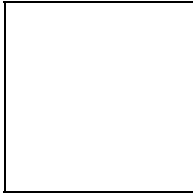


Languages card games. Make some simple flash cards: on one side is written a word you want the students to learn in a number of languages; on the other the language

amic / Catalan	Freund / German
amigo / Spanish	lagun / Euskera
ami / French	drug / Russian
amico / Italian	sadíq / Arabic
friend / English	péngyou / Chinese

Shuffle the cards facing up the word to be learnt . The students play the game in pairs. As they pick up a card they must say the word ("Freund") and the language ("German"), which they check as they turn the card round.

You can also play the game to practice some common expressions like "Hello" / "How are you?" ("Wie geht's" in German, "Kak dyela" in Russian, "konnichi-wa" in Japanese, "Nihao" in Chinese, etc.)

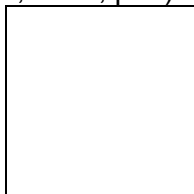


Computer games and racism.

An Amnesty International report published in December 2004 claimed that many games in the Spanish market (PC games, videogames, play-stations, ...) included scenes that constituted an abuse of human rights and an attack on human dignity. The trade association that oversees the video game business (aDeSe: Asociación Española de Distribuidores y Editores de Software de Entretenimiento) accused AI of “lack of scientific rigour”, for the claims in their report do not correspond to reality.

What do you think? Check your stock of games (video, console, PC, mobile phones...). Do you find titles and scenes that may be regarded as racist or xenophobic? Compare your stock with other people of different ages.

The AdeSe report says that 8.5 million Spaniards regularly play video games. A third of them are men and 38 % are minors, while 42 % are aged between 18 and 34. One and a half million people play games via their mobile phones. (*Catalonia Today*, Thursday February 3, 2005, p. 6)



SONG # 21 “Shaking the Tree”
Peter Gabriel & Youssou N’Dour
Album *Shaking the Tree-Sixteen Golden Greats* (1990)

Souma yergon, sou nou yergon, we are shakin’ the tree
Souma yergon, sou nou yergon, we are shakin’ the tree

Waiting your time, dreaming of a **better** life
Waiting your time, you’re more than just a wife
You don’t want to do what your mother has done 5
She has done
This is your life, this new life has begun
It’s your day – a woman’s day
It’s your day – a woman’s day

Turning the tide, you are on the incoming wave 10
Turning the tide, you know you are nobody’s slave
Find your sisters and brothers
Who can hear all the **truth** in what you say
They can **support** you when you’re on your way
It’s your day – a woman’s day 15
It’s your day – a woman’s day

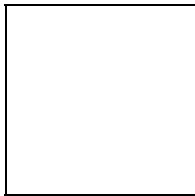
Changing your ways, changing those surrounding you

Changing your ways, more than any man can do
Open your heart, show him the anger and pain, so you **heal**
Maybe he's looking for his womanly side, let him feel 20

You had to be **strong**
And you do nothing wrong
Nothing wrong at all
We're gonna break it down
We have to shake it down 25
Shake it all around

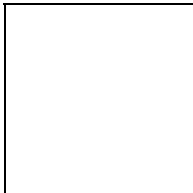
Souma yergon, sou nou yergon, we are shakin' the tree
Souma yergon, sou nou yergon, we are shakin' the tree
Souma yergon, sou nou yergon, we are shakin' the tree

Activities

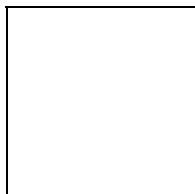


This song deals with the women's movement in Africa, where men traditionally allow women very few rights. Which word in the song stands as a metonymy for "man"?

- a) tide
- b) way
- c) tree

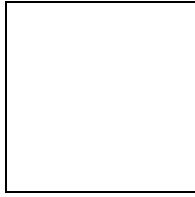


Find lines in the song that encourage African women to take action to do something about their problems.



Which of the following statements about taking action sounds more friendly and peaceful than the others?

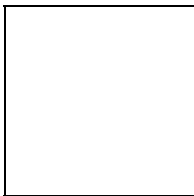
- a) "open your heart, show him the anger and pain, so you heal"
- b) "we have to shake it down"
- c) "we're gonna break it down"



“You don’t want to do what your mother has done”, “You are nobody’s slave”.

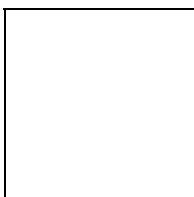
What is the traditional role of an African woman (mother, wife)? Tick (✓) what she is not allowed to do.

- to collect water from distant wells
- to do the hardest farming jobs
- to get education and a good job in cities far from village life
- to do the cooking and all kind of unpleasant housework chores
- to take care of her kids and their upbringing
- to get a divorce if her husband marries a younger woman
- to please her husband in everything he fancies
- to strike back if she is beaten by her husband



Read and listen to “Woman is the Nigger Of the World” by John Lennon. Is the picture of Western women very different from African women? Here are a few statements

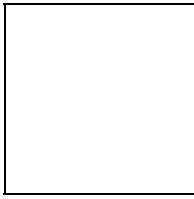
- “We make her paint her face and dance”
- “If she’s real, we say she’s trying to be a man”
- “Woman is the slaves of the slaves”
- “We make her bear and raise our children”
- “And then we leave her flat for being a fat old mother hen”
- “We tell her home is the only place she should be”
- “We insult her every day on TV”
- “When she’s young we kill her will to be free”
- “...telling her not to be so smart”



Which of the following is not a real big problem for African women nowadays?

- life expectancy
- Aids
- infanticide of baby girls
- slavery
- elder abuse
- family violence
- equality of human rights
- polygamy

___ female genital mutilation

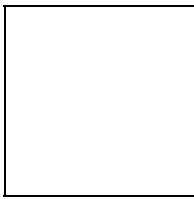


“It’s your day –a woman’s day”. When do we celebrate International Women’s Day around the world? (a national holiday in many countries, this date is also commemorated at the United Nations)

a) 8 March

b) 8 April

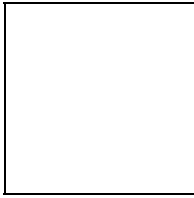
c) 1 May



“Maybe he’s looking for his womanly side, let him feel” (line 20).

What feminine qualities can help to improve the human race? Write down five (for example: emotional sincerity, competitivelessnes...).

Let boys and girls from other backgrounds join the dicussion. Make agreements about the three most important qualities and write them in big letters on the board. Write them in English and in the students’ mother tongues.

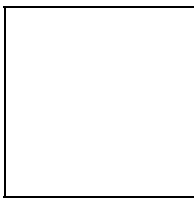


“Souma yergon, so nou yergon”. Peter Gabriel wrote this song together with Africa’s world musician Youssou N’Dour. He comes form Senegal, where French is the official language. Which is the most important African language in this country?

a) Wolof

b) Swahili

c) Amazigh



Here are some excerpts of an interview with Youssou N’Dour (*The Unesco Courier*, July-August, 1998, pp. 78-82). Match the questions with the answers.

Here are the questions:

You campaign for humanitarian causes, including the fight against poverty. Where do you start in Africa?

Which is more important, working at the grassroots or at the international level?

You campaign for human rights, yet you're in favour of polygamy. Isn't there a contradiction there?

It's against equality between the sexes. Are you in favour of polyandry?

Even human rights?

Write these questions again in these squares above the right answer

No. Anyway, for the moment I've got only one wife. But I believe religion comes before all else.

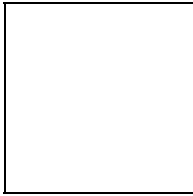
I'm a practising Muslim and Islam allows polygamy. Anyway, is it really a denial of human rights?

Yes and no. Polygamy aside, I'm in favour of human rights. I'm against female circumcision and I believe in the emancipation of women. But I also think women should remain the guardian of African values, like family harmony.

By communicating. Everyone must have the right to voice an opinion -the poor, the rich, the middle class. They don't know each other and their paths never cross. I want to use my music to bring them together. I perform everywhere -from city suburbs to the poorest villages.

They go together. At first, I was encouraged to work with organizations like UNICEF, for which I'm a "goodwill ambassador", and Amnesty International. They opened my eyes. You see your own country clearer when you're far away. Working

with these organizations gave me the idea of setting up an association in the neighbourhood where I was born, the Medina, a wonderful ragbag of contradictions. Like my music.



Listen to other pop songs about 'being a woman'. Decide on the melody you would like to play as a liberation hymn in your classroom on Working Woman's Day.

Janis Ian, "At Seventeen"

Sheena Easton, "Modern Girl, Nine to Five"

Cindy Lauper, "Girls Just Want to Have Fun"

Paula Cole, "Where Have All the Cowboys Gone?"

Madonna, "Material Girl"

Shania Twain, "That Don't Impress Me Much"

Neneh Cherry, "Woman"

Tracy Chapman, "She's Got Her Ticket"

Chaka Khan, "A Woman in a Man's World"

SONG # 22 "Africa Unite", Bob Marley Album <i>Survival</i> (1979)
--

Before listening and reading

Cultural note: In the 1930s, the philosophies of Marcus Garvey stated that black people who were living in the Americas because their ancestors had been slaves should be given their own African homeland. These ideas inspired the birth of Rastafarianism in the slums of Jamaica in the 1960s. Rastafarians believe that black people are the *chosen* people, the people who God has chosen, and that Emperor Haile Selassie of Ethiopia (1930-1974) was the Messiah.

Africa, unite
'Cause we're moving right out of Babylon
And we're going to our father's land

How good and how pleasant it would be Before God and Man, yeah To see the unification of all Africans, yeah As it's been said already let it be done, yeah We are the children of the Rastaman We are the children of the Higher Man.	5
So Africa, unite 'cause the children wanna go home Africa, unite 'Cause we're moving right out of Babylon And we're grooving to our father's land	10
How good and how pleasant it would be Before God and Man, yeah To see the unification of all Rastaman, yeah	15
As it's been said already let it be done, yeah I tell you who we are under the sun We are the children of the Rastaman We are the children of the Higher Man.	20
So, Africa, unite, Africa, unite Unite for the benefit of your people Unite for it's later than you think Unite for the benefit of your children Unite for it's later than you think	25
Africa awaits its creators, Africa awaiting its creators Africa, you're my forefather cornerstone Unite for the Africans abroad, Unite for the Africans a yard Africa, unite.	30

Activities

What do you think?

To a Rafta supporter Babylon is...

- a) the land of their dreams
- b) any oppressive white society (USA, Jamaica, London...)
- c) the region which Israelites conquered destroying the Hanging Gardens

Where is "our father's land"? Where is the "home" where children want to go?

- a) Africa
- b) Heaven
- c) the Sun

Who is the Rastaman, the Higher Man?

- a) God
- b) the forefather

c) the creator of the cornerstone

“We’re grooving to our father’s land”. ‘Grooving’ means here...

- a) smoking cannabis
- b) playing music and dancing
- c) fasting (not having food or drinks)

“Unite for the Africans abroad”. Who are the ‘Africans abroad’?

- a) the black people in America
- b) the black people in Azania (alternative name for South Africa)
- c) the whole human race

“Africa awaiting its creators”. Who were Africa’s creators?

- a) the slaves that had been taken to the New World since the 17th century
- b) the religious leaders of the Pan-Africanist Congress like Desmond Tutu
- c) the sons of Noah: Shem, Ham and Japheth

Bob Marley & Africa

Bob Marley wrote this political song at a time of increased trouble and fighting in Africa: in Angola, in Mozambique, in Zimbabwe.

Similar ideas appear in “War” (1976)

Until the ignoble and unhappy regimes
That hold our brothers in Angola, in Mozambique
South Africa sub-human bondage
Have been toppled, utterly destroyed
[...] until that day, the African continent
Will not know peace, we Africans will fight

In “Exodus” (1977)

We know where we’re going
We know where we’re from
We’re leaving Babylon, y’all!
We’re going to our Father

Exodus, movement of Jah people
[...]
Jah come to break downpression
Rule equality
Wipe away transgression
Set the captives free

Jah: God

Or “Redemption Song” (1980) to quote but a few

Emancipate yourselves from mental slavery
None but ourselves can free our mind
[...] How long shall they kill our prophets
[...] Won’t you help to sing
These songs of freedom?

Bob Marley's dream of Africa united is far from coming true. Africa is the second largest continent on the globe. The population (about 700 million in 1992) does not grow faster than in other developing worlds because of famine, poverty, wars, malaria or aids.

How many people would live in Africa today if all the black communities in America joined the Rasta movement and settled in Africa?

Pop. of Africa now (including other races)	_____
Pop. of black people in Canada	_____
Pop. of black people in the USA	_____
Pop. of black people in Central America (Guatemala, Nicaragua, El Salvador, Honduras, Costa Rica, Panama...)	_____
Cuba and the Caribbean	_____
West Indies	_____
Brazil	_____
Total + -	_____

Would life in the African homeland change for better if ruled by a Rastafarian political system? Rastafarians have distinctive codes of behaviour and dress, including the wearing of dreadlocks ("rastes") and the smoking of cannabis; they also reject Western medicine and follow a diet that excludes pork, shellfish and milk.

Discuss this issue in the class. Would Rastafarianism make Africa poorer and sicker?

Pop music and a new Africa

There are a lot of political pop songs about Africa: "Mandela" (Tony Wilson), "Radio Africa" (Latin Quarter)... There is also a lovely collection of popular songs around the world with African influences: Helmut Lotti's *Classics Out of Africa* (including themes like "Kumbaya My Lord", "Pata Pata", "Tula Tula", "My Angel"....).

Here are the lines of an oldy pop song from the 1960s, "The Lion Sleeps Tonight" (Tokens). It was a hunting song originally sung in Zulu in what is now Swaziland. The original title, "Mbube", means 'lion'. In the 1950s Miriam Makeba recorded it with the Zulu lyrics (*Mbube Wimoweh*, "The Lion Sleeps")

Ee-e-e-um-um-a-weh
Wemoweh,wemoweh,wemoweh,wemoweh

In the jungle the mighty jungle
The lion sleeps tonight
In the jungle the quiet jungle

The lion sleeps tonight

Ee-e-e-um-um-a-weh
Wemoweh,wemoweh,wemoweh,wemoweh

Near the village, the peaceful village
The lion sleeps tonight
Near the village, the peaceful village
The lion sleeps tonight

Ee-e-e-um-um-a-weh
Wemoweh,wemoweh,wemoweh,wemoweh

Hush my darling, don't fear my darling
The lion sleeps tonight
Hush my darling, don't fear my darling
The lion sleeps tonight

Ee-e-e-um-um-a-weh
Wemoweh,wemoweh,wemoweh,wemoweh

To most hearts and minds this song is a lullaby but it also offers a political message.
What does the "lion" stand for?

- a) a hungry Africa
- b) a powerful Africa when it wakes up
- c) a dangerous Africa for black and white people

Here are the complete words of "New Africa" (2000) by Youssou N'Dour. If you listen to the song you will enjoy the Afrobeat and lyrics: only the last six lines are spoken in English!

I'm calling all sons of Africa
To come together in spirit
To develop the same views and wishes
Regardless of any geographical boundaries
Let's put together our resources and work as in group
Together no one can come between us
As a leader, it's important to realize that
The country's natural resources belong to us
A strong leader should love his country
And help starts within
When one thinks of what our ancestors went through
We are heartbroken and revenge is all we can think of
If it were up to me, Africa would be united under one leader
Then we'd put our strength and ideas together
Under that leadership
Let's break the boundaries, make communication easier for all
Change your thinking
Work together
Keep on working

Cheikh anta diop, Kwame Nkrumah, Steven Biko
Africa
Africa united

This Senegalese songwriter's dream is again Africa united, but under one leader. Which of the three political figures exemplified in the song was called "the Gandhi of Africa"? He (1909-72) became a significant leader both of the movement against white domination and of pan-African feeling.

- a) Cheikh anta diop
- b) Kwame Nkrumah
- c) Steven Biko

Discuss in the class how powerful a united Africa could be: without borders, with all natural resources under one single control, all Africans working together, putting their strength and ideas together. More powerful than the emergent economies in China and India? Richer than Europe, the USA or Brazil in natural resources?

Suggest who could be the "strong leader" of this imaginary Africa:

- Kofi Annan?
- Thabo Mbeki (president of South Africa)?
- Youssou N'Dour ?
- Barack Obama (the son of a Kenyan immigrant who became a senator for Illinois in 2004)?
-(make other suggestions)

"Let's[...] make communication easier for all"

What language / languages would be needed for a united Africa? Which is the most spoken language in this huge continent?

- a) French
- b) English
- c) Arabic
- d) Afrikaans

Check in what African countries these are the official languages before you choose the answer. Do you think one African language should become the official language all across the continent ? If so, which one? A unified Bantu language like Swahili?

Learn about African languages (the Niger-Congo branches in particular) before you decide on the official African language for all Africans.

Investing in technology in Africa

Africa has fewer telephone lines, radios, televisions, computers and internet users than any other continent. Only one in four people owns a radio, and one in 40 a telephone. The situation is particularly bad in rural areas, where there are no telephone lines or roads. In sub-Saharan Africa, there is one internet connection for every 250-400 people –compared with one for every

two in North America. Millions of people are missing out on the opportunity for development, trade and education that technology provides.

It is true that when a country is struggling under the burdens of war, famine or disease, getting people Internet access or mobile phones seems to be a very low priority. But governments and international institutions are realising that there can be benefits for healthcare systems (which can share information and e-mail patient records) and education. In Sierra Leone, Rwanda and Angola, former child soldiers are taught computer skills as part of their rehabilitation while an English teacher in Mauritania helps her students contact other students around the world. "None of my students has a street address to their homes, but they are all proud to own an e-mail address", she claims. In societies where women's role is often restricted by family or religion, it's a vital way for girls to learn about the rest of the world.

(from *50 Facts That Should Change the World*, pp. 193-4)

Writing tasks

- 1) In January 2005 Bill Gates (Microsoft founder and the wealthiest man in the world) donated 750 million dollars to the GAVI organization (Global Alliance for Vaccination and Immunization) so that 50 million kids in developing countries can get a vaccine that may save their lives: every year 27 million kids under 5 do not get a vaccine, so 1.5 million die.

Write an e-mail letter to Bill Gates suggesting that he might consider investing in new school technologies (a set of computers for each village school in Africa) so that real worldwide communication can be achieved.

- 2) Write a formal letter to the embassy or consulate in Spain of a sub-Saharan country. Show your concern about an important issue in that country (disease, poverty, school education, farming, industrial life, technology.....) Ask for websites that may facilitate information about that topic. Show your interest in keeping in touch with schoolboys and girls through Internet or pen-pal writing.

Save the following penpal club just in case

Penpals From Around the World <http://www.penpals.com>

"Hotel Rwanda"

Watch this film directed by Terry George (2004) about one of the most horrific genocides in history, in which in 1994 close to a million people were slaughtered in that country in a clash between the Tutsi clan and the Hutu militias. Compare this genocide to those shown in Steven Spielberg's *Schindler's List* (1993, about the holocaust of Jews during the Nazi regime) and Roland Joffé's *Killing Fields* (1984): the mass execution and killing of more than 2 million Cambodians undertaken by the Khmer Rouge Communist guerrillas under Pol Pot's regime in 1975.

Paying a tribute to Bob Marley and Africa

Collect all the songs written by Bob Marley. Arrange them in alphabetical order from **A** ("Africa Unite", "Ambush in the Night") to **Z** ("Zimbabwe", "Zion Train"). Write a

patchwork poem dedicated to Bob Marley or Africa. Choose one song-title as a title. You must borrow other song-titles to complete the poem.

Look at these examples:

“Soul Rebel”

So Much Trouble In the World
Rat Race
Bad Card
Stir It Up
I’m Burning Inside

“Midnight Ravers”

Talkin’ Blues
Roots, Rock, Reggae
One Drop
Satisfy My Soul

“3 O’Clock Road Block”

Zion Train
Jamming
People Get Ready
Night Shift
Nice Time
I’m Still Waiting
Slave Driver
The Heathen
Why Should I?
Waiting In Vain
Time Will Tell

“Guiltiness”

Blackman Redemption
Get Up, Stand Up
Give Thanks and Praise
Do It Twice
High Tide Or Low Tide
Forever Loving Jah

SONG # 23 “Third World Child”,
Johnny Clegg & Savuka
Album *Third World Child* (1987)

Bits of songs and broken drums	
Are all he could recall	
So he spoke to me	
In a bastard tongue	
Carried on the silence of the guns	5
“It’s been a long long time	
Since they first came	
And marched through our village	
They taught us to forget our past	
And live the future in their image”	10

Chorus
 They said
 "You should learn to speak a little bit of English
 Don't be scared of a suit and tie
 Learn to **walk** in the dreams of the foreigner"
 I am a Third World Child 15

The Outworld's dreams are the currency
 That grip the city streets
 I live them out
 But I have my **own**
 Hidden somewhere deep inside of me 20.
 In between my father's fields
 And the citadels of the **rule**
 Lies a no-man's land which I must cross
 To find my stolen jewel.

They said 25
 "You should learn to speak a little bit of English
 Maybe practise birth control
 Keep away from controversial politics
 So to have my third world soul"

They said 30
 "You should learn to speak a little bit of English
 Don't be scared of a suit and tie
 Learn to walk in the dreams of the foreigner"
 I am a Third World Child

Wo ilanga lobunzima 35
 Nalo liyashona
 Ukuthini asazi
 Musa Ukukhala
 Mntanami

Bits of songs and broken drums 40
 Are all he could recall
 But the future calls his name
 Out loud
 Carried on the violence of the guns

Activities

Understanding bits of the songs

Pronouns. Match the personal pronouns in the song with the actors

- | | |
|--------------------|--------------------------|
| I _____ | a. the singer |
| Me (line 3) _____ | b. one Third World Child |
| Me (line 20) _____ | c. Third World Children |
| You _____ | d. The Outworld's dreams |
| He _____ | |

Us _____
They _____
Them _____

e. Missionaries / mercenaries /
UN soldiers...

The Outworld's dreams are those of...

- a) the developed (rich) countries
- b) the silence of the guns
- c) the no-man's land

Which of the following statements does not sound true: Third World Children will live a better life if...

- ___ they sing songs and break drums
- ___ they forget their cultural roots
- ___ they speak English
- ___ they wear smart clothes, Western clothes
- ___ they don't have large families
- ___ they don't get into hot political water

Which of the following lines in the song shows there is hope for third world children who do not leave their homelands?

- ___ "They taught us [...] live the future in their image"
- ___ "Learn to walk in the dreams of a foreigner"
- ___ "But the future calls his name out loud"

The Third World Children have a dream of their own: to find their "stolen jewel". What can this be?

- a) their cultural identity
- b) the gold mined by black slaves in South Africa
- c) the natural resources the white men had not exploited

Pop music and "bastard" tongues

"Wo ilanga / Nalo liyashona / Ukuthini asazi / Musa Ukukhala / Mntanami".

These lyrics are sung in one of the three main "coloured" languages in South Africa. These are...

- a) Zulu, Xhosa, Swazi
- b) Kituba, Amharic, Fang
- c) Fulani, Kissi, Gola

Johnny Clegg (born in England, raised in his mother's native Zimbabwe and then settled in South Africa) was one of the earliest examples of multiracial rock bands, first with Savuka then with Juluka, sowing the seed for other bands to grow in South Africa, northern Africa, Europe and the USA.

Do some light research to find examples of interracial rock bands in Catalonia / Spain today. Who are they? Where are they from? What instruments do they play? What

costumes do they wear? What songs do they write and sing? What are the songs about? What cross-cultural influences can be observed?

Third World Kids in Trouble

Aside from disease and hunger, kids in developing countries are living two major dramas: child soldiers (there are 300,000 child soldiers fighting in conflicts around the world) and child labour (there are 44 million child labourers in India alone, up to 100 million considering the population under 18).

Here are some countries where young people (girls too!) are being trained nowadays to play the war game fearlessly:

Burma
Burundi
Colombia
Liberia
Sri Lanka

Find about when the fighting broke out in these places, if there are child soldiers on both sides, and why.

.....

Here are 12 fundamental rights to put an end to exploitation. They all sound important. Tick 3 that are the most important to your mind. Discuss your choice with a partner.

- the right to be taught a trade
- the right to stay in their village and not forced to leave for the city
- the right to work in a safe environment
- the right to light and limited work
- the right to healthcare
- the right to rest when sick
- the right to be respected
- the right to be listened to
- the right to read and write
- the right to play
- the right to form organisations and youth unions and express themselves
- the right to equitable justice in case of problems

Do you think boycotts of some particular products in some particular countries would stop abuse in child labour? How can boycotts be monitored? Prepare a class discussion about it. Think of some trademarks in sports equipment that violate the human rights of kids around the world.

Supporting Third World Children

There are a lot of institutional ads in national / international daily papers and weekly magazines calling for help to support the Third World. Some of these ads are educational and are sponsored by business organizations

What can you grow when you provide farmers with money, tools and education? Hope !

(ChevronTexaco)

Too many children lack one their most-basic needs: a childhood.
[....] The Children of today, the promise of tomorrow

(Canon)

Write me down, make me real.

Every year, 48 million children start life with no legal identity

[...] **The Campaign for Universal Birth Registration.**

Make your own artistic contribution. Let yourself become a Unicef Goodwill Ambassador. Design a small poster. Find catchy words from a pop song (for example Michael Jackson's "Heal the World") that can help you develop the text and final message for this heading (you can try one of your own if you like)

**MAKE SOMEONE'S DAY
A LITTLE BRIGHTER**

Attach suitable pictures from old mags to make a beautiful collage glued to the backing. Here are some websites to get you involved so that you can learn more about these issues.

Human Rights Watch. Dedicated to preserving and promoting human rights around the world. HRW aims to name and shame abusers

www.hrw.org.

Equality Now. Protects and promotes the human rights of women around the world

www.equalitynow.org.

Coalition to Stop the Use of Child Soldiers

www.child-soldiers.org.

African Movement for Working Children and Youth

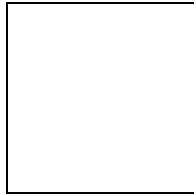
www.enda.sn/eja.

Global March Against Child Labour (this worldwide organization is based in Delhi)

www.globalmarch.org.

Save the Children. *This has an international perspective on child poverty.*

www.savethechildren.org.



SONG # 24 “Rock the Casbah”, The Clash Album <i>Combat Rock</i> (1982)
--

Now the king told the boogie men You have to let that raga drop The oil down the desert way Has been shakin' to the top The sheik he drove his cadillac He went a' cruising down the ville The muezzin was a' standing On the radiator grille	5
(chorus)	
The shareef don't like it Rockin' the casbah Rock the casbah The shareef don't like it Rockin' the casbah Rock the casbah	10
By order of the prophet We ban that boogie sound Degenerate the faithful With that crazy casbah sound But the bedouin they brought out The electric camel drum The local guitar picker Got his guitar picking thumb As soon as the shareef Had cleared the square	15 20

They began to wail 25

(chorus)

The shareef don't like it
Rockin' the casbah
Rock the casbah
The shareef don't like it
Rockin' the casbah 30
Rock the casbah

Now over at the temple
Oh! They really pack 'em in
The in crowd say it's cool
To dig this chanting thing 35
But as the wind changed direction
The temple band took five
The crowd caught a whiff
Of that crazy casbah jive

take a five: take a break
a whiff: a breath of air

The king called up his jet fighters 40
He said you better earn your pay
Drop your bombs between the minarets
Down the casbah way

As soon as the shareef was
Chauffeured outta there 45
The jet pilots tuned to
The cockpit radio blare

As soon as the shareef was
Outta their hair
The jet pilots wailed 50

(chorus)

The shareef don't like it
Rockin' the casbah
Rock the casbah
The shareef don't like it
Rockin' the casbah
Rock the casbah

Cultural notes

Bedouin: nomadic Arabs of the desert

Casbah (also *Kasbah*): the citadel of a North African city

Minaret: a turret connected with a mosque and having a balcony from which the muezzin calls at hours of prayer

Muezzin: a Muslim crier who proclaims the hours of prayer usually from a minaret

Shareef (also *Sharif*, *Sherif*): a Muslim leader descendant of Muhammad

Sheik (also *Sheikh*, *Shaikh*): a chief or head of an Arab tribe or village

Rock slang

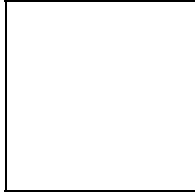
Boogie: a dance to pop music

Dig: hear or see in performance

Jive: a dance performed to rock and roll music

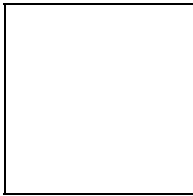
Raga: musical tone

Making free interpretations of the song



humorous

This song (along with the video shot in 1982) was considered a parody of the world's energy crisis in the 1970s. Spot a couple of lines / words that back up this claim.



Iranian Khomeini

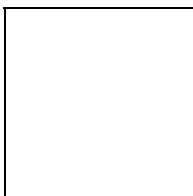
More clearly this song was written as a denunciation of the regime's suppression of rock music: "By order of the prophet / We ban the boogie sound".

Why did Ayatollah Khomeini (1900-1989) ban rock music and other Western influences in Iran in 1979?

Find lines in the song that show Muslim people did not obey the ban, for they were hooked on rock and roll.

How did the king (political or religious leaders like Gadaffi or Khomeini) plan to destroy the symbol of subversive music and fun, the Casbah (a fortress)?

Did the jet pilots obey the orders or did they also join the singing of those windy tunes ("wailed") like the Bedouin camel drivers?



invaded Iraq in 1991

The US military used this song as a rallying cry when they

(Gulf War episode I). It was also a favourite on the radio service in the second and more permanent invasion in 2003. Why do you feel the soldiers loved this song?

- a) because it was written as a *Combat Rock* song
- b) because of the catchy tunes of the chorus that make you feel in a fighting mood and fire your morale
- c) because the lyrics are full of insulting words against the Islamic world

The Clash & xenophobia

Do you think there is racism and xenophobia in this song? Tick as appropriate

- yes
- no
- don't know / can't decide

Some of the scenes of the song can be offensive or just good fun. Talk to a Muslim classmate first. Write *O* for offensive, *F* for fun on the lines:

- a muezzin standing on the Cadillac radiator grille
- bedouins playing electric drums
- a crowd of people chanting and dancing jives in a mosque
- jet fighters destroying the citadels of their own villages

Call MTV or just drop an e-mail asking this music channel to show the original "Rock the Casbah" videoclip, which was shot in the desert of Texas in 1982.

Take note:

Joe Strummer and the other Clash guys joined in concerts against racism (to fight the activities of the neo-Nazi National Front group in their native England), hunger or genocide (the killings in Cambodia in the late 1970s).

The Imam should know

There has been a deep religious revival in northern Africa (Algeria, Morocco, Lybia, Egypt...) following the Islamic Revolution of Ayatullah Khomeini and Colonel Muammar Gaddafi (Lybia) in the 1970s and the Taliban regime in Afghanistan in the 1990s.

What are the main aspects of the *sharia* (Islamic law)?

What aspects of Western civilization can be harmful, sinful or just shameful to Muslim immigrants in Europe?

You can learn about these topics in a rather empirical way:

- 1) Interview a local Imam (leader of prayers in a mosque as well as a religious teacher-advisor)

2) Carry out a short survey among boys and girls from a Muslim / Islamic background (Morocco, Senegal, Mali, Algeria, Gambia, Nigeria...)

Rate from 1 (they tolerate and accept) to 5 (they really hate) how much they like these items of the Western way of life. You can add other items of your choice

	1	2	3	4	5
Alcohol					
Rock music					
Clothes, looks					
Fast food					
Pubs					
Sexual freedom					
Material things					
TV shows					
School education					
Family upbringing					

Young immigrants and rock

You can conduct a similar survey at school about new partners and rock music. How crazy are they about it?

First find about their musical likes and grade them 0 (not at all), 1 (very little), 2 (a little), 3 (a lot)

How much do you like...?

	0	1	2	3
Hip hop				
Reggae				
Spanish rock				
Catalan rock				
Funk				
Jazz				
Techno				

Next you may wish to know about their musical “stockrooms”.

	0	1	2	3
Musical DVD				
Buy CDs				
Borrow CDs				
Buy tapes				
Borrow tapes				
Watch MTV				
Satellite TV				
Read pop mags				
Internet load down				
Posters in bedroom				
Pop radio				

Draw a nationality-chart with the results. Are the scores of boys and girls from Argentina different from those partners from Morocco, India or Romania?

Rock el Casbah

Listen to this adaptation of “Rock the Casbah” by Franco-Algerian singer Rachid Taha (within *Tékitoi*, 2004). Share the lyrics with an Arabic-speaking classmate

Es-seltan gal L-boogie-men
 Men had er-raga, Berkaw!
 Wesh wesh had-el-fawda?
 El-petrol [...]

Sing the chorus together [Joe Strummer and the remaining Clash members do this job in Rachid’s recording). This version proves that it is possible to mix Eastern soul with Western beat successfully.

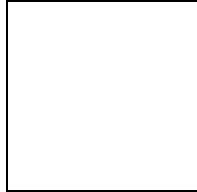
Raï music

Raï is a kind of musical style from northern Africa, very popular among young Moroccans and Algerians. Lyrically it is akin to the blues, singing of alienation, poverty, drug and alcohol abuse, immigration and forbidden sexual desires. Critics hold that pop-raï artists have no understanding of folkpoetry (its original basis was Arabic love poetry and Bedouin folk music) and sing only of flesh and alcohol. Raï artists state that theirs is a rejection of taboos in a society of traditions.

Try to get some samples of raï music. You can borrow some tapes of Chab Samir, a multicultural group (Catalan, Cuban, Algerian, Moroccan) whose leader is a raï star who has lived in Catalonia since 1992: Samir El Quichiri. He writes and sings in Arabic and Berber about immigration, love and human relationships.

If you enjoy this music you can try out a language experiment: add some lyrics in English (of your own, from a pop song) and arrange them so that it can be sung and danced to the raï tunes.

You can organize hip-hop and raï contests in your school !



SONG # 25 "Radio Baghdad", Patti Smith
Album *Trampin'* (2004)

Suffer not Your **neighbor's** affliction
Suffer not Your neighbor's paralysis
But extend your hand Extend your hand
Lest you vanish in the city And be but a trace
 Just a vanished ghost And your legacy
All the things you knew Science, mathematics, **thought**
 Severely weakened Like irrigation systems
In the tired veins forming From the Tigris and Euphrates
 In the realm of peace All the world revolved
 All the world revolved Around a perfect circle
 City of Baghdad City of scholars
Empirical **humble** Center of the world
 City in ashes City of Bahdad
 City of Baghdad Abrasive aloof.

Oh, in Mesopotamia Aloofness ran deep
 Deep in the veins of the great rivers
 That form the base of Eden
And the tree The tree of **knowledge**
 Held up its arms To the Sky
All the branches of knowledge All the branches of knowledge
 Cradling Cradling
 Civilization In the realm of peace
All the world revolved Around a perfect circle
 Oh Baghdad Center of the world

City of ashes With its great mosques
Erupting from the mouth of god Rising from the ashes like
A speckled bird Splayed against the mosaic sky
Oh, clouds around We created the zero
But we mean nothing to you You would believe
That we are just some mystical **tale** We are just a swollen belly
That gave birth to Sinbad, Scheherazade We gave birth
Oh, oh, to the zero The perfect number
We invented the zero And we mean nothing to you
Our children run through the streets
And you sent your flames Your shooting stars
Shock and awe Shock and awe
Like some, some Imagined warrior production
Twenty-first century No chivalry involved
No Bushido

Oh, the code of the West Long gone
Never been Where does it lie?
You came, you came Through the West
Annihilated a people And you come to us
But we are older than you You come you wanna
You wanna come and rob the cradle
Of civilization And you read yet you read
You read Genesis You read of the tree
You read of the tree Beget by god
That raised its branches into the sky Every branch of knowledge
Of the cradle of civilization.

Of the banks of the Tigris and the Euphrates
Oh, in Mesopotamia Aloofness ran deep
The face of Eve turning What sky did she see
What garden beneath her feet The one you drill
You drill Pulling the blood of the earth
Little droplets of oil for bracelets Little jewels
Sapphires You make bracelets
Round your own world We are keeping tears
Rubies We offer them to you
We are just Your Arabian nightmare
We invented the zero But we mean nothing to you
Your Arabian nightmare

City of stars City of scholars
Science City of ideas
City of light City
City of ashes That the great Caliph
Walked through His naked feet formed a circle
And they built a city A perfect city of Baghdad
In the realm of peace And all the world revolved
And they invented And they mean nothing to you
Nothing to you Nothing

Go to sleep Go to sleep my child

Go to sleep And I'll sing you a lullaby
 A lullaby for our city A lullaby of Baghdad
 Go to sleep Sleep my child
 Sleep sleep...
 Run Run...

You sent your lights Your bombs
 You sent them down on our city Shock and awe
 Like some crazy t.v. show

They're robbing the cradle of civilization
 They're robbing the cradle of civilization
 They're robbing the cradle of civilization

Suffer not The paralysis of your neighbor
 Suffer not But extend your hand

Radio Baghdad Quiz

The answers to this general knowledge quiz are scattered in the thick bush of this song written by a scholarly poetess

1	Name the two rivers that form another river, Shatt al-Arab, which flows into the Persian Gulf
2	What is the name of the ancient land, in present day Iraq, between those mythical rivers?
3	The Arabs left to the world a system of supplying water to the farmland. What is it called?
4	"Baghdad City of Scholars". In what areas of knowledge did those scholars excel?
5	Which is the perfect number the Arabs created?
6	Name two legendary characters from the <i>Arabian Nights</i>
7	What kind of animal (sea / air / land) was the Phoenix, which after living for five or six centuries in the Arabian Desert burnt itself and then rose from the ashes?
8	"Cradle of civilization". Which religious book tells the story of Eve and the Tree of Knowledge (of Good and Evil)?
9	Who was the chief Muslim civil and religious ruler, regarded as the successor of Muhammad?
10	What is the Eastern code of honour and morals of the Japanese Samurai the West does not respect in the wars of the 21st century?

Hope for Baghdad ?

As she did in her legendary album and world tour in 1976 (*Radio Ethiopia*) Patti Smith criticizes bitterly and angrily the active role of her fellow American leaders in the development of unfair and destructive wars.

- ◆ Why did Iraq (Sadam Hussein) become an Arabian nightmare to the USA?
- ◆ Why did the US Pentagon send flames, shooting stars, lights and bombs? What did they plan to rob? Tick (✓) one of these treasures

- ___ all the ancient branches of knowledge
- ___ the mosques and the cradle of civilization
- ___ the 'blood of the earth'
- ___ the museums of ancient history
- ___ jewels, sapphires and rubies
- ___ a lullaby

But there is also a touch of hope in her lyrics: "City of ashes". How can the reconstruction of Iraq be compared to the mythical Phoenix? What can push this country into a renewed youth to live through another cycle of peace and wealth?

- ___ democracy
- ___ natural resources
- ___ cultural tourism
- ___ the religious reunification of Shi'ite, Sunni and Kurdish clans

Read again the starting / closing lines of the song

Suffer not Your neighbor's affliction
Suffer not Your neighbor's paralysis
But extend your hand Extend your hand

These words sound like a religious prayer inviting the Iraqi people to be generous and sympathetic to their enemies, not to strike back. Check if these lines stem from the *Bible*, from *Koran*... or just from Patti Smith's own source book

Smoking the Pipes of Peace: Role Play

In his inaugural speech (January 2005) George W. Bush spoke of "ending tyranny" but didn't identify any particular tyrant of the "Axis of Evil". Secretary of State Condoleezza Rice was more specific calling six nations "outposts of tyranny".

Read and listen to Sir Paul McCartney's "Pipes of Peace" lyrics. Then get seated at a round table seven students who can contribute to cool down things around the world for a while: one is to play George W. Bush, another six the most "wanted" tyrants of power: comandante Fidel Castro (Cuba), general Than Shwe (Burma), Alexander Lukashenko (Belarus), Ayatullah Ali Khomeini (Iran), Robert Mugabe (Zimbabwe), Kim Jong II (North Korea).

There must be a chairperson to preside over the meeting. The target of this meeting is to change the angry feelings of those seven politicians

"The best hope for peace in our world is the expansion of freedom

in all the world” (Bush)

“I accuse the US of criminal conduct in Guantánamo Bay” (Castro)

No tough quotes, just silence (Than Shwe)

“We do not need this freedom... smelling of oil” (Lukashenko)

“Iran is prepared to attack any intruder with a rain of fire and death” (Khomeini)

“Let them come to Zimbabwe and they will face it” (Mugabe)

“US is a wrecker of democracy” (Kim Jong Il)

There must be a deal in the end that international freedom or democracy is not to be achieved through war, revenge or threats but through negotiation and agreement. You can use the lyrics of “Pipes of Peace” or many other “peace” pop songs (like “Gandhi” by Patti Smith) as conversation stuff and fillers.

Changing the lyrics of the American national anthem?

Here is the starting verse of the Iraq national anthem

Watannu Mede Alalufqui

Land of Two Rivers

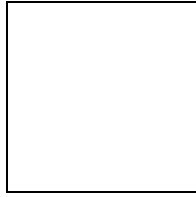
Janaha Warteda Majdalkadarati
Wishada Burikat Ardulfurataini
Watan Abqariyyalmajd Azmen
Wa Samaha Wataha

A homeland that extended its wings over the horizon
And wore the glory of civilization as a garment
Blessed be the land of the two rivers
A homeland of glorious determination and tolerance.

Now read the lyrics of the first verse of a poem, “The Defence of Fort McHenry” by Francis Scott Key (1780-1843), adopted as the US national anthem in 1931 as “The Star-Spangled Banner”

Oh, say can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O’er the ramparts we watched, were so gallantly streaming?
And the rockets’ red glare, the bombs bursting in air
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O’er the land of the free and the home of the brave.

What lines or words would you change to make this song more “peacefully correct”?



Wordstock for a better world

(adj): adjective

(n): noun

(v): verb

English	Catalan	Another language
Alive (adj)	viu	.....
Ask (v)	demanar, preguntar	.....
Aware (adj)	conscient	.....
Believe (v)	creure	.....
Better (adj)	millor	.....
Bloom (n)	floriment	.....
Brave (adj)	valent	.....
Bread (n)	pa	.....
Breathe (v)	respirar	.....
Breeze (n)	brisa	.....
Build (v)	construir	.....
Candle (n)	espelma	.....
Care (v)	preocupar-se	.....
Carry on (v)	continuar	.....
Chance (n)	ocasió, oportunitat	.....
Change (n)	canvi	.....
Change (v)	canviar	.....
Choose (v)	triar	.....
Crop (n)	collita	.....
Dawn (n)	alba	.....
Dear (adj)	estimat, benvolgut	.....
Dignified (adj)	digne, decent, noble	.....
Dream (n)	somni	.....
Dreamer (n)	somniador	.....
Dreamweaver (n)	teixidor de somnis	.....
Easy (adj)	fàcil	.....
Ebony (n)	banús	.....
Faithful (adj)	fidel	.....
Feed (v)	alimentar	.....
Fellow (n)	company	.....
Fields (n)	campes	.....
Fine (adj)	bo, bell	.....
Food (n)	menjar	.....
Free (adj)	lliure	.....

Freedom (n)	llibertat	.....
Fun (adj)	divertit	.....
Gain (v)	guanyar	.....
Games (n)	jocs	.....
Get together (v)	aplegar-se	.....
Give (v)	donar	.....
Give away (v)	regalar	.....
Glad (adj)	content, satisfet	.....
Grow (v)	créixer	.....
Happy (adj)	content, feliç	.....
Harmony (n)	harmonia	.....
Heal (v)	curar, guarir	.....
Heart (n)	cor	.....
Heaven (n)	cel (sentit religiós)	.....
Help (v)	ajudar	.....
Helping (adj)	col·laborador, que ajuda	.....
Higher (adj)	més alt	.....
Home (n)	casa, llar	.....
Humble (adj)	humil	.....
Ivory (n)	ivori	.....
Joy (n)	joia, alegria	.....
Knowledge (n)	coneixement	.....
Land (n)	país	.....
Learn (v)	aprendre	.....
Let (v)	deixar, permetre	.....
Live (v)	viure	.....
Mate (n)	company	.....
Neighbour (n)	veí	.....
Okay (adj)	bé, OK	.....
Open (adj)	obert	.....
Own (adj)	propi	.....
Peace (n)	pau	.....
Plain (adj)	senzill, planer	.....
Play (v)	jugar	.....
Pray (v)	pregar, resar	.....
Rights (n)	drets	.....
Root (n)	arrel	.....
Rule (n)	govern, autoritat	.....
Same (adj)	mateix	.....
Sea (n)	mar	.....
Shield (v)	protegir, emparar	.....
Side (n)	costat, banda	.....
Sky (n)	cel	.....
Soul (n)	ànima	.....
Spring (n)	primavera	.....
Strong (adj)	fort	.....
Sunlight (n)	llum solar	.....
Support (v)	ajudar, donar support	.....
Survive (v)	sobreviure	.....
Sweet (adj)	dolç	.....

Tale (n)	conte	.....
Teach (v)	ensenyar	.....
Thought (n)	pensament	.....
True (adj)	cert, veritable	.....
Trust (v)	confiar	.....
Truth (n)	veritat	.....
Try (v)	intentar	.....
Understand (v)	entendre	.....
Unification (n)	unificació	.....
Voice (n)	veu	.....
Walk (v)	caminar	.....
Whole (adj)	enter	.....
Willing (adj)	amb ganes, de bon cor	.....
Wish (v)	desitjar	.....
Work (v)	treballar	.....
Young (adj)	jove	.....

Pick the *adjective*, *noun* and *verb* you feel are the most beautiful, interesting, etc. to you. Build up a short sentence showing hope for a better world.

Examples: “We’ll walk free in the spring”
 “We’ll learn sweet thoughts from our neighbours”
 “A strong peace will rule in our hearts and lands”

“L’aula d’idioma com a mitjà d’integració
i d’enriquiment multicultural”

MOVIES

Presentació

La tria de deu pel·lícules en format DVD per explotar el teixit de la multiculturalitat a les nostres aules ha tingut en consideració una sèrie de requisits previs:

- que fos una selecció suggeridora d'una possible metodologia a emprar a classe, deixant de banda preferències o estils cinèfils concrets.
- que les temàtiques i escenaris fossin el més actual possible.
- que els seus protagonistes fossin gent jove, noies i nois.
- que els guions i les ambientacions es prestessin a una anàlisi de diversos aspectes de la realitat social i de la cultura tradicional de país.

De les 10 pel·lícules (en podrien haver estat 20 o més, però hi havia un condicionant de temps i d'extensió de l'elaboració de les propostes de treball) *sis són xineses i quatre índies*. Això no és un fet casual. La indústria cinematogràfica en aquests dos països gegants de la demografia mundial en aquests moments resulta atractiva, glamorosa, tant a nivell de quantitat com de qualitat. Les noves generacions de directors, sobretot xinesos, tenen moltes coses per explicar durant el trànsit d'una societat comunista a una altra d'aperturisme al capitalisme i altres formes de govern més democràtiques. El seu talent acompanya la novetat de descobrir formes de vida amagades, silenciades, durant gairebé mig segle. Els directors indis exposen també nous conflictes generacionals producte de canvis significatius en les formes de vida tradicional d'aquest subcontinent asiàtic. Els premis i guardons de molts certàmens internacionals de cinema avalen aquesta afirmació.

En tractar-se de les dues potències emergents amb més presència demogràfica dins l fora de les seves fronteres (xinesos i indis formen part de les peces més grans del mosaic de l'emigració arreu del món), sembla justificable aquesta aposta mono-asiàtica. Per altra banda, tot i que la recerca dins d'aquest àmbit cinematogràfic no ha estat primfilada, s'ha de dir que no hi ha productes cinematogràfics d'altres àmbits d'on procedeixen els moviments emigratoris cap a casa nostra (Marroc, Gàmbia, Àfrica subsahariana...) que hagin tingut un impacte comercial destacable a les sales dels nostres multicinemes o cinemes domèstics.

De mica en mica els drames socials d'Àfrica arribaran a les sales de grans capitals i de províncies com *Madame Brouette* (2003, projectada el 2005 a Espanya) del director senegalès Moussa Sene Absa. Molt més impactant –per la brutalitat del tema de l'ablació femenina que encara es practica a 38 països africans- ha estat la pel·lícula del fundador del cinema africà, el també senegalès Ousmane Sembene: *Moolaadé* (*Protecció*, 2004).

Hi ha pel·lícules notables sobre el drama de l'emigració a Espanya dels col·lectius de magribins i senegalesos (*Poniente* de Chus Gutiérrez , *Las cartas de Alou* de Montxo Armendáriz). Un magnífic al·legat a favor de la tolerància intercultural és *Flores de otro mundo* (1999), la segona pel·lícula de l'actriu Iciar Bollaín. Més recent, i també amb la

migració cubana com a protagonista, és *Habana Blues* de Benito Zambrano (2005). És, però, cinema en castellà i des del punt de vista dels directors d'aquí.

Algunes versions en castellà de cinema francès són molt recomanables. Una bona pel·lícula sobre les relacions interracials (un camioner gal i una dona marroquina d'origen jueu) és "Lejos" d'André Téchiné. Una formidable visió del tema de la reagrupació familiar és *El domingo, si Dios quiere* (2001) de la directora Yamina Benguigui: la complicada adaptació d'una dona i els seus fills que deixen Algèria per reunir-se amb el marit i pare a França.

El nou cinema alemany també toca aquestes temàtiques socials. El conflicte de cultures apareix a *Contra la pared (Gegen die Wand*, 2004) del director Fatih Akin: una jove turco-alemanya no troba la llibertat amb la seva família d'estricta religiositat musulmana: la busca en un frustrat suïcidi i després en un matrimoni de conveniència.

En el nou cinema social argentí o en pel·lícules colpidores sobre la realitat de països en conflicte (Iran, Afganistan, Armènia, Israel-Palestina...) es troben magnífics escenaris de multiculturalitat en acció, però aquestes incorporacions –com totes les anteriors- haurien dispersat i esmicolat el nucli i el nervi del projecte de multiculturalitat "restringida" de la primera part d'aquest estudi. Novament topariem amb la seva manca d'interès per a la classe d'idioma. Serien mostres excel·lents per a les classes de socials.

Els models de mostra d'activitats didàctiques de les deu pel·lícules i les dues territorialitats triades és perfectament transferible a altres opcions etnogràfiques, lingüístiques, o senzillament d'escenari. Només una d'aquestes deu pel·lícules (*Bend it like Beckham*) està ambientada en un país d'adopció dels immigrants (Anglaterra, al West London), la qual cosa mostra una altra possibilitat o metodologia de treball d'aquest capítol de la literatura audiovisual.

Efectivament, no faltarien títols per omplir un decànon de films sobre temàtiques inter/intraculturals ambientats a països europeus o als EUA (*El señor Ibrahim y las flores del Corán* o *Spanglish* serien uns magnífics exemples recents), però novament calia acotar la morfologia dels "movies", que per sort ofereixen moltes possibilitats de tria en els seus "stocks". Seguint els requisits apuntats abans, *Bend it Like Beckham* és el títol més atractiu d'un grapat de melodrames britànics que farceixen aquest subgènere de les relacions interracials, però no és l'única producció notable:

- ✓ *My Beautiful Laundrette* ("Mi hermosa lavandería" de Stephen Frears, 1985)
- ✓ *Foreign Moon* ("Lluna estrangera" de Zhang Zeming, 1995)
- ✓ *My Son the Fanatic* (de Udayan Prasad, 1999)
- ✓ *East is East* (de Damien O'Donnell, 1999)

O el darrer treball del prestigiós director escocès Ken Loach (*Ae Fond Kiss*, "Sólo un beso", 2004). En aquestes cintes trobem temes com la criminalitat, les frustracions dels immigrants xinesos sense reagrupacions familiars ni sortides laborals, el conflicte entre el fonamentalisme oriental i l'hedonisme occidental, entre les tradicions musulmanes del Pakistan i els costums liberals britànics, l'amor interracial a Escòcia...

Abans de comentar diversos trets de les fitxes didàctiques voldria suggerir alguns títols clàssics, que conviden a fer de "teloners introductoris" del nostre grapat de films moderns, i que mostren esdeveniments històrics o sociològics importants del segle XX i –en el cas de l'Índia– el santuari de retrobament espiritual per als occidentals:

- *City of Joy (La ciudad de la alegría*, de Roland Joffé, 1992)

- *Heat and Dust (Oriente y Occidente*, de James Ivory, 1983)
- *The River (El río*, de Jean Renoir, 1951)
- *Gandhi* (de Richard Attenborough, 1982)
- *India Song* (Marguerite Duras, 1975)

- *55 Days at Peking* (55 días en Pekín, de Nicholas Ray, 1963)
- *The Last Emperor* (El último emperador, de Bernardo Bertolucci, 1987)
- *Farewell my Concubine* (Adiós a mi concubina, de Chen Kaige, 1993)
- *The Good Earth (La buena tierra*, de Sidney Franklin, 1937)

Al marge de l'àmbit indi-xinès són interessants *The Sheltering Sky* (El cielo protector de Bertolucci), amb la seva ambientació del Magreb urbà i desèrtic, i *Lawrence of Arabia* (de David Lean), per entendre la formació dels països àrabs a la península Aràbiga.

S'ha de dir que algunes propostes de treball de les deu pel·lícules triades inclouen altres títols que poden guardar relació o suggereixen noves idees. També cal recordar que alguns "readers" (que s'estudien en un altre capítol) es poden complementar amb el vídeo / DVD corresponent: *Walkabout*, *Pocahontas*, *The Mosquito Coast*, *Amistad*, *The Prince of Egypt*, *Sindbad*, *Aladdin*, *Around the World in Eighty Days*, *The Jungle Book*... De fet força propostes d'explotació suplementària del "readers" i "pop songs" contenen títols cinematogràfics.

Tot plegat es pot trobar força policromia en el capítol dels "movies".

Pel que fa estrictament referència a les fitxes d'activitats didàctiques que es proposen amb cada pel·lícula cal un seguit de comentaris.

- La tria de pel·lícules en format DVD té els avantatges de poder permutar els idiomes (no tants com ho voldria en la nostra tria), de poder seleccionar escenes que es poden revisar amb més intensitat i detall, de disposar de "trailers" que creen una expectació abans de la projecció un dia previst / imprevist del calendari escolar, de disposar d'una informació complementària que no cal anar a cercar en molts casos a hemeroteques, internet o revistes de cinemania.
- Es recomana veure el film en la llengua original (xinès, bengalí) amb subtítols en anglès preferentment, o en castellà en el seu defecte. Tres de les quatre pel·lícules índies es poden sentir en l'original anglès (*Monsoon Wedding*, *Lagaan*, *Bend it like Beckham*). Resultarà útil la subtitulació en aquest idioma en les dues primeres. Per a la història de la futbolista Jesminder s'hauria de prescindir dels subtítols en castellà (the teacher's choice!).

No cal dir que totes aquestes pel·lícules es poden obtenir en versió anglesa. Les recomanacions es fan en base a la disponibilitat que hem tingut en el comerç de les distribuïdores peninsulars.

- Per a tots els films –excepte *Bend it like Beckham*– resulta imprescindible que els alumnes entenguin amb detall l' "screenplay" de la pel·lícula. La lectura dels subtítols pot esdevenir un desafiament neurolingüístic, una nova destresa lingüística, important i necessària. Per això aquesta activitat pot ser compartida i s'ha d'administrar curosament.

El professor pot facilitar aquest apartat de comprensió (Story-telling, Understanding the big and small story, Lao Jin & Xiu Xiu, Checking your memory and calculations, Understanding the story, Checking understanding...) com a exercici de familiarització el dia abans de visionar el DVD. Les activitats

per a les pel·lícules *The Road Home* i *Lagaan* exigeixen un esforç de recordar els nivells superficials i profunds del guió.

Cal estimular, si cal amb recompenses, la feina de saber llegir productes audiovisuals.

- Per a les activitats lúdiques que comporten una mena de concurs amb primers o segons guanyadors cal establir una bossa de premis que no siguin necessàriament materials.
- Cada fitxa conté una secció “How can...help you?”. Aquí es tracta de donar protagonisme als alumnes nous. El nom d'un dels protagonistes de la pel·lícula es pot substituir pel nom xinès /hindú / punjabí d'un noi o noia real de la classe. La seva participació esdevé un “time-saver”, a més de reforçar el seu paper actiu a l'aula.

S'ha de tenir en compte que aquests alumnes poden procedir d'entorns allunyats de l'ambientació de la pel·lícula. Ras i curt, no tenen per què saber la resposta a les preguntes que es plantegen. Aquí el professorat pot fer una mica de ‘trampa’:

⇒ facilitant la resposta de manera privada a aquests alumnes, tenint en compte que potser haurà calgut esbrinar-la amb la seva participació.

⇒ fent una ‘estrena prèvia’ d'aquestes pel·lícules amb l'assistència exclusiva dels alumnes nous, conjuntament o per grups de procedència. Això pot resultar més necessari amb els xinesos, que no tenen tan arrelat el hobby d'anar al cinema / gaudir del “home cinema” com els indis. Hi ha pocs joves indis que no s'hagin emocionat amb l'èpica nacional de *Lagaan*.

Els de procedència del Punjab s'identifiquen amb facilitat amb el rerafons de *Monsoon Wedding* o *Bend it like Beckham*.

- Tot i que no es presenta com activitat específica d'explotació dels DVD, es recomana la dramatització (adaptada o respectant la transcripció original) d'algunes parts d'aquestes històries amb un càsting compartit per alumnes nacionals i foranis.

Està demostrat que el teatre facilita el desenvolupament de la sensibilitat cultural, que permet que els joves estudiants adquireixin una competència en temes etnogràfics i aspectes socioculturals del llenguatge.

- En la mateixa línia pedagògica, seria enriquidor i motivador que algunes de les propostes lúdico-culturals que es formulen amb participació dels “newcomers” (ensenyar a ballar bhangra, a tocar la flauta de bambú, a jugar al mah-jong, a jugar al kabaddi, a cuinar determinades receptes gastronòmiques...) tinguessin cabuda en les jornades culturals que acostumen a celebrar els centres de secundària. Potser caldria un disseny més formal o algun formador adult.
- Els “follow ups” queden al bon criteri del professorat, que haurà de decidir si tenen interès per continuar treballant els temes suggerits per la pel·lícula o senzillament s'ha de tallar. Sens dubte hi haurà propostes que podran tenir una acceptació o rebuig general, i d'altres que podran satisfer la curiositat despertada en alguns alumnes concrets, sobretot quan es tracti de llegir literatura no simplificada.

- A diferència dels “readers”, aquestes pel·lícules i les activitats d’aprofitament que les acompanyen no van adreçades a un nivell concret de l’etapa de l’ESO. Són propostes internivells que poden funcionar bé en més d’un. També dependrà del nombre d’alumnes foranis que el professorat pugui tenir en un curs o un altre. Però això pot resultar accesorí.

.....

Abans d’encetar aquest florilegi de mostres de cinema xinès i indi actual, avancem un petit esquema de referència dels títols en anglès i dels principals temes d’interès.

<i>Movie title</i>	<i>Main topics of interest</i>
“Balzac and the Little Chinese Seamstress”	Reeducation camps in Mao’s China; banning books in Communist regime
“The World of Apu”	Customs and superstitions in India; life in a large city in India
“Monsoon Wedding”	Old and new ways in India; family links and marriage in modern India
“Xiu Xiu. The Sent-down Girl”	Reeducation camps for girls; spiritual Tibet
“Not One Less”	School in rural China; child labour in big cities
“Beijing Bicycle”	Life and transport in modern Chinese cities
“Together”	Migration to big cities in China; classical music in China
“The Road Home”	A Chinese love story; Chinese customs and superstitions
“Lagaan. Once Upon a Time in India”	Clash of Indian & British cultures; religion and sport in India
“Bend it Like Beckham”	Preserving Sikh culture in modern England; race & sex discrimination

*I. Balzac and the Little Chinese Seamstress
(Balzac y la joven costurera china)*

Director: Dai Sijie

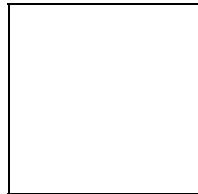
Year: 2002

Languages: Chinese

Subtitles: Spanish

Setting: China in the early 1970's during the Cultural Revolution

Story: In the 1970s two young students, whose parents were regarded intellectuals and enemies to the people by the Communist party, are sent for reeducation to a distant village neighbouring Tibet. Luo and Man struggle to survive their new working life in the rice-fields until one day they meet a venerable elder tailor and his pretty granddaughter. She will tell them another reeducated-boy, whose mother was a poetess, hides a suitcase full of foreign books under his bed. The three plot to steal it and find a treasure: Hugo, Tolstoi, Dickens, Dumas... and Balzac. They must read those books secretly, for reading foreign writers was banned. Balzac will eventually change the fate of the little Chinese seamstress.



BACKGROUND TASKS

- Find about the Cultural Revolution in China.
- What was the “reeducation”?
- Why were Western books banned?
- Who was Mao Zedong?

- The Chinese saw Korean movies in the town cinemas in those days. Were the movies from North Korea or South Korea?
- What was the role of a village chairman in Mao's China?
- Who was Balzac? What novels are mentioned in the film?

CUSTOMS AND SUPERSTITIONS

- What remedies did the Chinese peasants use to fight off malaria? How can malaria be cured in a hospital?
- What was the purpose of sending paper ships across the lake on the festival of the Spirits Night?

WOMEN AND ABORTION

1. A woman could not marry until she was years old
 - a) 18
 - b) 21
 - c) 25
2. To have an abortion a woman needed
 - a) a marriage licence
 - b) a thousand yuans
 - c) her grandmother's permission

A WOMAN'S PLACE

How did Balzac's stories change the life of the little seamstress?

Read the last bit of the novel:

Luo came to sit with me by the fire. He was very pale. Not a word of complaint or grief crossed his lips. It was a few hours before the auto-da-fé.

'She's gone,' I said.

'She wants to go to the city,' he said. "She mentioned Balzac.'

'What about him?'

'She said she had learnt one thing from Balzac: that a woman's beauty is a treasure beyond price.'

Do you agree with this ? Is that a good lesson for a young Chinese woman to learn?

MODERNIZING CHINA

- What did Shanghai look like in the 1990's?
- The villagers of the Phoenix Mountain were removed so that a large dam could be built. Is this happening in China today? (Yangtze River)
- "Reeducation camps" today. Which of the following news-items sounds


true to you? (it was heard on TV3, Telenoticias, on July 27, 2004)

- a) Nowadays wealthy families from large cities like Shanghai or Hong Kong send their fatty kids to summer camps in the countryside, where there is still a lot of malnutrition. In some workshops they learn to grow thin.
- b) Nowadays village families send their kids to big towns so they can learn foreign languages and computer studies. They also find about fast food and western fashion.

HOW CAN LUO HELP YOU?

1. How do you say these words in Chinese (you will hear them in the film)?
 - "I love you"
 - "Of course"
 - "Yes"
2. By the end of the movie you can see the festival of the Spirits Night. Ask Luo to tell you other folk festivals and traditions to honour the dead. Do they also celebrate All Saints Day? What is the Pure Shining festival?
3. The name of the village in the film is Eye in the Sky (Ojo en el cielo). Are the names of villages in China always so funny?
4. What healing herbs are used in traditional medicine in China?
5. If it doesn't seem embarrassing you may ask Luo to tell the class true stories of the "reeducation days" from his own family. What books did they have to read in secret?

LITERARY FOLLOW-UP

 Read the following 'Book' story from *The Daily Telegraph* (Saturday July 17, 2004, Books, page 9)

When we were 10

Xinran had to read in secret *

I was 10 in 1968 and I lived in China. There was only one book that was officially available to everyone, the only book that survived the book-burning during the Cultural Revolution in 1966 – *Quotations from Chairman Mao Zedong*, or "The Little Red Book".

However, I was lucky compared to other children because I had access to a secret library. I was being bullied at school and my teacher took pity on me and showed me his tiny storeroom full of books. He said that no matter how revolutionary people were, they could not live without books. I was too young to understand these "grown-up" books, which included works by Confucius, Tao

and Nietzsche. The first book I enjoyed was Victor Hugo's *Les Misérables*. I identified with little Cosette, who was hard-working and without family or friends, just like me. Those books taught me about ordinary people weaving their own history through their daily lives.

* a Chinese writer now living in London. She has just published *Sky Burial* in England.

Could you live without books? Which is your favourite book? Tell the story in easy English or Catalan to a newcomer.

✎ A lot of modern Chinese writers have made France their new home and they even write in French : Shan Sa (*La joueuse de go* / "The Girl Who Played Go", 2001) , Dai Sijie (*Balzac and the Little Chinese Mistress*, 2000).

What was the original French title of this novel and movie? Tick (✓) it

- Balzac et la petite tailleuse chinoise*
- Balzac et la petite mistress chinoise*

✎ Which of the following Chinese writers, who has lived in Paris as a political refugee since 1987, won the Nobel Prize in 2000?

- Ha Jin
- Gao Xingjian

✎ A Sky Burial is a traditional Tibetan funeral ritual in which the corpse is exposed to the open air to be eaten by sacred vultures. If you want to know more about this read the report "Entierros en el cielo" (*El País*, 12 septiembre 2004, p. 8).

Good readers with a love of adventure and human pathos should try the epic story *Sky Burial* by Xinran (2004)

✎ Here are the most remarkable landmarks in the biography of the young novelist and film-maker Dai Sijie. Put the dates where they belong in the gaps: **1954, 1974, 1971, 2000, 1984.**

Born in China in _____, Dai Sijie is a filmmaker who was himself reeducated between _____ and _____. He left China for France in _____, where he has lived and worked ever since. This, his first novel, was an overnight sensation when it happened in France in _____, becoming an immediate best seller and winning five prizes.

II. *Apur Sansar* (*El mundo de Apu / The World of Apu*)

Director: Satyajit Ray

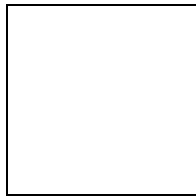
Year: 1959

Languages: Bengali

Subtitles: Spanish

Setting: Calcutta and the countryside

Story: Apu (Apurba Kumar Roy) lives on his own in a rented room in Calcutta. He is unemployed. His dream is to be a writer. His life seems to change when his friend Pulu invites him to his cousin's wedding: he will feel forced to marry the bride.



STORY-TELLING

Kajal is telling the story of his father and how he met and married his mother. There are seven errors in this summary of the story. Can you find them?

“My father Apu came from Calcutta. He had lived there since he was a child. His life was a struggle against poverty and bad luck as he was an orphan. His education was intermediate, he was not a graduate, but he could speak and read English. He tried many odd jobs, but he wanted to be a writer. He lived in a small room and his landlord was very kind to him: he knew Apu was a talented young man and one day he would be a famous writer. That's why he never wanted to charge him for the rent.

My father had a good friend, Pulu. He had read my father's poems and novel. One day they met for a good dinner and Pulu asked Apu to join him for his cousin's wedding, which was due to last for five days. Apu agreed and they took a plane to get to the big house in the countryside where my mother's wealthy family lived. When they got there something funny happened: my grandmother didn't let my mother marry the bridegroom, Binu, because he was crazy. He had been carried in a bridegroom's carriage and started to behave and talk foolishly when he entered the bride's home.

- How many rupees did Apu make every year as a typist?
- How much would a ride in a carriage cost today?

FAMILY TREE

Kajal is only five years old and wants to know about this true family. His grandfather is named *Ranjit*. His grandmother *Taslima* (imaginary names, as they are not mentioned in the film).

Here are the names and relations to help him draw his family tree. There are two distractors!!

Apu: his father
 Aparna: his mother
 Binu: his grandfather on his father's side
 Murari: his uncle
 Pulu: his nephew

HOW CAN KAJAL HELP YOU?

1. Some words in Bengali are easy to remember but the following are mixed up. Match them

uncle	mamá
never	papa
dad	ari

2. Aparna's mother says Apu's face looks like Krishna's. Who is Krishna?
3. Ask Kajal to help you with questions 1 & 2 in the India quiz.
4. Apu Kumar Roy wants to be a famous writer like Gorky, Dickens, Keats, Lawrence, Dostoievsky ...who were not born in India. Bengali literature in the 20th century was dominated by the towering figure of the Nobel Prize winner for Literature in 1913. His name was...
 - a) Rabindranath Tagore
 - b) Siddharta
 - c) Salman Rushdie
 - d) Eric Arthur Blair (George Orwell)
5. Which of the following women is not an "Indian" writer?
 - a) Taslima Nasrin (*Lajja* / "Shame")
 - b) Arundhati Roy (*The God of Small Things*)
 - c) Jhumpa Lahiri (*Interpreter of Maladies*)
 - d) Nadine Gordimer (*My Son's Story*)

ENGLISH LANGUAGE FOLLOW-UP

Apu teaches his wife Aparna some basic English words

C-A-T cat

F-A-T fat

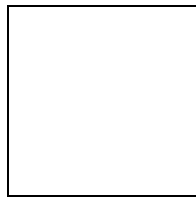
What other “three-letter” English words can you find in your pocket dictionary with these beginnings and endings?

__AT (bat, hat, mat, pat, rat, vat)

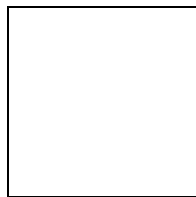
CA__ (cab, cad, cam, can, cap, car, caw)

FA__ (fab, fad, fag, fan, far,

MUSIC FOLLOW-UPS

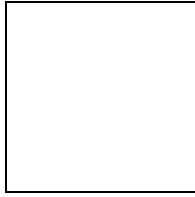


Before the marriage ceremony a band plays some bright music which the English people sing on birthday parties. Can you complete the title?: “For he’s a good fellow”.



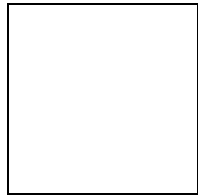
After the wedding, when Apu and Aparna are in their “honeymoon” room, you can hear some chants in the street that sound like flamenco. Which of the following musicians developed “flamenco rock”?

- a) Gualberto
- b) Carlos Santana
- c) Paco de Lucía
- d) Ranjit Singh

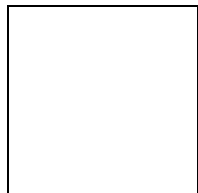


In 1965 the Beatles introduced an Indian musical instrument in "Norwegian Wood". This instrument is the...

- a) Zither
- b) Sitar
- c) Gitarre
- d) Guizeria

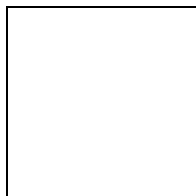


The soundtrack of *Apur Sansar* was composed by the greatest Indian musician, not only because of his playing but also as a teacher. He was born in Benares in 1920. His name is hidden in AVIR KARHANS. Can you sort it out?



This musician (R.S.), who gave concerts with George Harrison and also composed the soundtrack for the film *Gandhi*, has lived for a long time in the USA and has an American daughter who is a famous pop star today (*Come Away With Me*). Her name is...

- e) Vanessa Mae
- f) Tracy Chapman
- g) Norah Jones
- h) Shania Twain



III. MONSOON WEDDING (La boda del monzón)

Director: Mira Nair

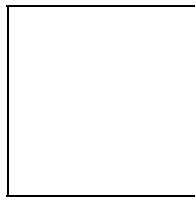
Year: 2001

Languages: English / Spanish. Some characters only speak Hindi to each other

Subtitles: Spanish

Setting: New Delhi

Story: two Punjabi families (the Rai and the Verma) have arranged the marriage of their son (Hermant) and daughter (Aditi). The bride's family live in Delhi. The bridegroom's have been away for the last four years in the USA. Aditi has accepted the traditional marriage because the man she loves had not managed to get a divorce. As the five days of conventional preparation for the wedding go by true love nests in every corner of the bride's house and garden. Also a dark family story concerning their beloved uncle Tej is disclosed.



UNDERSTANDING THE BIG AND SMALL STORY

Choose the best answer

1. Aditi's is a large family. Who is Ria?
 - a) her elder sister
 - b) her cousin
 - c) her aunt
2. Lalit and Pimmi are...
 - a) the bride's parents
 - b) Vikram's in-laws
 - c) two untouchable cops
3. The whole Verma family had not gathered again since...
 - a) Sashi was born
 - b) Surinder had died
 - c) Lottery had lost his fortune

4. The wedding is going to take place...
 - a) in a large tent in the bride's garden
 - b) in a huge white tent outside a Buddhist temple
 - c) in Y2K, a fashionable disco in Delhi

5. There are Punjabi communities all around the world. Which of the following does not appear in the film?
 - a) Houston (USA)
 - b) Melbourne (Australia)
 - c) Cairo (Egypt)

6. Which of the following is an Indian drink?
 - a) coolie
 - b) calendulas
 - c) salt lassi

7. Mr Verma has got cash problems because a wedding party in India is highly expensive for the bride's family. How much is the loan he asks his business partners for?
 - a) \$ 12,000
 - b) 12,000 rupees
 - c) 12,000 €

8. Varun –Aditi's brother- is lazy but talented. He loves dancing and watching TV all day. When he grows up he wants to be a chef and cook traditional dishes like...
 - a) Go with the flow
 - b) chicken with sesame
 - c) chai

9. There must be a showman or speaker for the wedding party entertainment, which is called...
 - a) Sangeet
 - b) Shangri-la
 - c) Rocolas

10. The traditional wedding party is held in the...
 - a) morning
 - b) early afternoon
 - c) late evening ("tomorrow is the big night")

11. "You, folks from..... are too boastful"
 "You, folks from..... are too pretentious"
 What are the two ethnical nationalities talking?
 - a) Punjabi and Aussies
 - b) Punjabi and Bengali
 - c) Bihar and Gita

12. Who took care of Lalit Verma and his family when they had to leave their land and settle down in Delhi?
 - a) P.K. Dubey (Parbatlal Kanhaiyalal Dubey)
 - b) Tej's family
 - c) Vikram Mehta

13. When the bride tells Hermant that she is in love with a married man, the bridegroom...
- gets angry but then appreciates her honesty and courage
 - goes crazy and hits a motorbiker and a cop
 - kisses her softly and says everything will be alright
14. Who has organized more than 150 wedding parties but is still single?
- Dubey
 - Dubey's richer brother, Ramesh
 - Alice
15. Who tells little Aliya about 'French kissing'?
- Ayesha, the lead dancer
 - Varun
 - uncle Tej
16. Ria tries to stop Tej from taking Aliya in his car because...
- he had abused Ria when she was a girl
 - she was mad
 - he was drunk
17. Who says this, "If you don't come, there'll be no wedding. My hands are tied. Our debt to Tej comes from a long time ago. I can't break up my family. My family means everything to me. Please don't leave us. If you go, Ria, it's all up"
- Lalit Verma
 - Saroj Rai
 - Aditi Verma
18. Who is to welcome the bridegroom but then asked to leave the place?
- Vikram Mehta
 - Rahul
 - Tej Puri
19. After the band has escorted the bridegroom, he and the bride meet at the wedding place. Then they...
- bow and say, "hi, honey"
 - exchange garlands
 - exchange jewels and paintings made by hand
20. The monsoon is the season in India
- windy
 - rainy
 - hot and dusty

OLD WAYS AND NEW WAYS IN INDIA

Mira Nai, the filmmaker from a Punjabi stock, said *Monsoon Wedding* was a 'Punjabi-India.com' wedding, meaning that things were changing fast in her country, even on-line arranged marriages.

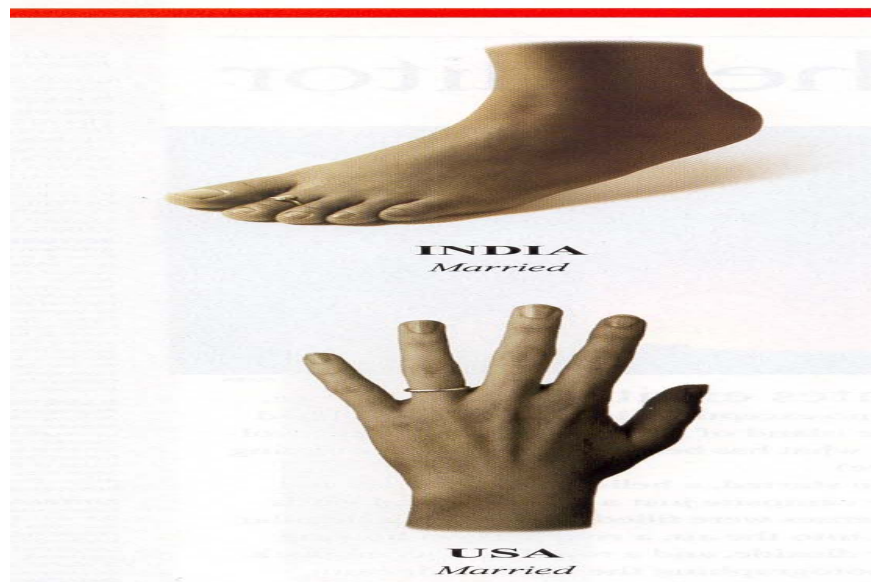
After watching this delightful movie, tick (✓) the statements which are true about modern and traditional India.

- Middle-class businessmen like Mr Verma only play cricket when they meet
- Indian storekeepers make deals with New York Macy's
- Computers, e-mail and mobile phones are very popular in India, even though Mr Verma does not understand these gadgets
- Only educated or career women can have an English name like Alice
- Fashionable women like Aditi shape their life following the trends of Western magazines like *Cosmopolitan*.
- Women smoke secretly in the toilet or places like this
- India exports a lot of computer engineers to the States
- Wealthy people smoke cigars and drink Scotch, Bacardi, rum with Coke...
- People wear their traditional costumes for the wedding's family picture
- A big problem in India's homes is that the light goes off pretty often
- Light-hearted people like the Punjabi still prefer their own music to Western classical music (Mendelssohn) for their wedding parties
- In India today "a deal is a deal" as Dubey reminds Mr Verma about making the tent impermeable
- Women in India can also show their "fuck up!" finger to rude men
- Young women never get their arms tattooed. They must keep their arms and hands clean and free until the **henna** body-painting ceremony before the marriage
- Like in the States a couple of passionate lovers can be arrested by the cops for obscenity.
- Nowadays more and more "foreign Indians" drink their tea without sugar or with saccharin.
- Some boys –like Varun- are no longer obedient to their bossy fathers. If they refuse to be sent to a boarding school they may spit out a "Let me alone!"
- Child abuse or pederasty has never been a practice among relatives in India
- The newlywed's car in India is not brightly decorated
- Like in England the bride must wear "something old, something new, something borrowed and something blue" as well as a white veil

HOW CAN ADITI HELP YOU?

1. A common family name for a man in Punjab is Singh, Kaur for woman. What do these family names mean? Choose two.
 - a) Tiger (Singh)
 - b) Lion (Singh)
 - c) Master, King (Singh)
 - d) Servant (Kaur)
 - e) Flower (Kaur)
 - f) Princess (kaur)
2. How do people enjoy themselves at the Sangeet wedding parties? How long are they?
3. How can “lemon juice” help a bride’s skin during the henna hand-painting?
4. Ask Aditi and other Punjabi girls and boys to teach your class how to dance bhangra.
5. Is white a colour of joy or sorrow in India? Remember Mr Verma wanted the tent made of a traditional colour (red, yellow, green, blue...)
6. “The peacocks have stopped dancing. It’s not going to rain” (Dubey)
Ask Aditi to tell you other folk superstitions about the weather in India like that of the “frogs’ wedding”, which is supposed to bring heavy rain for the fields. You can also tell her about some ‘weather proverbs’ in our country.
7. Women in India usually wear some traditional clothes. Some of them are shown (silk *Sari*) or referred to (*Dupatta*: “You took mum’s dupatta the other night”, Varun) in the movie. Aditi can answer all your questions about these Hindu / Indian clothes.
8. Are the signs of the Zodiac (Scorpio, Gemini...) in India different from ours? If so, make a short comparison.
9. If you enjoyed the songs in the soundtrack you can try the translation into English of the original titles. Davinder can give you a big helping hand. Choose the easiest or the funniest ones:
 - a) “Aaj jaane ki zid na karo”
 - b) “Chunari chunari”
 - c) “Chura liya”
 - d) “Aaja nachle”
 - e) “Aankhon hi aankhon mein ishara ho gaya”
 - f) “Goro gori banki chori”
 - g) “Baagaan di mehndi”
 - h) “Madhorama pencha”
 - i) “Madhaniyaan”
 - j) “Mujse pehli si muhabbat mere mehboob na maang”
 - k) “Khana khazana”

10. Ask Davinder if she has relatives living in other countries. How do they keep in touch? Are marriages among them usual or unusual?
11. American or European brides wear the wedding ring on the fourth finger of their left hand. What about Indian brides?



FOLLOW-UPS

☉ Ria's dream is to go to the USA and become a writer. She takes her Tagore books to bed. Her family do not believe she may become a millionaire with only one best-seller like the "Indian" writer who won the Booker Prize. Who was this writer? She wrote *The God of Small Things* in 1997.

☉ Some of the songs the brides sing before leaving their families are really sad. Can you translate this one from the Spanish subtitles?

"Cuando me vaya a casa de mi suegro
me llevaré tus sueños conmigo.
El obsequio de pulseras
nos une en matrimonio.
Padre mío,
dejo el palacio de tu amor
para convertirme para siempre en una extraña"

☉ "After the Partition we came here without anything" (Lalit Verma). What was the Partition? Which country separated from India when it became independent from Great Britain in 1947? A second partition happened in 1971. What were the two fighting countries? Which new country was born after the war?

10 Read the interview with Mira Nair in *The Unesco Courier* (November 1998, pp. 46-49). Find more updated info about her career in the extra tracks of the DVD “Monsoon Wedding” as well as in *Time* magazine (“A Force of Nature”, January 24, 2005, pp. 60-62).

10 Many people in Punjab are neither Muslim nor Hindu. They are Sikh. Find about Guru Nanak, the founder of the Sikh religion around 1500. What are its most remarkable traits? Discuss your research with Punjabi classmates.

10 The Coca-cola TV commercial (the Pita jingle) became very successful last summer (2004). Do you think this movie (*Monsoon Wedding*) was the source of inspiration for the advertiser (bhangra music and dances, Mr Verma’s instructions to the chief waiter, etc)?

“You can’t drink a drop of whiskey”
“A waiter must keep absolutely sober”
“Watch the bottles! Make sure the other waiters do not take them away”

10 Buy / Borrow a CD of Malkit Singh, the king of bhangra (he took part in the International Festival of Popular and Traditional Music in Vilanova i la Geltrú, July 2004). After listening to the songs and instrumental music read this story about Bhangra music.

Bhangra Music

The influence of Indian and Pakistan cultures is everywhere in India. The latest fashions on the catwalks have an Eastern look, and Prince Charles has named chicken tikka masala as Britain’s national culinary food. Now British music fans are listening to *bhangra* –traditional dance music from the Punjab region of India and Pakistan. Musicians have combined bhangra with rap, reggae, hip-hop and pop to create a hot new sound. While this form of music has been popular with young British Asians since the early 1980s, more and more people in the general public are getting into it these days. Big-name performers like Craig David and Missy Elliot have recently recorded bhangra songs on their albums.

The main instrument in *bhangra* is the *dhol*, a kind of drum. Because of its high-energy rhythm, bhangra is very popular at dance parties and weddings. The words of bhangra songs are usually in Punjabi, though some musicians record in English as well. Many of the bhangra musicians are Britons whose parents are immigrants. Some of them do not even speak Punjabi but have learned a little in order to perform in the original language.

Young British Asians are excited by the combination of bhangra and modern dance rhythms, and they are happy that the music is now attracting a wider audience. As one fan said, “Bhangra’s been at our parties and our weddings for all our lives. Now it’s great that everyone can appreciate it!”. Critics, though, say that bhangra shouldn’t be performed with electric instruments –they believe that bhangra musicians should use only the original instruments in order to preserve the Punjabi culture. But whatever the critics say, it doesn’t seem to stop

the bhangra fans from buying CDs.

(from *Valid* for Bachillerato 1, Burlington Books)

Now imagine you are a reporter for *Mhelo*dy Makher talking to Malkit Singh. Write your questions for the following answers.

Q.?

A. It is traditional music from the Punjab region.

Q.?

A. British musicians have changed it by combining it with rap, reggae, hip-hop...

Q.?

A. It is a kind of drum.

Q.?

A. It makes very exciting music for weddings and parties.

Q.?

A. Not always, sometimes some musicians record in English as well.

Q.?

A. Some of them don't, but they have to learn a bit so they can sing in our language

Q.?

A. Yes, I think so. This is the only way to keep our Punjabi culture unspoilt.

You: Thanks very much for your time and your kindness.

Malkit: You are welcome. My pleasure.

IV. Xiu Xiu (The Sent-down Girl)

Director: Joan Chen

Year: 1998

Languages: Chinese / Spanish

Subtitles: Spanish

Setting: Tibet by the end of the Great Cultural Revolution (1975)

Story: Xiu Xiu lives in Chengdu (Zhang-zhou?), a big city. She is sent to work in a large dairy in the countryside leaving her family and school friends behind. There she stays for one year and then is transferred to the mountains to be trained as a horsewoman by the best horse breeder in the place (Lao Jin) so that she can later on drill other girls at the White River Cavalry. Xiu and Lao

Check at the end of the movie. You score again 1 point for each right guess

3. Xiu will accept to make love to eight men (young and old) who promise her to get their “stamped” papers that she needs to go back home. They have different jobs. Draw a circle round the one that is not shown in the movie

Jeep driver
Motorbiker
Yak herder
Honey seller
Tractor man
Pedlar
Gardener

Score 6 points if your guess was right

4. At the end of the story you can see some of these large birds flying in the sky. Which ones?
- a) gold eagles
 - b) vultures
 - c) red storks

Score 3 points for the right answer.

Check your final score: _____ / 25 x 4 = _____

Before lying together forever on a high burial ground, Xiu and Lao wrote their last wishes leaving their most valuable possessions on the earth to **you**. This is what they willed you:

If you got between 1-25 points	Lao's shotgun, his tent and a Mao portrait
If you got between 26-50 points	Lao Jin's radio set and horses
If you got between 51-75 points	Da Ching (Xiu's favourite mare)
If you got between 76-100 points	Xiu's red scarf of silk and a song "Water of Desire"

WHILE WATCHING

NOTE-TAKING TASKS

Work in pairs with another classmate. One takes notes about Lao Jin, another about Xiu Xiu. This note-taking job can be pretty hard as you'll have to translate from the Spanish subtitles.

LAO JIN

Complete these facts and statements about this fascinating Tibetan cowboy.

1. Lao Jin is a eunuch: he can't marry or _____ because as a soldier he had been captured and was castrated.
2. Lao is a very poor man. He's got a gold tooth because he took the gold from his mother's _____

3. To a horse herder who always lives by himself two valuable belongings are a watch and a _____
4. Lao Jin is cheerful and very kind to Xiu. He makes her a _____ so she can have a warm bath
5. Lao tells Xiu a tall tale: it is a custom in that deserted part of China that if a man likes a girl he will steal one of her _____ and maybe one day he will put it back to propose marriage.
6. There is very little drinking water in the prairies so Lao Jin knows how to make soup from wild _____
7. Lao Jin's diet is not a very healthy one. He eats a lot of meat and sometimes _____ he picks from nests.
8. Lao looks like a Tibetan cowboy who loves singing, smoking and telling stories around a small _____ at night. He also uses his gun to frighten unfriendly visitors.
9. What can the peddler get him from Jianzhuang, which he would refuse?
 - a) liquor
 - b) leather shoes
 - c) wild horses
10. Which is Lao Jin's answer to Xiu Xiu's question, "Will you spend your whole life breeding horses?"
 - a) they also breed me
 - b) they also need me

XIU XIU

Seven of the following statements about this teenage girl are true. Tick (✓) them.

- ___ Her father was a factory worker and a part-time tailor who made her beautiful clothes out of rags.
- ___ Her mother was wasteful about water, soap and toilet paper.
- ___ She wrote a lot of letters to her boyfriend in Chengdu.
- ___ She didn't like other men to touch her body in the movies
- ___ She let Lao look at her while having a bath because he was not dangerous
- ___ Her parents had a lot of "connections" to send her back home after the one-year training in the countryside
- ___ She didn't really like horses.
- ___ She eats red apples only when she's hungry after making love.
- ___ After making love she feels sick and thirsty for clean water.
- ___ She loves going to the cinema on Saturdays even though the films are dull and patriotic
- ___ She can't run away because she needs proper papers to have a job and a house when she goes back to Chengdu.
- ___ When she becomes a whore she treats Lao Jin more politely than before.
- ___ When she finds she's pregnant she wants to shoot all the men who had teased her.
- ___ In the hospital she learns from Three Toes the only painful way to go back

home: to have her foot shot.

— Before Lao Jin shoots her she dresses herself up (her hair into plaits, puts on her red scarf around her neck...)

AFTER WATCHING

CHINA QUIZ

Work with another two partners. Choose the best answer.

1. Which of the following Chinese inventions or developments appears in the movie?
 - a) fireworks
 - b) money
 - c) printing
 - d) sunglasses
 - e) kaleidoscopes
2. A long-haired ox used for farming, transportation and their meat in central Asia is called...
 - a) yak
 - b) kayak
 - c) shak
3. Which of the following flowers is very popular in China?
 - a) the blue lotus
 - b) chrysanthemum
 - c) daisies and pink opium
4. What does the following proverb show about the Chinese people, "Si el sastre no roba tela, no arde la cera"?
 - a) they are thieves
 - b) they are hard-working people who can do business out of bits and pieces
 - c) if tailors don't make money their business (candles) will grow high up
5. The Tibetan prairies are...
 - a) of breathtaking beauty
 - b) barren and unhealthy
6. When Xiu Xiu is thirsty Lao Jin can ride fast and farther than 10 Li to fetch her some water. A Li is about...
 - a) ½ mile
 - b) three long islands
 - c) ten yards
7. In Spanish there are some idioms like "cuento chino" (tall tale), "trabajar como un chino" (to work like a slave), "engañar como a un chino" (to trick someone easily). We also say "hablar en chino" when it is hard to understand what someone is saying to you. Which nationality do the English people use instead of / as an alternative to 'Chinese'? ("It's all to me": "It is beyond my understanding")
 - a) Eskimo
 - b) Greek
 - c) Swahili

8. The actor who plays the part of Lao Jin comes from Tibet. His name is a very common one there.
- a) Lopsang
 - b) Lama
 - c) Lhasa
 - d) Fu Man Chu
9. Lao Jin shoots Xiu to stop her painful homesickness. Then he shoots himself. The two bodies lie on snowy ground. This is not a coincidence, for “white” is a colour for..... in China
- a) passionate lovers
 - b) people who commit suicide
 - c) mourners
10. A traditional burial ceremony performed in Tibet is called The bodies are left in the rough ground so vultures can eat them up. It is an allegory of a flight into the sacred sky as well as the return of a dead body into a living one.
- a) Sky Burial
 - b) Skylark High
 - c) Sky Blue

HOW CAN XIU HELP YOU?

- a) Red seems to be a colour of joy and good luck in China (red apples, a red scarf, red flowers...). If ‘red’ can’t show danger, which is the traffic-light colour for ‘stop’?
- b) Ask Xiu to teach you some Tai Chi as shown at the playground in the movie.
- c) The tall tale of the missing shoe sounds like that of the Cinderella fairy tales. Tell Xiu our Ventafocs story. In return, she may tell you a rainbow of Chinese Cinderellas. This myth goes back to ancient China!!
- d) What is the meaning of offering and accepting a red apple?
- e) The young actress who plays the part of Xiu Xiu is named Lu Lu. Does this name mean something funny in Chinese?
- f) Ask Xiu about teenage pregnancy in China. Does it happen in the countryside more often than in big cities? Is abortion free today? Can Chinese girls also take the “day-after pill”? Make sure Xiu is over 16 and does not find it embarrassing to talk about these things.
- g) Lao Jin has never tasted Dongzi noodles. They taste spicy. Ask Xiu how to cook them.

FOLLOW UP

1. Just like *Búfalo* before *Yak* is now a trademark for a shoe-polishing product. Is there any relationship between this animal fat and the shoe-polishing industry?
2. Read one of your favourite Lucky Luke stories again in English or in Catalan. Compare him to Lao Jin. Which cowboy would you rather be? Why?
3. Find (*National Geographic* mags and docs, internet, *Altair* magazine) if this idyllic picture of the Tibetan landscape in the film (green prairies, snowy mountains, heavy rain, many kinds of wild flowers, beautiful rainbows...) belongs to the real one.
4. Lao Jin lost his virility (male sexual power) fighting in a Tibetan War. When was that? What happened? You can watch *Seven Years in Tibet* (starring Brad Pitt) as a clue.
5. Read *Tintin in Tibet* and compare the setting. If you are a lazy reader you can watch the story on DVD. How many Tibets are there?

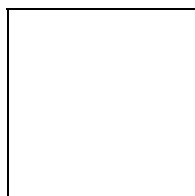
Find the answer to these further questions.

- a) How do Tibetans greet strangers or foreigners?
- b) The abominable Snowman is called Yeh-Teh (yeti) in Nepal. What is *he* called in Tibet?
- c) What is a “chorten”, what is “chang”?

6. A Sky Burial is a traditional Tibetan funeral ritual in which the corpse is exposed to the open air to be eaten by sacred vultures. If you want to know more about funerary customs in Tibet read “Entierros en el cielo” (*El País*, reportaje, 12 Septiembre 2004, p. 8).

Good readers with a love of adventure and human pathos should try the epic story *Sky Burial* by Xinran (2004)

7. *Xiu Xiu* was Joan Chen’s first film. She was born in Shanghai and left China for California in 1981. Find more about this top actress and filmmaker in the DVD extra tracks.



V. *Not One Less* (*Ni uno menos*)

Director: Zhang Yimou

Year: 1999

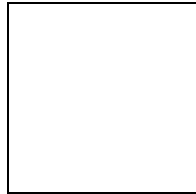
Languages: Chinese Mandarin / Spanish

Subtitles: English / Spanish

Setting: a village school in Shuiquan in the remote, arid, high plains of the Hebei province.

Story: Wei Minzhi is 13 years old and lives in her family's farm.

When teacher Gao must take a leave the mayor of the village hires her as a substitute for one month. She can only sing a song and her knowledge of mathematics is shaky. But she is determined to stop the kids from dropping out as Gao had demanded.



THE HEROINE

Listen to the U.S. theatrical trailer of *Not One Less* just once. Then match the half sentences of the left with their pairs on the right.

- | | |
|--|------------------------------------|
| 1. She travelled to a remote village | a. than her students |
| 2. She was barely older | b. that changed her life forever |
| 3. [...] she had no experience | c. to become the new teacher |
| 4. But when one boy is forced | d. to search for work in the city |
| 5. She risks everything | e. just the strong will to succeed |
| 6. [<i>Not One Less</i>] tells the story of one little girl's remarkable journey | f. to bring him home |

WHO'S WHO?

Complete the matching

- | | |
|-------------|--------------------------------|
| a. Tian | 1. the mayor |
| b. Mr Zhang | 2. a school girl who runs fast |

- | | |
|-------------------|-------------------------|
| c. Ming Xinhong | 3. a troublemaker |
| d. Zhang Huike | 4. the sports trainer |
| e. Zhang Mingshan | 5. keeps a school diary |

a- b-4 c- d- e-

THE VILLAGE SCHOOL IN SHUI QUAN

Are these statements true?

___ There is no school clock. Wei is to dismiss the class when the sun hits the nail of a pole.

___ All the school material the young teacher can have is a piece of chalk for each school day.

___ Ming must run 10 kms every day to get to school because there is no school bus.

___ Some students whose homes are far away can sleep in the school bedrooms.

___ All the schoolchildren and the young teacher must have an ID (identity document)

SCHOOL IN CHINA

◆ Here are some sharp facts about education in modern China. Put the numbers on the left where they belong.

8.72	The illiteracy rate among adults has been reduced to % from
15	..... ten years ago. However, China still has million
20	illiterate people, with million people aged between to
20.23	..... . Some% of the illiterate are in rural areas.

50
85.07
90

(from an Internet source)

◆ In the film, the TV host and presenter reports: "The quality of education is rapidly improving. The nine-year compulsory education policy has been successfully implemented, but it's still not very promising in some areas... especially rural areas. The necessary tools are lacking. Many children can't go to school for several reasons".

A riddle: Zhang Huike is 11 years old and is a third grade student. When did he start his compulsory education? When should he finish it? Should Wei Minzhi still be in learning?

◆ In the final subtitles of *Not one Less* you can read

“Each year, poverty forces more than one million children in China to leave school. Through the help of donations, approximately 15% of these children are able to return to school”.

One more riddle: How many kids can go to school through these donations every year?

- a) 150,00
- b) 15,000
- c) 850,000

◆ *Not One Less* has a happy ending like those of fairy tales.

“Zhang Huike returned to school. His family’s debt was paid off with money received from the donations. Ming Xinhong won the 5,000 meter championship in the city. Wei Minzhi went back to her family’s farm. She often returns to visit her students. The remaining money was used to rebuild the school. They renamed it the Shui Quan School of _____”

Can you remember the name of the new school? The misspelling looks like *Pohe*.

CHECKING YOUR MEMORY & CALCULATIONS

✓ How many students had enrolled at Teacher Gao’s school at the start of the school year?

- a) 38
- b) 40
- c) 26

✓ How many students had dropped out before Wei substituted Teacher Gao?

- a) 12
- b) 28
- c) 40

✓ How many students left school for different reasons while Wei was the gatekeeper?

- a) two
- b) one
- c) none

✓ Teacher will be away for one month, so Wei will need a box with 26 pieces of chalk to do her full job. That means...

- a) every pupil needs one piece more
- b) she must treasure the pretty coloured chalk donated by the brick-factory manager
- c) Saturdays are not schoolfree days

✓ Wei will get a pay of 50 yuans when Gao returns. How much should she get for another whole working day? Which is the right reasoning?

- a) $50 : 26 =$
- b) $50 \times 1 : 30 =$

✓ A can of Coke costs 3 yuans even for thirsty workers, so Wei can only buy two for the whole pack. If Wei and her pupils had managed to buy one for each they would have needed...

- a) 57 yuans
- b) 51 yuans

✓ In the end, Wei Minzhi failed to dodge the bus to the city so she had to walk and hitchhike. She returned to the village for free in a TV van. If she had got a round trip ticket for her and a return ticket for Zhang she would have needed **61.5 yuans**, which the mayor refused to give her.

Let's imagine the population of Shui Quan is 700 villagers, all of them willing to help. How much should each villager chip in to pay for Wei's bus fare?

- a) $6150 \text{ cents} : 700 =$
- b) $61.5 \times 700 : 100 =$
- c) $700 : 61.5 =$

✓ Carrying one brick to the factory was **1.5 cent**. Jiao Jie was trying to sort out how many bricks they should move so as to get **52.5 yuans** (they'd already collected nine!). This Jiao Jie's reasoning

"Moving 10,000 bricks earns 40 yuan"
"52 bricks, times 10,000, divided by 40 [...]"
"130,000 bricks?"

Was her Chinese mathematical calculation correct?

- a) yes
- b) no

✓ Calculating the time. Wei and the kids moved 1,500 bricks in two hours. Zhang Mingxian tried to find out how long they [26 kids and their teacher] would have to work to move 130,000 bricks?

"Two hours to move 1,500 bricks"
"175 hours"
"If we work 8 hours a day [...] 17 hours, 2 days!"

Was her calculation accurate?

✓ Living in the city was far more expensive than in Shui Quan. Wei had to tip 2 yuans to a girl who could help her find Zhang Huike. Announcements on loudspeakers were free, but she had to spend her pocket money left (**6.5 yuans**) on a pen, ink and drawing paper so as to write a lot of "missing person" notices.

Wei did not what a Xerox (photocopy) was. If the cost of one photocopy is **10 cents**, how many can she make with that money (the first copy was free)?

- a) 65
- b) 650
- c) 65,000

✓ A xeroxed notice would have been useless anyway, for people in the city have no time to waste in reading. Furthermore, the "missing person" notice did not include any address, telephone number, page number or mobile phone.


Placing an ad on the City-TV Station costs **600 yuan thirty seconds**. If Wei places one ad running three times a day for one week

How much will she have to pay?


If her salary as Teacher Wei is 50 yuans a month,

How long (how many months) will she have to work as a steady teacher to pay off the debt?

WRITING TASKS

 Wei Minzhi does not know what a mobile phone is. Help her write the following description of Zhang Huike in SMS so she can send it more quickly to the nearest police station in the city. You can skip the last two lines.

Zhang Huike, male, 11 years old.
From Shui Quan village.
Third grade student.
Wearing a chequered shirt and light-grey pants.
Not very tall, short hair, medium build.
His family is poor, and his mother is sick.
His dad died young, he left school

 As Wei was nervous and sobbing she couldn't answer all the questions from the host in *Today in China*, a highly rated chat show. Can you answer them for her?

Host: Can you tell us about the situation at your school?

Guest:

Host: An increasing number of students are dropping out of school.

Why do you think this happens?


Guest:

Host: Why do you have to find Zhang Huike?

Guest:

Host: Zhan Huike's situation is increasingly common. We hope that society will give him a hand. Help them go back to school. We need to help the future generations. We know how you feel. Can you say something to our audience?

Guest: Zhang Huike, where did you go? I've looked everywhere. I'm so worried. Why didn't you come back?

 When interviewed by the TV host and asked about living in the city Zhang's ordeal was touching and tear-jerking

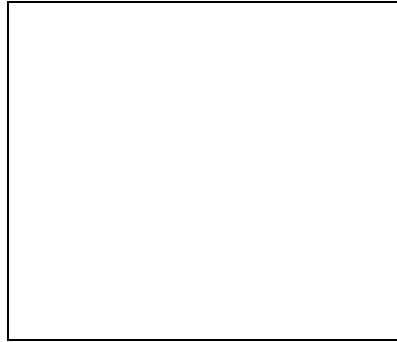
--The city is beautiful and prosperous. Much better than the countryside

x *What's your most lasting impression?*

--That I had to beg for food. I'll always remember that.

Imagine you are a "menino da rua" (street kid) like Zhang Huike. Write in your diary what happy / unhappy things happened to you

14 October



✎ Write about your dream school, one which is not 45 years old or where it leaks when it rains like the Shui Quan Village School.

✎ Try out a bilingual (English / Chinese) patch poem dedicated to “Teacher Wei Home” as in the example. Your teacher will supply suitable words. You just let your feelings and fancy flow.

“Rìchu”

Shàng Xué, pàngwàng
Shànbān, jiānyù
Xiànzài kǔ
Yóuyítian Yúkuài

“Sunrise”

Go to school, hope
Go to work, jail
Now cry
Someday joy

HOW CAN WEI MINZHI HELP YOU?

1. There are lots of Zhang names in the story (including the film director). Is it a first name or a family name? Where do the Chinese place these names?
2. Watch scene 28 in the movie again. Learn how to draw and write the Chinese ideograms for “sky”, “happiness”, “water”. The one for “flower” looks like an illiterate lollipop. Ask Wei Minzhi to teach you how to write the words “flower” and “hope” and some others you might wish to know.
3. Chat with her about compulsory education in China: timetables, subjects, teachers, exams, holidays...
4. Chinese people know both Chinese (---) and Arabic (1) numbers. When do they use Arabic numbers?

Ask Wei Minzhi if she can work out this addition

$$\begin{array}{r} \text{MDCC} \\ + \text{VI} \\ \hline \end{array}$$

5. Try some simple maths (additions, subtraction, multiplication, division) with Ma Yan without using a pocket calculator. Observe her procedures. Are they different from yours? Whose results were quicker and more accurate?

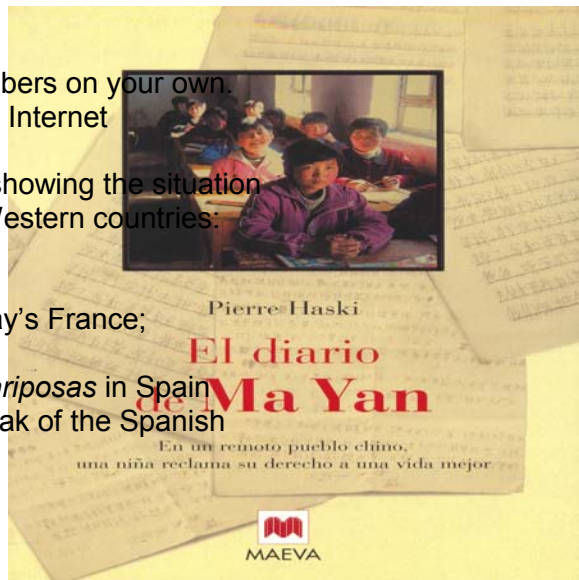
FOLLOW UPS

- Read *El diario de Ma Yan* (Maeva Ediciones, 2004) as a weekend / holiday reader (it is also available in English). Ma Yan's is a touching picture of a Chinese school in the poor countryside. Compare Ma Yan's and Wei Minzhi's experiences. Both stories have a happy ending, too sweet to be true?

- Learn Chinese numbers on your own. You will get them in Internet
- Watch other films showing the situation of rural schools in Western countries:

Être et Avoir in today's France;

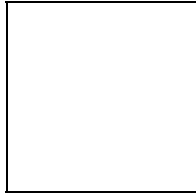
La lengua de las mariposas in Spain just before the outbreak of the Spanish Civil War.



VI. SHIQISUI DE DANCHE (*Beijing Bicycle* / *La bicicleta de Pekín*)

Director: Wang Xiaoshui
Year: 2000
Languages: Chinese / Spanish
Subtitles: Spanish
Setting: Beijing nowadays

Story: Guei is from the country. He is 16. He finds work for a courier company who lends him a bicycle, a super silver-coloured mountain bike. The company pays good wages but part of these goes to paying for the bike on which Guei spends most of his days. One day, as Xiao Guei has almost finished to pay for his bike, it disappears, stolen from in front of a building where he was making a delivery. Without a bicycle he can't work so he scours Beijing in search of it. When by miracle Guei finds his bicycle, he finds another young guy, a poor student named Jian, is riding it. Guei wants to take it back but Jian had bought it at a market. So they are going to have to learn how to share it.



UNDERSTANDING THE STORY

Tick (✓) the right statements.

- Guei works for Fei Da courier company
- 80% of the wages go to the manager
- When the workers manage to pay for the bicycle they get 50% of the wages
- People in the city are mean and trick young people from the country
- Young peasants must try not to sound like peasants
- The manager will give Guei another chance if he finds the bike back
- Boys in Beijing are not good at trial-biking
- Jian wishes a new bike to feel proud of himself in front of his classmates and his girlfriend
- To Jian's father a good education is more important than a "bike promise"
- Jian and his younger sister share the same bedroom
- High-school boys and girls don't have to wear a navy blue uniform
- To Jian his bike is more important than his girlfriend
- Xiao and his classmates are bully boys
- Jian's father believed the bicycle belonged to Guei because there was a Merida scratch on it
- Jian had bought the mountain bike for 500 yuans
- Guei was stubborn (pig-headed) and refused to buy the bike back for 300 yuans
- It was Jian's neat idea to ride the bike in turns
- Beijing's youngsters smoke and have fun in amusement halls
- Qin, the pretty young woman living next to Guei's lodgings, was also a runaway from the country.
- Qin had stolen her employer's shoes, clothes and car
- Beijing people who live in small streets (lanes) have a quiet life, taking in the sunshine, playing board games, doing Tai Chi and "fan dancing".
- Jian becomes angry and dangerous when he sees Xiao riding his old Feibepal bicycle
- Jian and Guei become very close friends
- In the fight the bully boys smash Guei's bike and kill Jian
- Guei hits one of the bullies with a brick and drags the broken bicycle along Beijing

MODERN CHINA

Choose the answer that sounds most reliable


1. In 1985 there were only private cars in China
 a) two b) two hundred c) two thousand
2. Today there are.....private cars and rising
 a) two million b) two hundred million c) one billion
3. The population of China nowadays is about 1,3 billion people. About 800 million live...
 g) in the countryside
 h) in big cities like Beijing or Shanghai
 i) in Taiwan
4. In 1985 there was only one skyscraper of glass and steel in 'Chinese Paris' (Shanghai). Today there are more than...
 a) ten
 b) fifty
 c) three hundred / three thousand
5. In 2002 there were as many as million mobile telephones
 a) 20
 b) 206,62
 c) 80
6. An old-fashioned cab (a two-wheeled cart) drawn by a man was called...
 a) a gong
 b) a rickshaw
 c) a Mao trolley
7. Neighbourhoods in the cities enjoy better living conditions but also develop bad eating habits. Today million people suffer from overweight and 60 million are obese (very fat).
 a) 20
 b) 80
 c) 200
8. Cadillac, Rolls-Royce and Mercedes cars are selling well in China now. A Cadillac CTS make costs 518,000 yuans, twice as much as in the USA. How much is this?
 a) 1,000,000 dollars
 b) 10,000 dollars
 c) 50,900 euros
9. DINK families (Double Income No Kids) are blooming in ...
 a) the poorest regions of Tibet and Mongolia
 b) fashionable cities like Hong Kong or Shanghai
 c) fishing villages
10. As shown in the very last scene of the film, a picture of modern China is..
 a) a traffic jam
 b) a lonely push biker
 c) Tiananmen Square

VOCABULARY & CULTURE


 Finding a bike in Beijing is like searching for “una agulla en un paller”. Find

this idiom in English.

 Guei and his partner, who runs a small grocery, are “Peeping Toms”. Why?

 “A horse! A horse! My kingdom for a horse!” (A bicycle! A bicycle! My Life for a bicycle! In the Mandarin translation by Xiao Guei). Which English playwright wrote this?

- a) Oscar Wilde (*The Importance of Being Earnest*)
- b) Arnold Wesker (*The Kitchen*)
- c) William Shakespeare (*Richard III*)

 Do you know these parts of a bicycle in Catalan?

bell	handlebars	saddle	gear lever
forks	frame	pump	pannier
mudguard	spoke	sprocket	pedal
chain	brake	gears	rear lamp
hub	saddlebag	front lamp	

THE MAKING OF BEIJING BICYCLE

Before reading the film director’s statement about the bicycle as a symbol of Beijing and even of China, guess the answer to this riddle: What were the ‘BIG FOUR’, the traditional items that showed a Chinese family’s standard of living?

- a) a cow, a pig, a bicycle and a daughter
- b) a sewing machine, a radio, a watch and a bicycle
- c) a horse, a watch, a radio and a push bike
- d) a cherry tree, a broken mirror, soy food and a silk dress

Wang Xiaoshui’s (1966-) statement

“The bicycle has always been an emblem of Beijing and even of China as a whole. For years it was the only means of transport for families. When I was young, the fact of having several bicycles was a sign that you were either wealthy or resourceful. Before China started opening up a family’s standard of living was evaluated by what were termed as the “Big Four”: a watch, a sewing machine, a radio and a bicycle. Today the Big Four are no longer the same... Although the bicycle has lost a lot of its glory it remains an important means of transport since there aren’t many motorcycles or cars. It no longer is the object that everyone wants to own but remains essential even if people wish to replace it. Unlike the sewing machine or the radio, it has gradually become a symbol of a lack of means.”

HOW CAN JIAN HELP YOU?

1. In Chinese, “Xiao” in front of a family name means...
 - a) young
 - b) old
 - c) bully
2. Some Chinese people living in our country are a little bit careless when riding a bike in our streets and pavements, partly because there are no special traffic lights (showing a flashing red / yellow / green bicycle) so bikers can go across the streets. Talk to Jian about our safety regulations (crash helmet, flashing front and rear lamps, etc.)
3. Jian paid 500 yuans for the mountainbike at a flea market. How much would you pay for a second-hand mountainbike in Spain? Compare the prices.
4. The Chinese people are fond of cycling but they have not made a “Lance Armstrong” or “Indurain” so far. Are there any promising cyclists who can win a gold or silver in the Olympic Games in Beijing in 2008?
5. “Merida” does not sound Chinese. Are there any bicycle sor motorcycles “made in China” ?
6. Do students really have to wear a uniform at primary and / or secondary schools?
7. Are bully boys a big problem in Chinese schools?
8. In scene 11 you can see a little kid playing marbles in the street and licking a lollipop. Are lollipops (chupa-chups) popular in China? Are they made in China or in Barcelona?
9. Jian is not a “lucky little emperor” for he has to share the family wealth with with his little sister. Are families allowed to have two kids today? Is it true that only-children are spoiled by their parents in China?
10. The Fei Da manager says to the couriers that “they are the homing pigeons of the present day”. Are there delivery girls also in big / small towns in China? What jobs do they do: deliver papers, pizza, letters and parcels...?

FOLLOW UPS

- a) The screenplay for Beijing Bicycle is based on one of the top ten movies of all times: an Italian film directed by Vittorio de Sica in 1948. What is the Italian title? What is the story about?
- b) *Las bicicletas son para el verano* is a classical reader at Spanish literature lessons in our schools. Who wrote it? What is it about?
- c) Read “La China se rinde al lujo” (*El País Semanal*, 10 October 2004, pp. 25-28) to know more about how the Western way of life is catching on in today’s changing China.
- d) In the 1980s 79% of the population of China lived in the country. Read the following articles in which you will find some of the reasons to understand

why the Chinese peasants are being pushed into a new kind of human bondage.

→ “El gran éxodo de la China moderna” (*La Vanguardia*, 28 August 2004, p. 22)

→ “China. De productora a consumidora” (*La Vanguardia*, Dossier *Potencias emergentes China, India, Brasil y Sudáfrica*, July-September 2004, No. 12, pp. 41-50).

→ “Los ríos bajan negros en la China pobre” (*The New York Times / El País*, 23 September 2004, p. 3).

e) Read *Time* magazine special report “Europe and China” (“West Meets East”, 18 October 2004, pp. 48-65)



VII. TOGETHER (JUNTOS)

Director: Chen Kaige

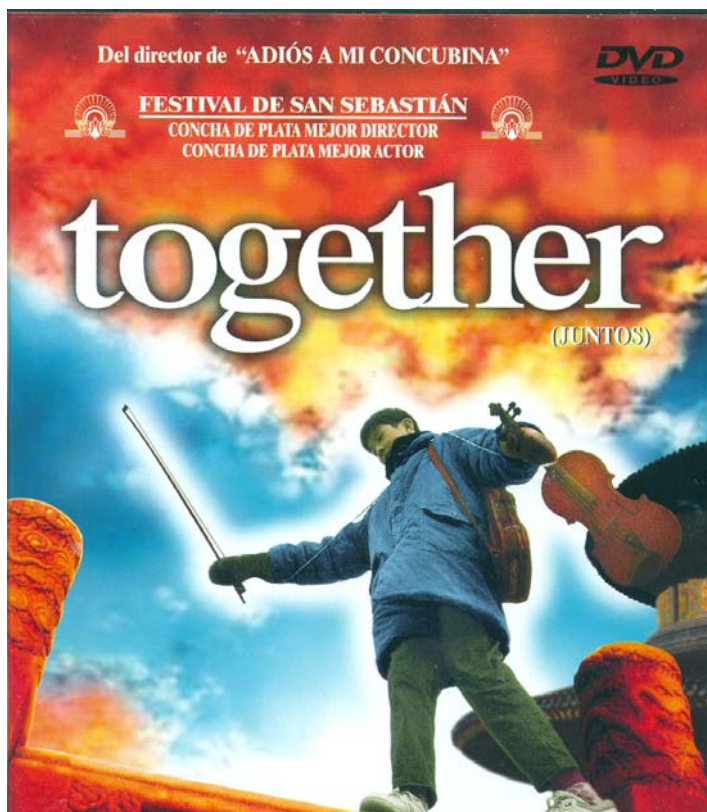
Year: 2002

Languages: Chinese / Spanish

Subtitles: Spanish

Setting. Beijing today

Story: Xiaochun is 13 years old. He has played the violin since he was three and has won a lot of regional awards. He is sensitive and shy. He has been raised by his father, Lui Cheng, a humble cook who is determined to lead his son into success. Father and son leave the countryside for Beijing where Xiaochun is to take a test at a famous music school. Although he does not win (he gets the fifth place in a fishy trial) his father will not surrender: he will do odd jobs and spend his savings so that Xiaochun can take private lessons with two of the best teachers in the big city.



CHECKING UNDERSTANDING

In this long summary of the story there are two sentences for each scene in the movie. Draw a circle around the better alternative in italics (*sloping* letters).

(1) "In the Beginning"

- . Xiao Chun played *bright* / *dull* music to help his "aunt" bear the baby
- . Liu Cheng took *a little money* / *all his savings* to the big city

(2) "The Journey"

- . Xiao Chun was to play a trial at the *Youth Palace* / *Forbidden City*
- . The accommodation at a cheap hotel (20 yuans) included *bed & bath* / *bed & breakfast*

(3) "Childhood"

- . Zhang Lifa (the fatty boy) *loved* / *hated* playing the violin
- . Posh wealthy mothers like Zhang Lifa's think that music lessons is *culture* / *good business* for their kids

(4) "The Professor"

- . One of the three basic rules Professor Jiang gives his new pupil is "*Enjoy yourself* / *Think of your mother*" while playing
- . Lili tips Xiao Chun 50 yuans for *playing "Moon Shines On My Heart"* / *"Moon*

River” for her

(5) “The Money”

- . Liu Cheng lost his money *in a gambling house / in the street market*
- . Only *cats and women / music* can fill Professor Jiang’s heart

(6) “Work”

- . Xiao Chun was hired for playing at a *birthday party / wedding (engagement) party*
- . Before working at a building site Liu Cheng worked as a *courier (delivery man) / mail carrier* in Beijing

(7) “A Girlfriend”

- . Xiao Chun tells Lili his mother had left home when he was *two / twelve*
- . Lili’s boyfriend is a fashionable businessman who can say “*Bye bye*” / “*Of course, I do*” in English

(8) “Shopping”

- . In the boutique Lili fancied a *white coat / yellow dress* she couldn’t afford
- . Professor Yu Shifeng had been *Tang Rong’s teacher / Professor Jian’s pupil*

(9) “The Gathering”

- . Liu Cheng wants a smart teacher who can give his son *fame and fortune / freedom of spirit*
- . Liu Cheng told Professor Yu and his wife the secret story of his son. They found it *funny and moving / just crazy*

(10) “The Gift”

- . Dongdan was a store buying and selling *string / wind* instruments
- . Xiao Chun had sold his violin so he had to practice by *borrowing Lin Yu’s / professor Yu’s*

(11) “The argument”

- . Lili tried to buy the violin back for 27,000 / 50,000 yuans
- . When you are in lessons at the Conservatory you can’t *chew gum or whistle / eat a snack or use your cell phone*

(12) “Feelings”

- . Lin Yu *plays / doesn’t play* music from her heart
- . The new violin Xiao Chun is to play with *belonged to Vivaldi and then to Tchaikovsky / was two hundred years old*

(13) “Mistakes”

- . Xiao Chun calls Professor Yu a liar for he didn’t believe Liu Cheng *was not his true father / had abandoned a baby for a shameful reason*
- . Liu Cheng wants *to go home so as not to disturb his son / to go abroad to make a lot of money if his son wins the International Contest*

(14) “Arrangements”

- . *Lin Yu / Professor Yu* had bought the violin at Dongdan to give Xiao Chun a big surprise the night of the concert
- . The chosen fiddler to take part at the International Contest that night was *Lin Yu / Xiao Chun*

(15) “The End”

- . When he sees Xiao Chun at the railway station Liu Cheng remembers the day *his wife had died / he had found the baby*
- . In the end both Lin Yu and Xiao Chun have a smashing success: she at the Opera House, he *at Beijing airport / at a crowded railway station*

LOOKING THROUGH THE CHINESE HOROSCOPE

The most important characters in the screenplay are

Liu Cheng
Xiao Chun
Lili
Professor Jiang
Professor Yu
Lin Yu (another Wunderkind)

A number of totemic animals make up the Chinese horoscope. Read the most remarkable features of these animals and match each character's personality with one / more than one 'horoscope animal'.

MONKEY: clever, inborn talented and gifted; chosen to succeed, but irregular in their struggle for climbing up.

DRAGON: self-demanding, perfectionist, tenacious in everything they do. Dragons are both admired and envied by other people as they are very lucky. Dragons tend to be naïve as they never notice human evil.

RAT: charming but aggressive, restless; they never surrender, they are unyielding in their professional life.

OX: patient and silent, they never show off; they hide their creative spirit and intelligence under a normal appearance. Very hard-working but too humble at times.

RABBIT: ambitious, always in the mood for fighting and achieving the best for them and their partners. They are rather careful and watchful, quiet and calm.

SNAKE: they are worshipped because of their wisdom, slyness (craftiness) and strong will. They succeed in everything they try as they can't stand failure.

HORSE: very smart and swift both in their mind and body. They lose their temper easily. They are quite ambitious but they need their freedom to make a success.

SHEEP: smart and artistic, a bit restless though. They can't stand loneliness. Their main flaw is that they hesitate very often about the right way to take.

ROOSTER: sincere and easy-going. Very hard working, they feel disappointed if they can't achieve their goals. Perfectionists in their doings.

DOG: restless and tireless. They are faithful and lonely. They look cool but can also show kindness and greatness in their spirit. They always make the grade even though they have to try their hardest.

BOAR: they are the symbol of purity. They are very competitive. They are eager for both knowledge and hard work. They are strong-willed.

TIGER: ambitious, brave, competitive. If successful, they will be great leaders. If unlucky, they can be rebel and resentful.

You can learn a bit more about the Chinese horoscope in card # 26 of the first part of this study (“Green Cards for Cultural Integration”).

HOW CAN LILI HELP YOU?

- ✧ What is the Chinese opera like?
- ✧ Are there any traditional instruments in China? How about bamboo flute? Ask Lili to teach you how to play some popular tunes.
- ✧ Xiao Chun was requested to play “healing” music from his violin to soothe his “aunt’s” pain while having the baby. But that woman was not his aunt. On the other hand, Lili lets him call her “elder sister” (big sister).

When do people use these familiar titles?

- ✧ Is music a compulsory subject at Chinese schools? How different are their lessons from ours?
- ✧ In Chinese mythology Yang (light) and Yin (darkness) are two cosmic forces which –interacted—produce the phenomena of the universe and guide the fate of the people. Which of these forces is more likely to guide Xiao Chun’s life as a gifted boy?

WORDS & CULTURE

📖 Learn the Chinese words for “grandfather”, “grandmother”, “father”, “mother”, “brother”, “sister”, “uncle”, “aunt”... and then draw your family tree with these words and the names of your relations.

📖 Like *Oliver Twist*, Xiao Chun was a “foundling”. How do you say this in Catalan and Spanish? Find some common family names in Spanish for “foundlings” and translate them into English.

📖 Learn the signs of the zodiac in English (Leo, Piscis...) and compare them with the animals of the Chinese horoscope.

📖 What is a “concubine”? Was Lili Mr Chen’s concubine?

FOLLOW UPS

📖 Lili is probably a tribute to Chinese novelist Lilian Lee (Li Pik-Wah in Chinese). Chen Kaige made a film from her worldwide best-seller in 1992. This book (the original Chinese is *Bawang bie jie*) is called in plain English...

- a) *Farewell to the Arms*
- b) *Farewell to the Great Wall*
- c) *Farewell My Concubine*

✠ The new violin for Xiao Chun was probably a Stradivarius. Which Italian city was famous for its violin-making workshops in 16th-18th centuries?

- a) Venice
- b) Cremona
- c) Naples

✠ Find further information about Vanessa-Mae, a famous violinist around the world. She was born in Singapore. After training as the youngest student with Professor Lin Yao of the Central Conservatoire of China in Beijing she toured internationally as concerto soloist at the age of 12.

✠ Watch *From Mao to Mozart: Isaac Stern in China* (1980), an Oscar-winning documentary about this famous violinist travelling around China teaching talented students and encouraging them to put “feeling” in their playing.

✠ A “saccharine” movie for young musical students is *Music From the Heart*, also known as *50 Violins* (1999). They will enjoy this school drama and will discover the power of music to unlock the creative spirit. It is by far more exciting and interesting than *School of Rock*.

✠ Imagine you are Xiao Chun’s father, a stinking rich one. How would you spend a three-week holiday in Beijing while Xiao Chun is taking lessons at the Conservatory? Find a travel-guide and write in your log-book about the most interesting places and sightseeing walks.

Do not miss the **hutongs**, the Chinese capital’s old lanes (See *Time* magazine, “Backstreet Beijing”, October 18, 2004, p. 65). (see page 399).

VIII. THE ROAD HOME (EL CAMINO A CASA)

Director: Zhang Yimou

Year: 2000

Languages: Chinese / Spanish

Subtitles: English / Spanish

Setting: somewhere in the north of China today with flashbacks of the 1950s

Story: Luo Yusheng, a successful businessman, goes back to his village in the north of China to attend his father’s funeral, who had been the local schoolteacher for forty years. His mother wants an ancient funeral, which would engage a crowd of village men to carry the coffin from a far away morgue on a couple of snowy wintry days. While he tries to change his mother’s mind Yusheng remembers his parents’ beautiful love story. He will agree to fulfill his mother’s wish for the funeral and before departing he will be the teacher for one day so as to fulfill his father’s wish.



THE LOVE STORY

As Luo Yusheng is thinking about how to please his mother's wishes for the ancient funeral a picture catches his eyes. It was taken when his parents were married. The story of that courtship was well-known in the village.

Decide if these sentences are true (t) or false (f).

___ The new teacher (Luo Changyou) arrived in Sanhetun in 1958

___ He was 20 years old; Zhao Di only 18

___ Changyou was not married but he was engaged to a young woman in East Gate, his hometown

___ Since her husband's death Di's mother's only wish was to find a good husband for Di, but she refused all the proposals from village men for she didn't like any

___ In those days arranged marriages were the social rule. Di was the first woman in the village to express her love freely


___ In those days a village-teacher would sleep in the village council house


and have his meals with a different family each day. Yet Luo Changyou slept one night in Di's lodgings because of a snowstorm.

- ___ Di's mother encouraged her daughter to get closer to the young teacher, even though he was out of their class
- ___ Changyou loved Di's cooking and red jacket. She loved his voice best
- ___ Before leaving for the city Changyou gave Di a little present to match her red jacket: a clip
- ___ Di's mother had the broken bowl repaired for her daughter's heirloom
- ___ The bowl would keep alive the memory of the man Di would love forever
- ___ Changyou had promised to return before the school holiday began on the 28th December
- ___ Di waited for him in the long freezing winter but he did not turn up
- ___ As Di was suffering from love-sickness (she was burning up) the mayor promised he would go and find the teacher in the city, but he fainted on the way
- ___ When Changyou heard about Di's sickness he left the city without permission. For his disobedience the two lovers were kept apart
- ___ Di waited for him in her red jacket for two long years. When Changyou returned he never left her again

- ___ The dirt road is part of this love story. Di had waited on that road with love and trust for a long time. That's why she wanted to walk the road with him for the last time

HISTORICAL BACKGROUND

-  The two lovers met in 1958 in the early years of Mao Zedong's regime all throughout China. Which symbol of that Communist regime was shown on the schoolgate?
 - a) a paper tiger
 - b) a star
 - c) a red balloon

-  The villagers were afraid the teacher would not be back from the big city for he might be in trouble. What kind of trouble?
 - a) he was not using the official book in his school. He wrote his own book
 - b) he was challenging the mayor's authority
 - c) he was collecting money from the poor people to build a more

beautiful school and a bigger well

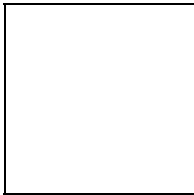
📖 Forty years later we can see a big-sized Titanic poster hanging on old Di's bare room. Which of the following interpretations does not sound reliable?

- a) The new Chinese politicians loved Hollywood soap operas
- b) Lyrical portraits of love in China can be as strong as that of Rose and Jack in *Titanic*
- c) The poster reminds the viewers that *The Road Home* background score is influenced by the soundtrack composed by James Horner for *Titanic*

📖 Carrying the dead was an old custom no one had followed in the north of China since the...

- a) Cultural Revolution
- b) Industrial Revolution
- c) Rock and Roll Revolution

CUSTOMS & SUPERSTITIONS

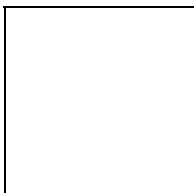


Carrying the dead was an old custom the mayor (Uncle Xia) tells in his words

"We have to when climbing the mountains, crossing the river and passing the crossroads. We tell him that this is the road home. Everyones at him so that he remembers his way home"

The missing word in both gaps is

- a) scream
- b) shout
- c) yell

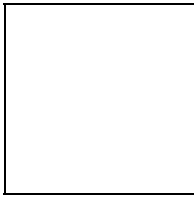


A village custom in Sanhetun went that a new building must have a red cloth

wrapped around its beam for good luck. The cloth (which was called the "Lucky Red banner") must have been woven by...

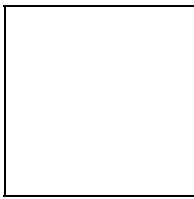
- a) the mayor's chief wife
- b) the most beautiful maiden in the village

- c) the keepers of the two wells (Front and Back Well)



Women were not allowed to participate in some events like building a new house or digging a new well. Superstition had it that women...

- a) wouldn't be strong enough for these jobs
- b) would stop carrying buckets of water on their shoulders
- c) would bring bad luck



The mayor asked widow Luo not to cry ("Don't cry. Don't let your tears fall on him"). Perhaps this was a superstition suggesting that tears on a dead man's body would bring bad luck, for we are told that when Di's father died her mother would not stop crying until she...

- a) met the right man for Di
- b) went blind
- c) managed to make some onion cakes

FOOD

🕒 Each family prepared a dish for the men working on the building site. Which of the following does not taste Chinese?

- a) steamed bread
- b) onion cakes
- c) rice steamed in lotus leaves
- d) chicken Tandoori with peanut butter

🕒 Good cooking was a quick way to catch and win a husband in the old days. Which of the following dishes cooked by Zhao Di was Luo Changyou's favourite?

- a) onion cakes
- b) scrambled eggs with onions and rice
- c) mushroom dumplings ("raviolis de bolets")

🕒 Widow Luo was worried about her only son's celibacy

"You are not young anymore, Don't be so picky
Find yourself a nice girl and bring her home to meet me"

What lessons would Zhao Di give her prospective daughter-in-law?

- a) how to use the new loom and weave red clothes
- b) how to cook traditional food, not “fast food”
- c) how to read out and sing in a crispy voice

THE SPRING SONG

As Di is flowing in her lovesickness she remembers the words of a folk song dedicated to the springtime. Put the missing words where they belong

Full of energy our spirit comes alive
 Full of new hopes, full of new
 Spring is here
 It melts the
 The turns green
 The sow
 The oxen plough the
 The geese return
 The begin to hop
 Robins start to
 Spring is the to sow
 Everything starts to grow

Snow----field----again----season----wishes----grass----farmers----sing----frogs----wild

HOW CAN DI HELP YOU?

- ♥ Zhang Yimou loves making emotional movies which touch the viewer’s heart. Are Chinese people really so generous and kind as shown in the movie (refusing the pay for carrying the coffin, giving donations for rebuilding the school...)?
- ♥ Teacher Luo Changyou wrote his own handbook. Are the following commands fashionable in today’s Chinese schools? Tick (✓) the ones they are.
 - ___ “In life one must have a goal”
 - ___ “Reading and writing opens one’s eyes”
 - ___ “Writing and counting benefit one’s life”
 - ___ “Have respects for your elders”
 - ___ “Know the present, know the past”
- ♥ At the doorway into Di’s and her mother’s home there were pumpkins, garlic and red pepper. Are they hanging there...
 - a) for decoration
 - b) as a superstition to keep bad luck away
 - c)
- ♥ On and around Teacher Luo Changyou’s burial ground (scene 24) we can

see a mound, a standing stone and a flatstone with offerings on it: fruits!!
What is the purpose of this tradition, of taking food to the graveyards?

FOLLOW UPS

→ Watch scene 15 again ('Bowl and pot repair'). Then talk to one of your grandfathers or grandmothers about old jobs that have been lost today which were useful and important fifty years ago. For example, a 'knife-grinder' or a 'weaver'. Find at least ten more like the following. What vowels are missing?

C_al merchant
Bask_t maker
F_rryman
Sp_nner
P_dler
C_rtwright
Ap_thecary
Dairyma_d
T_nner
M_ller
Sm_th

→) Read the words of "Take me home, country roads", a lovely song by John Denver. You will also find enjoyable "Annie's Song", one of the most beautiful love songs ever. Translate the lyrics into Catalan / Spanish. Perhaps you might also like to try a Chinese rendering with the help of a Chinese friend. The latter is the sort of love poem Changyou would have written for Di.

→ Are the place-names in the movie real or imaginary? Try to find them in a good map of northern China. Remember that

- . the story takes place in Sanhetun
- . Luo Yusheng works in a big city
- . Lots of his father's pupils had flocked to the funeral from places as far away as Guangzhou

→ Chinese women developed across the centuries a secret language of their own known as **Nushu**. As they were not allowed out of their homes into the streets housewives would communicate with other neighbouring wives through writings on fans which servants would hand over walking from door to door.

Find more about this dead language (the last Nushu speaker, Yang Huanyi, died on 23 September 2004, aged 98). You can do your own research sailing in Internet or you can read a wonderful novel: *Snowflower and the Secret Fan* by Lisa See.

→ There are a lot of superstitions about building a house all around the world. These superstitions are meant to bring good luck to the people who are to live in it. Which of the following used to be / still is very popular in England?

- a) to plant mistletoe and holly on flowerpots
- b) to bury a cock under the groundwork
- c) to bury a crow and pig under the foundations

IX. LAGAAN. ONCE UPON A TIME IN INDIA

Director: Ashutosh Gowariker

Year: 2001

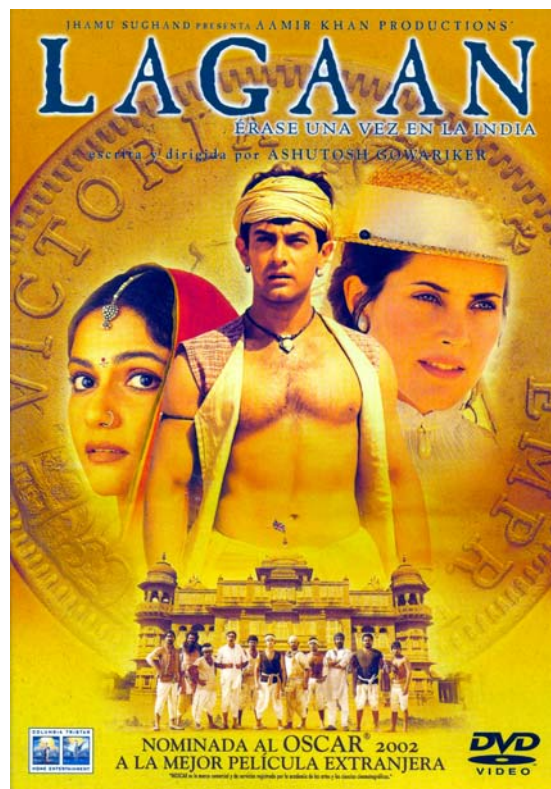
Languages: English & Hindi / Spanish

Subtitles: English / Spanish

Setting: a rural town in British colonial India in 1893.

Story: Captain Russell, a commanding officer of a British cantonment, oppresses the people of the region with high taxes, while they are also suffering under the unusual drought. Out of fancy, Russell offers the peasants of the nearby village of Champaner to cancel the taxes of the whole province for three years, if they beat his men at cricket, a sport villagers have no clues about. Led by the courageous Bhuvan and helped by the officer's good-hearted sister Elizabeth, the villagers start training for the cricket match that will decide their fate. For the whites it will be a game, for the villagers the match is their life.

Most of the story is about how Bhuvan recruits suitable cricket players, trains his team, and above all overcomes the villagers' sense of hopelessness.



INDIA QUIZ

Match

Dacoit	___	a. father
Lagaan	___	b. a tax farmers had to pay the Rajah
Hindi	___	c. Hindu religious ceremony of worshipping
Rajah	___	d. a dye for woman's hair, hands and feet
Sahib	___	e. Lady (title of respect to a British woman)
Memsahib	___	f. Sir (title of respect for a British man)
Namaste	___	g. a greeting
Bapu	___	h. a bandit
Puja	___	i. the local chief of the British provinces
Henna	___	j. a tree (margosa) that grows in India
Neem	___	k. the official language of India spoken by only 30% of the population

RELIGION & SOCIETY

◆ The Rajahji will not betray his religion by eating meat. His full name is Rajah Puran Singh. He stubbornly says to Captain Russell, "Hum shakahari hai" (I'm a vegetarian). Which is probably the Rajah's religion?

- a) Hinduism and Jainism
- b) Muslim
- c) Sikh

◆ "By Allah's grace the victory will be ours!" Who says this?

- a) a Muslim
- b) a Buddhist
- c) a Hanuman follower

◆ On Krishna's birthday the idols are decorated in the temple. Surprisingly Krishna's partner in the temple (Radha) is not his wife for he was married to Rukmini and Anay was Radha's husband. However, their deep love for each other set an ideal in the Indian society. "It's like a dewdrop on a lotus leaf, neither united or separated", explains Gauri. Krishna and Radha have been worshipped together for 'eons' (ages). What ideal did they set?

- a) that of true, deep love
- b) that of arranged marriages, the one Bhuvan believed in ("My mother also likes you, Gauri")
- c) the ideal of unfaithfulness only to your husband

◆ At the Champaner temple Bhuvan, Lady Elizabeth and Gauri had their foreheads ointed and then they were to ring a bell. Why didn't Gauri let Elizabeth ring it next to Bhuvan?

- a) it was taboo for a foreigner to ring the bell
- b) that would destroy Gauri's lucky chances to win Bhuvan
- c) Elizabeth knew a chiming bell would bring her joy and health

◆ As their team were losing any chance to win, women prayed and chanted at for a miracle

- a) Krishna temple
- b) Shiva shrine
- c) Joy Bangla

◆ Gauri's "little heaven" was a dream house she would marry into with...

- a) rose gardens and farm with pigs and horses
- b) trees in the courtyard, a big field in the house, two cows, a pair of oxen and three goats
- c) large farming fields growing wheat, rice, chapati and lotus (the national flower in India)

◆ Ironically the last ball fo the game that brought the victory of the villagers was played by a "pariah", an outcast in the caste-system of social India. They are also called...

- a) latrine-cleaners ("mantras")
- b) Untouchables ("chamar")
- c) Mubaraks

CRICKET, SPORT & FAIR PLAY

(1) Bhuvan made Captain Russell angry when he said, "cricket is a stupid game", just like one game the Indian villagers had played since kids. What was this local game called?

- a) Kanpur
- b) Whe-ri-ma (short for 'wheat, rice and maize')
- c) Gilli-Danda

(2) A cricket game can last days. The team that scores the most..... wins the game

- a) runs
- b) spinning balls
- c) hat-tricks

(3) The three main aspects of cricket are batting, bowling and fielding. Match the terms

- | | |
|---------------|---|
| Batting ____ | a. throwing the ball |
| Bowling ____ | b. wielding the bat |
| Fielding ____ | c. guarding the fields (catching the balls) |

- (4) There are eleven players on each team
- five batters, five bowlers and a wicketkeeper
 - a wicketkeeper, seven batters and three bowlers
 - ten batters, one bowler
- (5) The English people take cricket very seriously. Nothing (even the outrage for punishing a rebel) can stop it (“Come on chaps, back to the game”). Which of the following are also “serious” sports in England?
- hunting and betting
 - trekking and tea-drinking
 - whacking and fox-hunting
- (6) “Play cricket”, “It’s not cricket”. These expressions mean...
- you must hurry up
 - enjoy yourself playing cricket
 - play fair, don’t play tricks
- (7) One of the commanding officers watching the match said, “This country [India] has a great future in this game”. This prophecy has come true not only in India. Some of the best cricket is played today in...
- Pakistan and West Indies
 - Sri Lanka and Nepal
 - Australia and Puerto Rico
- (8) Other popular sports that were developed in India under the British rule were...
- badminton and field hockey
 - chess, golf and roller hockey
 - soccer and trap shooting
- (9) The neutral unbiased official (“àrbitre”) who watches over the rules of the game and fair play is called..... in cricket, badminton, baseball, table tennis, tennis and volleyball
- referee
 - umpire
 - coach
- (10) Which of the following doesn’t play foul all the time?
- Lakha
 - Russell
 - Yardley
- (11) In cricket some players need to be fast, others to be strong. Which of the following expressions fits Bagha, who is “fort com un roure”?
- strong, tough as teak
 - strong like a yak
 - a bull like an oak-tree

(12) The match seems quite unfair, for the British team is a “galactic” one of all- stars officers and privates


Smith
Burton
Russell
Brooks
Wesson
Noel
Benson
Harrison
Flynn
Willis
Yardley

unlike the Indian team, made up by illiterate, unexperienced villagers. Match the name to their jobs and features. Some have been done for you


<i>Bhuvan</i>	__c_	a: the coach and leader
<i>Goli</i>	___	b: the village physician
<i>Arjan</i>	__g_	c: throws the ball like he swings the slingshot
<i>Bhura</i>	___	d: a bright boy
<i>Isar Kaka</i>	__b_	e: a fortune teller and “looney”
<i>Bagha</i>	___	f: the 11 th player, the one who wins the match
<i>Guran</i>	___	g: has iron hands from all the hammering
<i>Ismail</i>	___	h: pounces on the ball the way he grabs hens
<i>Lakha</i>	___	i: a goliath player
<i>Deva Singh Sodi</i>	__i_	j: strong as a horse
<i>Kachra</i>	___	k: a Muslim
<i>Tipu (reserve)</i>	___	l: a traitor (Jude), strong hands from chopping wood, a slow runner

HISTORICAL BACKGROUND


Although the story sounds like a Bollywood fairy tale (“Once upon a time in India...”) the historical background of India under the British colonial rule is for real.

 Who was the queen of Great Britain in 1893?


- a) Queen Victoria
- b) Queen Elizabeth I
- c) Queen Diana II

 To the British monarchy India was the most valuable colony. It was called...

- a) the Beefeater
- b) the Great Green Emerald
- c) the Crown Jewel

 Captain Andrew Russell will have to pay the taxes from his own pocket and will be transferred to the Central African desert. Which of the following countries were under British rule in the 19th century?

- a) Congo (Zaire) and Egypt
- b) Kenya and Sudan
- c) Algeria and Rhodesia (Zambia and Zimbabwe)

 Find the dates for these historical events

_____ The East India Company began to get involved in local politics and government. Beginning of British government rule in India.

_____ Mutiny within the Indian armed forces who were supposed to be loyal to the British government. The cause was the anger at the growing westernisation of society and the threat that this brought to strong Hindu and Muslim religious feelings.

_____ Queen Victoria proclaimed Empress of India, which will be governed by the British civil service.

_____ The Indian National Congress is formed.

_____ The Muslim League was formed to represent Muslim interests.


_____ Riots in Punjab: four hundred Indians were killed.

_____ Riots during the visit of the Prince of Wales.

_____ Gandhi was imprisoned for launching a movement of non-cooperation with the government, supported by Hindus and Muslims.

_____ 15 August: the Independence of India was declared.

This background explains the atmosphere of resentment and angry feelings shown by Captain Russell (“Bloody darkey!”), the villagers and even the Rajah during the cricket game (“Smash these foreigners”, “Beat them to a pulp!”, “Crush Captain Russell’s arrogance!”).

 Mahrattas (maharajahs), Rajputs (rajahs), Moghuls (moguls, mughals). Which of these Indian titles was of the highest rank?

LOVE STORY

♥ Lakha hated Bhuran. He betrayed the villagers and became an informer to the British team because he loved...

- a) Bhuvan’s mother
- b) Bhuvan’s girlfriend (Gauri)
- c) Lady Elizabeth

♥ When Lady Elizabeth says to Bhuvan (disc 2, scene 3) “I’m falling in love with you”, he doesn’t understand because...

- a) Ali-zabeth’s Hindi is still shaky
- b) he doesn’t understand English
- c) he thought Lady Elizabeth was in love with Tony Curtis

♥ At the end of this epic movie the narrator tells the audience that Lady Elizabeth returned to England with Bhuvan in her heart. She never married and remained Bhuvan's..... all her life.

- a) Ashram
- b) Radha
- c) Shiva

♥ Ali-zabeth and Gauri love Bhuvan passionately and sing songs of love. Their lyrics are mixed up here. Can you sort them out? Each song has eight lines. Look out for the rhymes!

- 1 These words come from my heart
- 2 My heart, it speaks a thousand words
- 3 I feel eternal bliss
- 4 The roses pout their scarlet mouths
- 5 It's only you that I love
- 6 It's only you
- 7 Like offering a kiss
- 8 No drop of ruin, no glowing flame
- 9 Has ever been so pure
- 10 That I call my beloved
- 11 Your steady hand stills my fluttering veil
- 12 And there's turmoil in my heart
- 13 If being in love can feel like this
- 14 Then I'm in love for sure
- 15 A moment I shall never forget
- 16 Oh my beloved

Lady Elizabeth's song: linesand.....
Gauri's song: linesand

HOW CAN GAURI HELP YOU?

θ In rural areas, do people still dance and sing for the rain to pour down?

θIs the children's game "Gilli-danda" still played today?

θIs "henna" still a fashionable make-up today out of wedding ceremonies?

θAsk Gauri to teach you play cricket in sunny weather (it's a summer sport). Teach her to play "palomato". Arrange a couple of matches. Make deals beforehand about the prizes for the winners: sweets, a chocolate party....

θAre there any more sports heroes in India today like chess-player Viswanathan Anand?

θ *Lagaan* is the most expensive cinematic production in Indian history. Unusually widely distributed throughout the world, this was for many Westerners the first opportunity to see a genuine Bollywood film in their own countries.

Talk about “Bollywood” (India’s movie industry in Bombay makes more films than Hollywood every year):

- ← Are the movies always so long?
- ← How much are the tickets?
- ← Who are the most popular actors / actresses?
- ← Are the stories always set in India?
- ← Does the Bollywood star system produce special trends in pop songs, clothes, etc.?

FOLLOW UPS

Ⓢ Watch three magnificent films that will teach you about the clash between East and West and the struggle for India’s independence in the 20th century:

- ← *Heat and Dust* (1980) directed by James Ivory
- ← *Gandhi* (1982) directed by Richard Attenborough
- ← *A Passage to India* (1984) directed by David Lean

Ⓢ Find about the Commonwealth Games.

- ← How often are they held?
- ← Where are they held?
- ← What countries participate?
- ← What are the sports events?

Ⓢ “Cricket” is also the name of an insect. Find it in your pocket dictionary.

Ⓢ India (the second most populated country in the world -over one billion people- won four medals only in the latest Olympic Games in Athens. Find the reasons for these poor performances in “El fracaso (deportivo) de la India” (*El País*, 17 October 2004, reportaje, p. 8).

Ⓢ Some more love poems to finish off. Afghans were also involved in power struggles for the control of territory and government in India from the 17th to the 19th century. This country (Afghanistan) has always been between wars, including the Soviet invasion in the 1980s and the US preventive raids in 2001. Pashtun women wrote anonymous “landay” poems at the time of the Soviet occupation. Landays are brief poems consisting of two verse lines of nine and thirteen syllables respectively. They deal with love and war. Read the following samples and translate your favourite one into Catalan:

Cruel people, who see how an old man leads me to his bed
And you ask why I keep and tear out my hair!

Put your mouth on mine
But leave my tongue free to speak to you of love

In secret I burn, in secret I weep,
I am the Pashtun woman who can't unveil her love.

If my lover dies, let me be his shroud!
Then together we shall wed the dust.

My lover is Hindu and I am a Muslim.
It is out of love that I sweep the steps of a forbidden temple.

Son, if you desert our war,
I shall curse everything and also the milk of my breasts.

My beloved, come and sit a moment close to me
Life quickly turns into the dusk of a fleeting winter evening.

[From *Songs Of Love and War. Afghan Women's Poetry*. Collected by Sayd Bahodine Majrough, 2003]

A WARM-UP: *THE FOOTBALL WORLD QUIZ*

Which sport are Jess and Jules going to play when they land in Santa Clara, California, USA?

- a) American football
- b) Sockball
- c) Soccer

QPR stands for...

- a) Queen's Palace Royal
- b) Quaker's Pole Royal
- c) Queen's Park Rangers

You can hear these "football" words in the movie. Match them with their Catalan meanings

corner flags		àrbitre
changing rooms		vestidors
coach		escalfament
warm up	→	banderoles
scout		llançament directe de falta
pitch		terreny de joc
ref		botes
tracksuit		pantalons curts
shoes		espia, observador
shirt		entrenador
free kick		xendall
shorts		porteria
goal		samarreta

Manchester United plays at Old Trafford. Both the team players and the supporters are nicknamed "red devils". What are the nicknames of the following teams in the Premiere League?

- | | |
|---------------|----------------------|
| 1. blues | a. West Ham |
| 2. gunners | b. Liverpool |
| 3. hammers | c. Manchester United |
| 4. magpies | d. Arsenal |
| 5. red devils | e. Chelsea |
| 6. reds | f. Newcastle |
| 7. spurs | g. Tottenham |

1- 2- 3- 4- 5-c 6- 7-

SIKH PUNJABIS

Sikhism is a monotheistic religion founded in Punjab in the 15th century. There are over 20 million Sikhs, most of them live in Punjab (India) and in Britain (about 600,000).

1. The Bahmra are a family from a large stock. They have relatives in Glasgow, Portsmouth and also in a foreign country in America
 - a) Mexico
 - b) Canada
 - c) Cuba

2. Mr Bahmra had lived in _____ before, where there is still today an important Indian (Hindu + Sikh) community
 - a) Kenya
 - b) Egypt
 - c) Nigeria

3. Sikhism combines elements of Hinduism and Islam, accepting the Hindu concepts of Karma and reincarnation but rejecting the caste system.

Is that true in the story? Tick (✓) or cross (✗)

___ The Teyinder are a bit snobbish, perhaps a bit more wealthy than the Bahmra, but they accept Pinks into their family as a wife for their son Teetu.

___ "What did I do wrong in my past life? Why do I have some deceiving daughters?" (Mrs Bahmra)

4. The Sikhs have one sacred scripture, the *Adi Granth* (First Book). Where can we see it in the film?
 - a) in the church at the wedding ceremony
 - b) in the Bahmra's living room
 - c) in Jesminder's bedroom

5. The five distinctive outward forms of the Sikh (the so-called five Ks) are:

- long hair covered by a turban and uncut beard (KESH)
- comb (KANGHA)
- short sword (KIRPAN)
- steel bangle, a bracelet round the arm or ankle (KARA)
- short trousers for horse riding (KACCHA)

Which of these Ks can't we see in the movie? Remember Teetu, the bridegroom, did not walk to the temple.

6. "Now that the exams are over, I want you to learn to cook meat and vegetarian" (Mrs Bahmra). Do the Sikhs eat all kinds of meat?

- a) yes, mostly chicken and lamb
 - b) no, they don't eat beef or pork
 - c)
7. Which of the following things is probably banned for a Sikh to do as shown in the movie? Mark it with a cross (✖)

- to drink tea
- to drink wine or whisky
- to smoke
- to watch TV
- make-up
- to use mobile phones

8. "I don't want that shame [a divorced daughter] in my family"
Mrs Bahmra says the mother of a divorced daughter...
- a) cannot go out into the streets without a veil to cover her face
 - b) cannot step foot into a temple
 - c) cannot cook Indian food anymore
9. The religious temple of Sikhs is called **Gurdwara**. One of the remarkable features of this sacred place is that there can be no people walking above it. Does the gurdwara we can see in the movie (an old building around a corner in Southall) make a proper Sikh temple?
- a) Yes, it does
 - b) No, it doesn't. It's a two-storey building
10. "I swear on Babayi's name" (Jess). "Baba" means 'father'. The "Father" (founder) of the Sikh religion (who probably blessed Jess in her best match ever) was...
- a) Ragu
 - b) Papu
 - c) Guru Nanak

RACE & SEX DISCRIMINATION

1. Mr Bahmra had played cricket with some white fellows in Nairobi, but he quitted because they made fun of his...
- a) Kesh
 - b) Kangha
 - c) Kirpan
2. "There are no Indian boys in the football leagues. How could there be girls?" (Mr Bahmra).

This sentence shows...

- a) Indian boys are not allowed to play football in Britain
 - b) Indian boys are not keen on football so there are very few talented players that can be picked for the top leagues
3. "Things are changing now. Hussein is the captain of the English cricket team" (Jess)

“He’s a Muslim. Things are different”
(Mrs Bahmra)

This dialogue shows that...

- a) the British people are warmer and more tolerant to the people who come from Pakistan
- b) Muslims are not a minority in Britain

4. Jess was outraged when another player called her “Paki”, an insulting word. Her coach Joe said he knew how it felt for he was Irish.

The English people traditionally told jokes about the Irish, whom they call...

- a) Puffin
- b) Paddy (from Patrick)
- c) Wally (from Walter)

5. Punjabis called the white people....., which may sound insulting and derogative at times

- a) Sporty spice
- b) Goreh
- c) Pickles

6. By following the Punjabi culture Jesminder (only her mother calls her Jasmindah) will probably marry a Hindu. It would be a most serious crime to fall in love and marry a...

- a) white man
- b) black man
- c) Muslim

7. “Indian boys have changed now. They have good jobs, they cook and they...”

- a) respect both their father and mother
- b) don’t kick their wives just like a ball
- c) wash up

8. Mr and Mrs Paxton wrongly believed their daughter Jules and Jess were Lesbians (which is not a sign of the zodiac, like Pisces, as an old woman misunderstood). They feel angry about this. However, they like and show their sympathy for a pop star and a tennis player who are homosexuals. These are...

- a) George Michael and Martina Navratilova
- b) Wham and Anna Kournikova
- c) Spice Girls and Dyke Williams

9. “Indian brides never smile. You’ll spoil the video”

This remark sounds...

- a) insulting and rude
- b) a strong discrimination
- c) just like a stereotype or superstition

10. Some men make fun of women who do not understand one of the basic rules of football. This is what Mr Paxton teaches his wife by moving bottles on a table, the...

- a) offside rule
- b) onside rule

c) penalty-spot rule

INDIAN FOOD

Only one of the following is not an Indian / Punjabi food

- Daal
- Chappati
- Sari
- Aloo Gobi
- Paneer Tikka

Why do you think Posh Spice (Victoria Beckham) would enjoy **curry**?

- a) Because it is a noisy kind of bhangra music
- b) Because it is a meal cooked in a hot-tasting (spicy) sauce
- c) It was Spice Girls' first hit in the late 1980s

NICKNAMES & PETNAMES

Jess is a pet-name for Jesminder / Jasmindah. Beck is for Beckham. Suggest petnames for the following common girls' names in Punjab

Gurinder	_____
Parminder	_____
Anupam	_____
Kulvinder	_____
Davinder	_____
Sukneet	_____

"Paki" is an awful nickname for a Pakistani immigrant in Britain. There are a lot of insulting words in English for people from other nationalities. Match the following five

Yank	Italian
Kaffir	American
Spick	African
Chink	Chinese
Nip	Japanese

Try to find some more in a good dictionary.

HOW CAN JESMINDER HELP YOU?

- She can tell you about the foods that appear in the movie (daal, chappati...) and how to cook them.
- You can ask her what is a "Massiji". Is it a title of respect for old women only?

- She can teach you how to do the **Namaskar** (also **Namaste**) greeting to show respect by putting your hands together near your chest.
- Ask her about the **sari**. When do girls start to wear it?
- Mrs Paxton says Jules could learn “how to respect her elders” from Jess. Who do the Sikhs respect more, their father or their mother?
- Are engagement and wedding parties really so noisy and colourful as in the movie? How long do the wedding parties last?
- Ask Jesminder how to play **kabaddi** (also **kabaddi**), a sort of Punjabi baseball played by two teams of nine players each.

FOLLOW UPS

- As we can see in the movie (when measuring a girl’s waist and her bust) the clothing sizes in Britain are still different (also in the USA) from the continental patterns.

If Ronaldinho’s shoe size is 43 in the Barça team, what size would it be if he signed for Arsenal or Manchester United?

- The translation of this movie title (*Bend it Like Beckham*) into Spanish (Quiero ser como Beckham) does not show the metaphor of this movie.

I decide then to make a film combining the English passion for football with the Indian passion for marriage. Beckham scores a magnificent goal and his shirt off (my oh my...). When I get my breath back it dawns on me that Beckham’s uncanny ability to ‘bend’ the ball around a wall of players into the goal is a great metaphor for what young girls go through. You see your goal, you know where you want to go, but you’ve got to twist and turn and bend the rules to get there.

(director and co-writer Gurinder Chadha)

Readying herself for a vital free-kick, Jess watches as the wall of defenders transforms into a line of sari-wearing relatives, all desperately trying to put her off.

How would you translate this movie more fairly into Spanish / Catalan? Discuss this issue with a partner.

- The Sikh people look, and they really are, very friendly and peaceful. However they can be intolerant and go wild about religious matters. Read the following article in which the Sikh community in Birmingham condemn the play Behzty (Shame).

Discuss this issue with other classmates (Sikh, Buddhist, Muslim, Catholics...)

Martes 21 diciembre de 2004

EL PAIS

72

Reuelta contra un teatro

Los sijs británicos logran retirar del cartel una obra que juzgaban ofensiva

CONCLUSIONS

Les 64 fitxes d'activitats d'integració cultural, així com les propostes d'explotació pedagògica de 47 class readers, de 25 cançons pop i 10 pel·lícules proporcionen un banc de recursos considerable per al treball de la multiculturalitat a la classe d'anglès però no solventa nombrosos interrogants sobre la didàctica d'aquesta assignatura a les aules de secundària obligatòria amb veus de procedències ètniques plurals: com ensenyar la pronunciació standard de l'anglès a un cor d'oients amb memòries i destreses tonals diferents? Hauríem de portar a terme una instrucció prèvia de com estan organitzats els llibres de text i workbooks? Com poden les noves eines de les TIC millorar l'aprenentatge d'idiomes en un context multicultural? Com ha de modificar el professorat el seu "classroom management" perquè sigui eficaç a totes les noves tipologies d'alumnes?, Quines aportacions podria tenir l'ús de la televisió parabòlica, amb captació de programes d'altres països? etc.

Limitant-nos als aspectes desenvolupats en els quatre dossiers del treball hauríem de reiterar algunes afirmacions exposades al llarg d'aquells capítols:

→ cal que les editorials facin nous plantejaments de llibres de text que incorporin la realitat pluricultural a les aules en el disseny d'activitats de comprensió escrita i oral així com activitats de treball interactiu i jocs interactius.

→ la mateixa recomanació serveix per a la comercialització de lectures graduades (class readers) on no trobem ambientacions ni arguments de convivència entre diverses cultures als nostres dies. Es nota però una certa direcció pedagògica cap aquest sentit en forma de publicació de contes populars d'arreu del món (els *World Folktales* de Penguin Readers treballats al dossier de *readers*; la recopilació més recent d'Anita Hill: *Tales From Many Lands* i *World Folktales*, citada a la bibliografia).

→ les cançons pop en anglès són un instrument poderós per apropar joves de cultures i entorns diferents. Tot i que la seva popularitat i les seves possibilitats de ser explotades pedagògicament semblin inesgotables, cal estar oberts a noves formes de producció que poden resultar engrescadores com a fórmula de treball a l'aula: rock etnogràfic africà i asiàtic, versions en diverses llengües...

→ El món del cinema presenta nombrosos títols en diversitats d'ambientacions, llengües, problemàtiques actuals que possiblement facin que sigui el recurs pedagògic menys esgotable, més renovable, dels existents. De fet només s'han treballat deu mostres de pel·lícules, d'ambientacions limitades. En cloure aquest estudi recopilatori i exploratori alhora he arribat a la conclusió i convenciment particular que em veuria amb cor de reeditar l'experiència de la llicència d'estudis només si es tractés d'aprofundir la recerca de les aportacions recents –a partir de l'any 2000- del mercat del cinema als cinc continents del món.

Un estudi monogràfic 'la multiculturalitat al cinema actual' suposaria una redefinició de les tècniques, estratègies i objectius educatius a assolir.

També he arribat a la conclusió (pròpiament és un sentiment o una intuïció, demostrable només amb una eventual programació d'activitats ad hoc) que la millor eina per aconseguir un treball intercultural més actiu, eficaç, empàtic i enriquidor a l'aula d'idioma és a través del teatre, a través del muntatge i representació d'escenes, diàlegs i situacions elaborades o adaptades pels mateixos alumnes i professors.

Mentre realitzava aquest estudi no he pogut abstenir-me de reflexionar sobre els debats dels models d'educació per al segle XXI. Hom discuteix sovint sobre la necessitat d'aconseguir classes més participatives, dinàmiques i democràtiques. La vella reivindicació d'alguns docents de substituir el llibre de text per la lectura quotidiana del diari (de paper i / o electrònic) és més vàlida i desitjable avui dia quan les coses canvien amb tanta rapidesa i ens afecten cada vegada més a tothom amb independència de l'indret on es produeixen els esdeveniments. La informació és el pas previ al debat crític, de contrast d'opinions, d'enriquiment personal, de recerca d'entorns comunicatius i col·laboradors.

En el cas d'una aula Unesco (com acostumen a anomenar familiarment aquelles on són presents alumnes de diverses nacionalitats) substituir el llibre de text per un recull de materials oberts i diversificats podria ser tota una llaminadura. En aquesta programació oberta tindrien cabuda els recursos que s'han elaborat en aquest estudi (greencards, cançons, pel·lícules...). Els readers es podrien alternar amb la lectura d'articles d'actualitat i interès procedents de la premsa (revistes com *Time*, *National Geographic*, diaris britànics i el més casolà setmanal *Catalonia Today*...) així com de les publicacions pedagògiques (Mary Glasgow Publication). Aquest farcit el podrien completar documentals gravats de la plataforma digital, informatius de les televisions d'altres països, anuncis publicitaris, la navegació per internet per escorcollar pàgines interactives, recerca d'informació multicultural, etc. La lectura de premsa nacional (en català i castellà) s'ha de contemplar com un recurs estimable, des del punt de vista de la seva fàcil disponibilitat i pel seu valor d'exercici de les habilitats *intra* i *interlingüístiques*.

Aquest procés de redefinició de la tasca docent / discent comportaria probablement canvis en l'organització del treball personal, que passaria a ser més cooperatiu.

Retornant al planeta del treball elaborat i de les seves aportacions cal esmentar que algunes "greencards" i alguns fragments de pel·lícules (emprant la llengua original xinesa, per exemple, i els subtítols) podrien desenvolupar-se fora de l'àmbit de l'aula d'idioma, concretament es podrien integrar en un pla d'acció tutorial i sobretot en un pla d'acollida lingüística.

Revisant el gruix de propostes i suggeriments d'activitats dels diferents apartats de cada dossier crec que el professorat partidari del treball d'aula a base de projectes (project work) haurà trobat força indicis de matèria primera per dur-ne a terme uns quants. També hi ha teixit per elaborar treballs de recerca al batxillerat de caire novedós i engrescador. Apuntaré una sèrie de propostes per tancar aquest apartat de les conclusions d'una temàtica que no es pot donar mai per acabada. La llengua del títol (en català o anglès) només és orientatiu:

- 📖 El pop ètnic africà. Youssou N'Dour i Fela Anikulapo-Kuti.
- 📖 Africa in the songs of Bob Marley.
- 📖 Cinema espanyol i immigració: *Poniente*, *Flores de otros mundos*, *Las cartas de Alou*.
- 📖 Clash of civilizations in Britain. Study of the films *Ae Fond Kiss*, *East is East*, *My Beautiful Launderette*, *My Son the Fanatic*.
- 📖 Immigration and the cultural gap in the USA. Study of the films *The Border*, *Bread and Roses*, *Spanglish*.

- 📖 Immigration laws in Britain, the USA and Spain. Study and comparison of how these laws endorse / violate the universal declaration of Human Rights.
 - 📖 Does the European Constitution protect the human rights of immigrants?
 - 📖 American folklore from European stock.
Recull de cançons populars, jocs infantils, llegendes i supersticions i tradicions dels Estats Units que provenen de les aportacions d'un tronc comú amb diverses cultures europees, transmises a través dels moviments migratoris històrics.
 - 📖 American folklore from African stock.
Recull de les aportacions de les cultures africanes a la cultura popular americana: música, llenguatge, mites i llegendes, supersticions, modes ...
 - 📖 Immigration and self-made-men in the USA.
Reculls biogràfics de personalitats del món de la cultura, política, negocis que han esdevingut / varen esdevenir famosos als EU tot i procedir d'un entorn familiar humil. Els reculls es concentrarien en personatges que varen haver d'emigrar (Kennedy, George Soros...)
 - 📖 Poesia de la multiculturalitat. Recull de poemes d'autors de diverses cultures. Estudi dels temes i dels missatges. Part del treball pot ser la traducció dels originals a la llengua de redacció.
 - 📖 L'ablació femenina a l'Àfrica. Podria ser un treball de recull de premsa, d'esbrinar com pot anar canviant aquesta pràctica després de la seva abolició en un país pobre com Benin. Hi ha documentals de televisió al respecte. També es pot utilitzar com a font de coneixement d'aquesta lluita de la dona africana el film del senegalès Ousmane Sembene *Moolaadé* (Protección): hi ha una entrevista amb la protagonista, Fatoumata Coulibaly, a *La Vanguardia* (La Contra, 19 març 2005). També és colpidor el relat de Waris Dirie a *Amanecer en el desierto*.
 - 📖 Indians at home and abroad. Exploring Mira Nair's early films and docs

films: <i>Salaam Bombay!</i> (1998)	docs: <i>So Far From India</i> (1982)
<i>Mississippi Masala</i> (1990)	<i>India Cabaret</i> (1985)
<i>My Own Country</i> (1998)	<i>Children of a Desired Sex</i> (1987)
 - 📖 Drets civils i la dona musulmana (Civil rights and Muslim women). Estudi basat en reculls de notícies de premsa i la consulta de pàgines d'internet sobre la situació de la dona als diversos països de religió musulmana contrastant la seva accessibilitat als drets fonamentals de la dona occidental (treball, educació, esport, vida familiar i social...).
- Es pot complementar amb lectures literàries com *Sueños en el umbral* de Fatima Mernissi o *Vendidas* de Zana Muhsen, entre moltes altres.
- 📖 Meeting English speakers from Africa and Asia.
Enquestes socioculturals amb famílies immigrants de Gàmbia i del Punjab que parlin anglès. Una bateria de vint preguntes que permetin respostes variades i poder fer una valoració del tipus de vida d'aquestes famílies als seus països i d'adopció. També han de permetre copsar la varietat d'accents i competència idiomàtica de l'anglès com a llengua franca apresada als continents asiàtic i africà.

Per al cas de Gàmbia és molt enriquidora la lectura prèvia del llibre *Teregunné. Els immigrants gambians* d'Anna Farjas (Diputació de Girona, 2003). A finals del 2005 sortirà un altre llibre de la mateixa autora sobre els immigrants del Punjab, també publicat per la Diputació de Girona.

📖 The tragedy of the European colonization of Africa in literature.

Alan paton, <i>Cry, the Beloved Country</i> (1948)	Sud-àfrica
Chinua Achebe, <i>Things Fall Apart</i> (1958)	Nigeria
Ngugi, <i>Weep not, Child</i> (1964)	Kenya

📖 The tragedy of the European colonization of Africa in literature.

Alan paton, <i>Cry, the Beloved Country</i> (1948)	Sud-àfrica
Chinua Achebe, <i>Things Fall Apart</i> (1958)	Nigeria
Ngugi, <i>Weep not, Child</i> (1964)	Kenya

📖 The literary portrait of the experience of the Chinese woman during Mao's regime and in exile.

Adeline yen Mah, *Falling Leaves* (1997)
Aimee E. Liu, *Cloud Mountain* (1997)
Amy Tan, *The Hundred Secret Senses* (1995)
Anchee Min, *Red Azalea* (1993)
Dai Sijie, *Balzac and the Little Chinese Seamstress* (2001)
Jun Chang, *Wild Swans* (1991)
Lilian Lee, *Farewell to my Concubine* (1993)

📖 La Xina de Zhang Yimou. Descripció de la visió realista / endolcida que fa aquest famós director de cinema xinès a través d'algunes de les seves grans obres:

La linterna roja (1991)
Vivir (1994)
Ni uno menos (1999)
El camino a casa (2000)

📖 La societat de castes a l'Índia: passat i present. Lectura dels llibres *Jo, Phoolan Devi, reina dels bandits* (1996), autobiografia d'aquesta llegenda moderna, i de la novel·la *Untouchable* (1935) de Mulk Raj Anand.

📖 The Good Women of China. Hidden Voices.

Lectura d'aquest llibre de l'escriptora Xinran, que durant vuit anys havia presentat un programa nocturn de ràdio a la Xina (Paraules sobre la Brisa Nocturna / Words on the Night Breeze) en què convidava les dones que truquessin i parlessin d'elles mateixes. Xinran va aconseguir copsar els problemes de totes les dones del país, malgrat les restriccions que tenien els periodistes xinesos.

En aquest llibre es revelen moltes històries de patiment (matrimonis forçats, abusos sexuals, repressió...) i planteja el significat de la vida per a una dona en aquesta societat encara massa tradicional i xovinista (misògina).

BIBLIOGRAFIA

Obres consulta general i específica

- Adams, Maurianne et al. (editors), (1997), *Teaching for Diversity and Social Justice. A Sourcebook*, New York & London: Routledge.
- Baddock, Barry (1996), *Using Films in the English Class*, Mep monographs.
- Blasco, Milagros (2005), "The Richness of Hindu Culture. Towards a More Multicultural Society", *Apac of News* (no. 53, January 2005), pp. 44-52.
- Byram, Michael & Fleming, Michael (editors), (1998), *Language Learning in Intercultural Perspective. Approaches Through Drama and Ethnography*, Cambridge University Press: Language Teaching Library.
- Col·lecció Rosa Sensat, La Galera – Fòrum de les Cultures. Aplec de títols de la sèrie *Jo sóc de...*
- Lenessú. Jo sóc de Benín* (1998)
 - Hassan. Jo vinc de Nador* (2001)
 - Fátima-Vanesa. Jo sóc d'El Salvador* (1997)
 - Bully. Jo vinc de Darbiron (Gàmbia)* (1998)
 - Bali. Jo sóc de la Xina* (1998)
 - Minu. Jo sóc de l'Índia* (1997)
 - Shafiq. Jo vinc de Jehlum (Pakistan)* (2001)
 - Búxara. Jo sóc del Marroc* (2001)
 - Nancy. Jo vinc de Cochabamba (Bolívia)* (2001)
- Colectivo AMANI (2002), *Educación intercultural. Análisis y resolución de conflictos*, Madrid: Edit. Popular.
- Collie, Joanne et al. (1991), *Paths into Poetry*, Oxford University Press.
- Cranmer, David & Laroy, Clement (1992), *Musical Openings. Using Music in the Language Classroom*, Longman: Pilgrims Longman Resource Books.
- Deller, Sheelagh & Rinvolucrí, Mario (2002), *Using the Mother Tongue. Making the Most of the Learner's Language*, Delta Publishing (English Teaching Professional).
- Díaz, Beatriz (2004), *Lenguas y comunicación en la emigración*, Bilbao: Likiniano Elkarte.
- Díaz-Aguado, María (2003), *Educación intercultural y aprendizaje cooperativo*, Madrid: Ediciones Pirámide.
- Díaz Hernández, Nieves Rosa i d'altres (1993), *Área de lenguas extranjeras (Inglés). Xenofobia y racismo. Materiales curriculares de enseñanza secundaria obligatoria*, Madrid: Edit. Popular.
- Diversos autors (2003), *Una vida com la meva. Com viuen els infants arreu del món*,

- Barcelona: Art Blume S.L. & Unicef.
- Diversos autors (2004), *Olot 17800. Els nous olotins*, Museu Comarcal de la Garrotxa.
- Farjas, Anna (2003), *Teregunné. Els immigrants gambians*. Diputació de Girona (col. Francesc Eiximenis, 4).
- Greenwood, Jean (1988), *Class Readers*, Oxford University Press: Resource Books for Teachers.
- Guia i Conca, Aitana (2004), *Aquí ningú no és estranger*, Picanya: Edicions del Bullent.
- Haines, Simon (1989), *Projects for the EFL Classroom*, Thomas Nelson and Sons Ltd.
- Hall, E.T. (1990), *Understanding Cultural Differences*, Yarmouth: Intercultural Press.
----- (1997), *The Silent Language*, New York: Anchor Books.
- Hollyer, Hollyer (2003), *Tothom a taula. Què mengen els nens i nenes del món*, Barcelona: Intermón Oxfam.
- Katzner, Kenneth (1992), *The Languages of the World*, London: Routledge & Kegan Paul Ltd.
- de León Civera, José M^a (2003), *Entre culturas anda el juego. Comunicación intercultural e internacionalización*, Barcelona: Granica.
- Masheded, Mildred (1989), *Let's Play Together. Over 300 Co-operative Games for Children and Adults*, London: Green Print.
- Merrill Valdes, Joyce (ed.), (1994), *Culture Bound. Bridging the Cultural Gap in Language Teaching*, Cambridge University Press: Language Teaching Library.
- Mole, John (2003), *Mind Your Manners*, London: Nicholas Brealey.
- Murphey, Tim (1992), *Music & Song*, Oxford University Press: Resource Books for Teachers.
- Ommer, Uwe (2003), *Famílies d'arreu del món*, Barcelona: Editorial Cruïlla.
- Rinolucrí, Mario (2004), "Them and Us", *English Teaching Professional* (issue 34, September 2004), pp. 16-7.
- Romero, Josep M. & Ruiz, Jordi (2001), *El libro de la cocina exótica. Recetas fáciles de fogones lejanos*, Barcelona: Altair-Edícola62.
- Tomalin, Barry & Stempleski, Susan (1993), *Cultural Awareness*, Oxford University Press, Resource Books for Teachers.
- Utey, Derek (2004), *Intercultural Resource Pack*, Cambridge University Press [basat en *Culture Pack* (2000), York Associates]
- Van Dijk, Teun A. (2005), "Discourse and Racism in Spain", *Apac of News* (no. 53, January 2005), pp. 19-25.

Vidal, Núria (2000), "Into My Partners' Shoes. Approaching Multicultural Education in the Classroom", *Apac of News* (no. 39, May 2000), pp. 42-47.
-----"Get Into My Skin", *Apac of News* (no. 51, June 2004), pp. 47-53.

Williams, Jessica (2004), *50 Facts That Should Change the World*, Cambridge: Iconbooks.

Literatura (novel·la, assaig, autobiografia) Lectures recomanades

Les obres marcades amb un asterisc (*) no han estat citades en el cos de l'estudi. Es facilita una versió en castellà / català quan aquesta és a l'abast, precedida de la citació del títol original entre parèntesi. La primera data es refereix a la de l'any de publicació original, la segona a la de la traducció facilitada.

*Agboton, Agnès, *Més enllà del mar de sorra*, Barcelona: Rodsa dels Vents / Lumen, 2005.

Anand, Mulk Raj, *Untouchable*, Penguin Twentieth-Century Classics, 1935.

*Banerjee Divakaruni, Chitra, *La señora de las especias (The Mistress of Spices)*, Barcelona: Biblioteca Oriental Planeta Agostini, 1997 / 2005.

*Begag, Azouz, *El niño del Chaâba (Le Gone du Chaâba)*, Barcelona: Ediciones el Bronce, 1986 / 2001.

Ben Jelloun, Tahar, *L'Islam explicat als nostres fills (L'Islam expliqué aux enfants)*, Barcelona: Edicions de la Magrana 2002 / 2002.

*-----*El racisme explicat a la meua filla (Le racisme expliqué à ma fille)*, Barcelona: Editorial Empúries, 1998 / 1998.

*Chaib, Mohammed, *Enlloc com a Catalunya*, Barcelona: Editorial Empúries, 2005.

Chang, Jung, *Cisnes salvajes (Wild Swans)*, Círculo de lectores, 1991 / 1994.

Devi, Phoolan, *Jo, Phoolan Devi, reina dels bandits* (trad. del francès), Barcelona: Columna, 1996 / 1996.

Dirie, Waris (i Jeanne d'Haem), *Amanecer en el desierto (Desert Dawn)*, Madrid: Maeva Ediciones, 2002 / 2002.

El Hachmi, Najat, *Jo també sóc catalana*, Barcelona: Columna Edicions, 2004.

*Esponellà, Núria, *La travessia*, Barcelona: Editorial Columna, 2005.

*Farah, Nuruddin, *From a Crooked Rib*, Penguin Classics, 1970.

Haley, Alex, *Raíces (Roots)*, Barcelona: Ultramar, 1976 / 1979.

Haski, Pierre, *El diario de Ma Yan (Le Journal de Ma Yan)*, Madrid: Maeva Ediciones, 2002 / 2002.

Hernández Ripoll, Josep Maria & Sáinz de la Maza, Aro, *Contes de tots els colors. Recopilació de relats tradicionals d'arreu del món*, Barcelona: La Magrana, 2004.

*Kapur, Manju, *Hijas difíciles (Difficult Daughters)*, Barcelona: Biblioteca Oriental Planeta Agostini, 1998 / 2005.

Karrouch, Laila, *De Nador a Vic*, Barcelona: Columna Edicions, 2004.

Keitetsi, China, *Mi vida de niña soldado (Mit liv som barnsoldat i Uganda)*, Madrid: Maeva Ediciones, 2002 / 2005.

Lee, Lilian, *Adiós a mi concubina (Farewell to my Concubine)*, Círculo de lectores, 1992 / 1994.

Liu, Aimee E., *La montaña de las nubes (Cloud Mountain)*, Círculo de lectores, 1997 / 1998.

Mernissi, Fatema, *Un libro para la paz (Simbad Sails the Net)*, Barcelona: El Aleph Editors, 2004 / 2004.

-----, *Sueños en el umbral (Dreams of Trespass. Tales of a Harem Girlhood)*, Barcelona: Muchnik Editores S.A., 1994 / 1995.

Min, Anchee, *Azalea roja (Red Azalea)*, Barcelona: Ediciones B.S.A., 1993 / 1994.

*Muhsen, Zana i Crofts, Andrew, *Vendidas (Vendues!)*, Barcelona: Planeta-Seix Barral, 1991 / 1993.

*Nasrin, Taslima, *Vergüenza (Lajia)*, Círculo de lectores, 1994 / 1994.

*Pann, Lynn, *El rastro perdido. Historia de una familia china (Tracing it Home. A Chinese Journey)*, Barcelona: Alba Editorial, 1994.

Pelzer, Dave, *A Child Called 'It'*, London. Orion Books, 1995.

*Rushdie, Salman, *Hijos de la medianoche (Midnight's Children)*, Madrid: Ediciones Alfaguara, 1980 / 1984.

See, Lisa, *Snowflower and the Secret Fan*, London: Random House, 2005.

*Sierra i Fabra, *Nit de lluna a l'estret*, Barcelona: Edit. Grijalbo, 1996.

Sijie, Dai, *Balzac y la joven costurera china (Balzac et la petite tailleuse chinoise)*, Barcelona: Biblioteca Oriental Planeta Agostini, 2000 / 2005.

*-----*El complejo de Di (Le complexe de Di)*, Barcelona: Edicions 62 (El Balancí), 2003 / 2005.

*Smith, Zadie, *Dents blanques (White Teeth)*, Barcelona: Edicions La Magrana, 2000 / 2001.

Stern, Anita, *Tales From Many Lands*, McGraw-Hill, 2004.

-----*World Folktales*, McGraw-Hill, 2004.

- *Tan, Amy, *Los cien sentidos secretos (The Hundred Secret Senses)*, Círculo de lectores, 1995 / 1996.
- *-----*La hija del curandero (The Bonesetter's Daughter)*, Barcelona: Biblioteca Oriental Planeta Agostini, 2001 / 2005.
- *Xingjian, Gao, *La montaña del alma (Lingshan)*, Barcelona: Biblioteca Oriental Planeta Agostini, 1990 / 2005.
- Xinran, *Ser dona a la Xina (The Good Women of China. Hidden Voices)*, Barcelona: Edicions 62, Col. NO ficció, 2002. / 2003.
- *A les muntanyes sagrades (Sky Burial)*, Barcelona: Ed. 62, El Balancí, 2004 / 2005.

Poemes, cançons pop, pel·lícules

Relacionem aquí els títols de poemes, cançons i pel·lícules que han estat citats al llarg del treball i que no eren objecte d'estudi preferent. En el cas dels poemes i de les cançons, el seu text havia estat citat totalment o parcial. Les pel·lícules són proposades per ampliar el rerafons explorat d'alguns *readers, pop songs i greencards*, que se citen entre claudàtors.

Poemes

- ✓ "Cross" de Langston Hughes [greencard # 31]
- ✓ "Kostia" de Nakagawa Soen-Roshi [song # 18 "Planet without a Plan"]
- ✓ "Ku Klux" de Langston Hugues [song # 2 "Strange Fruit"]
- ✓ "La pastera" d'Abdelghani El Molghy [song # 5 "Illegal Alien"]
- ✓ "Nando Lauria" de Lama Govinda [song # 18 "Planet without a Plan"]
- ✓ "Negro" de Langston Hughes [greencard # 51]
- ✓ "On the Pulse of the Morning" de Maya Angelou [greencard # 51]
- ✓ "Songs of Love and War. Afghan's Women Poetry" [movie *Lagaan*]
- ✓ "The Defence of Fort McHenry" de Francis Scott Key [pop song # 25 "Radio Baghdad"]
- ✓ "The White Man Drew a Small Circle" de Carl Sandburg [Introducció]
- ✓ "World Geography and the Rainbow Alliance" de Meiling Jin [greencard # 51]

Cançons pop

- ✓ "All About Ou Love" de Sade [reader *The Bride Price*]
- ✓ "Blowin' in the Wind" de Bob Dylan [pop song # 10 "Colours"]
- ✓ "El extranjero" d'Enrique Bunbury [pop song # 7 "Killing an Arab"]
- ✓ "Englishman in New York" de Sting [pop song # 5 "Illegal Alien"]
- ✓ "Exodus" de Bob Marley [pop song # 22 "Africa"]
- ✓ "Go Down Moses" de Louis Armstrong [reader *Weep Not Child*]
- ✓ "Immigrant" de Sade [reader *The Bride Price*]
- ✓ "King of Sorrow" de Sade [reader *The Bride Price*]
- ✓ "New Africa" de Youssou N'Dour [pop song # 22 "Africa"]
- ✓ "Passengers" d'Elton John [song # 3 "Biko"]
- ✓ "Redemption Song" de Bob Marley [pop song # 22 "Africa"]
- ✓ "Rock the Casbah" de Rachid Taha [song # 24 "Rock the Csbah"]
- ✓ "Short Supply" de Tracy Chapman [song # 18 "Planet Without a Plan"]

- ✓ “Slave Song” de Sade [reader *The Bride Price*]
- ✓ “The Lion Sleeps Tonight” de Tokens [song # 22 “Africa”]
- ✓ “War” de Bob Marley [pop song # 22 “Africa”]
- ✓ “Woman is the Nigger of the World” de John Lennon [song # 21 “Shaking the Tree”]

Pel·lícules

- ✓ *8 Mile* de Curtis Hanson, 2002 [song # 11 “In the Ghetto”]
- ✓ *A Passage to India* de David Lean, 1984 [movie Lagaan]
- ✓ *Bread and Roses* de Ken Loach, 2000 [song # 5 “Illegal Alien”]
- ✓ *Cry, Freedom* de Richard Attenborough, 1987 [song # 3 “Biko”]
- ✓ *Esperando al Mesías* de Daniel Burman, 2000 [song #14 “I Just called to Say I love You”]
- ✓ *Être et Avoir* de Nicolas Philibert, 2002 [movie Not One Less]
- ✓ *From Mao to Mozart. Isaac Stern in China* de Murray Lerner, 1980 [movie *Together*]
- ✓ *Gandhi* de Richard Attenborough, 1982 [movie *Lagaan*]
- ✓ *Grease* de Randal Kleiser, 1978 [song # 11 “In the Ghetto”]
- ✓ *Guess Who’s Coming to Dinner* de Stanley Kramer, 1967 [song # 19 “Ebony and Ivory”]
- ✓ *Heat and Dust* de James Ivory, 1980 [movie Lagaan]
- ✓ *Hotel Rwanda* de Terry George, 2004 [song # 22 “Africa Unite”]
- ✓ *La lengua de las mariposas* de José Luis Cuerda, 1999 [movie *Not One Less*]
- ✓ *Mississippi Burning* d’Alan Parker, 1988 [song # 2 “Strange Fruit”]
- ✓ *Music of the heart (50 Violins)* de Wes Craven, 1999 [movie *Together*]
- ✓ *Rabbit-Proof Fence* de Philip Noyce, 2002 [reader *Walkabout*]
- ✓ *Rebel Without a Cause* de Nicholas Ray, 1955 [song # 11 “In the Ghetto”]
- ✓ *Rumble Fish* de Francis Ford Coppola, 1983 [song # 11 “In the Ghetto”]
- ✓ *Seven Years in Tibet* de Jean Jacques Annaud, 1997 [movie *Xiu Xiu*]
- ✓ *The Border* de Tony Richardson, 1982 [song # 5 “Illegal Alien”]
- ✓ *Un día sin mexicanos* de Sergio Arau, 2004 [greencard # 64]
- ✓ *Walkabout* de Nicolas Roeg, 1970 [reader *Walkabout*]
- ✓ *West Side Story* de Robert Wise, 1961 [song # 11 “In the Ghetto”]

Articles de publicacions periòdiques.

Al llarg del treball s’ha fet referència bibliogràfica puntual a nombrosos articles de diari nacionals (*La Vanguardia*, *El País*, *El Periódico de Catalunya*, *Catalonia Today*) i internacionals (*Daily Telegraph*), així com articles de publicacions d’altres periodicitats que han estat recomanades com a lectura posterior o bé citades parcialment o en la seva totalitat. També han estat citats articles de revistes pedagògiques (*Mary Glasgow Magazines*), *The Unesco Courier* i pàgines d’Internet. Ens estalviarem la redundància i incomoditat de tornar-les a citar fil per randa, i ens limitarem a recordar els textos provinents de les publicacions pedagògiques:

- ✓ “Being Mixed Race”, *Club* (Mary Glasgow Magazines, February 2004), pp. 6-11
- ✓ “Understanding Islam”, *Current* (Mary Glasgow Magazines, February 2004), pp. 6-8
- ✓ “Teenage Christians”, *Club* (Mary Glasgow Magazines, April 2004), pp. 8-9
- ✓ “The Impact of Rap”, *Club* /Mary Glasgow Magazines, October 2004), pp. 8-9

així com els textos més sucusos dels articles del setmanari *Time*

- ✓ “Struggle for the Soul of Islam” (September 20, 2004), pp. 24-46.
- ✓ “West Meets East” (October 18, 2004), pp. 48-58.
- ✓ “Identity Crisis” (February 28, 2005), pp. 32-43.

i del *National Geographic*

- ✓ “The Price of Growth in China” (March 2004), pp. 68-95
- ✓ “Inside Bollywood” (February 2005), pp. 52-69.

Altres articles no citats, i de lectura interessant, són:

- ✓ “Multicultural Britain”, *Team* (Mary Glasgow Magazines, October 2000), pp. 4-5, 15.
- ✓ “Africa’s Aids Orphans”, *Current* (Mary Glasgow Magazines, December 2000), pp. 20-22.
- ✓ Dossier “Immigrants on the Borderline”, *The Unesco Courier* (November 1998), pp. 17-36.
- ✓ “The End of Poverty”, *Time* (March 14, 2005), pp. 30-45.

Pàgines web

→A més de les citades al llarg del treball, una web remarcable (“Emigració, immigració, interculturalitat”) és la de la Biblioteca Pública de Salt

<http://www.bibgirona.net/salt/emigració>

on es troben adreces d’internet sobre interculturalitat així com bibliografia abundant sobre aportacions teòriques, les dones, l’educació, gastronomia, immigració, Islam i fet religiós, narrativa, llengua i de viatge.

És una bibliografia molt centrada en el continent africà.

→ Una altra web interessant és la dels col·lectius Edualter-Drac Màgic-Fundació Jaume Bofill (“La interculturalitat a través dels mitjans audiovisuals”) on es troben dossiers de treball (castellà / català) per a un conjunt de films seleccionats que tracten diferents aspectes de la relació entre cultures

<http://www.edualter.org/material/intcine>

→En el terreny de la didàctica de la llengua anglesa a casa nostra, ara per ara resulta molt útil la web

home_multiculturality_classroom materials

dins de la web general de l’Associació de Professors i Professores d’Anglès de Catalunya

<http://www.apac.es>

Les cinc seccions actuals, que s’aniran ampliant en el futur, són: *classroom materials, articles, related links, publications, forum.*

Diccionaris de consulta i referència

Bliss, Alan (1983), *A Dictionary of Foreign Words & Phrases in Current English*, London: Routledge & Kegan Paul, 1983.

The Cambridge Biographical Encyclopedia (1999), (David Crystal, editor), Cambridge University Press.

Chambers Biographical Dictionary (2003), (Una McGovern, editor), Edinburgh: Chambers Harrap Publishers Ltd.

Merriam-Webster's Encyclopedia of Literature (1995), Springfield, Massachusetts: Merriam-Webster Incorporated Publisher.

Merriam-Webster's Geographical Dictionary (1997), Springfield, Massachusetts: Merriam-Webster Incorporated Publisher.

Oxford Dictionary of Foreign Words and Phrases (1997), (Jennifer Speake, editor), Oxford University Press.

Oxford Dictionary of the World (1995), (David Munro, editor), Oxford University Press.

Oxford English Reference Dictionary (2003), (Judy Pearsall & Bill Trumble, editors), Oxford University Press.

Oxford Reference Encyclopedia (1998), Oxford University Press.

Rees, Nigel (1993), *The Politically Correct Phrasebook*, London: Bloomsbury.

