

Monuments of white supremacy obscure the history of colonial crimes (902 words)



Speaking practice

These interactive exercises will help you improve your English speaking skills.

Tip for self-study! You can also do these exercises when working on your own. Follow the instructions and say your words out loud to practice your speaking skills.

This worksheet is written in **American English** as the original article is.

1. Warm-up

- Read through the vocabulary translations below the article.
- Find words that you associate with “colonialism.”
- Choose three of these words and explain their meaning in English.
- Find a partner and take turns giving your explanations.

Tip for teachers!

Students of lower levels can use the word box provided at the end of this worksheet.

2. Think • Pair • Share

Question: Why are monuments (e.g., statues of people) put up? What purpose do they serve?

- Take a moment to think about this question. Write down your ideas in keywords.
- Find a partner and discuss your ideas before you share them with the class.

Tip for teachers!

For ideas, students of lower levels can use the word cloud given at the end of this worksheet.

3. Team discussions: Make decisions and back them up.

Get together in groups of three and work on the following task:

Step 1

Imagine you were living in Bristol, England. Monuments in your city have come under fire for honoring British colonialists – for example, the statue of slave trader Edward Colston (para. 3).

Step 2

Look at the options **a)–c)** given on page 2 of this worksheet. Discuss the options among yourselves and decide which one you would support.

Step 3

In keywords, write down the reasons for your choice. Prepare a statement of approximately 1 to 2 minutes in which you explain your choice to the class.

Options:

- a) Leave the monuments on public display the way they are.
- b) Remove the monuments from public display.
- c) Put the monuments in a museum (or other places with a didactic purpose).

Tip!

For more background information, look in particular at paragraphs 1–2, 5, 7–9, and 13 of our front page article.

Useful phrases to express your opinion or to present your arguments:

- In my opinion, ... • The way I see it, ... • From my point of view, ... • I am of the opinion that ...
- I personally believe that ... • I fully agree that ... • I disagree with ... • Considering that ...
- First of all, ... • Furthermore, ... • Obviously, ... • Therefore, ... • Consequently, ...
- However, ... • The question should be if ... • On the one hand ...; on the other hand ...

Additional task: Statues in your hometown

- Do some online research on statues in the place where you live or the town nearby.
- Choose one and find out more about it. Who does the statue show? And why was it put up?
- Do you think the statue you have chosen would receive similar criticism as the ones discussed in the article have? Why or why not? Share your thoughts and findings with the class.

Word box (exercise 1)

- white supremacy • racial injustice • ruler
- genocidal • mass violence • slave trader • torture • tribe
- misery • natives • harm • dehumanization • to exploit • to force

Word cloud (exercise 2)

to commemorate to teach people
culture to honor s.o. contributions the past
to learn history pride important
to show respect to s.o. to remember
appreciation achievements to look up to s.o.

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