Bringing the world into class: contexts for presenting and practising language.

Linda Ruas
Effective task: engage, learn, remember, activate, minimal preparation

Global issues – often have to create our own tasks as there are few published materials

- Grammar practice
- Quiz
- Give learners a voice
- DIY – involve learners in creating and managing tasks
1/ What grammar?
1. How many people in the world have no home?:
a) more than 10 million   b) more than 100 million   c) more than 1 billion

2. What's the reason for most homelessness in Australia?:
a) health reasons   b) money problems   
c) problems from domestic violence and relationships

3. In which countries are house prices growing faster in relation to income?:   a) New Zealand, Austria and Germany   b) UK, UK and Japan   c) Norway, Austria and Switzerland

4. In 2015, how many people in how many countries had to leave their homes because of conflict, violence or disaster?:   a) 2.7 million in 82 countries   b) 27.8 million in 127 countries   c) 279 million in 53 countries

5. How many people have to leave their homes every year because of development eg. dams or big sports events?:
a) 1.5 million   b) 15 million   c) 150 million

6. What percentage of homeless teenagers in the US, UK and Canada say they are LGBT+?:   a) 10 - 20%   b) 20 - 40%   c) 40 - 60%
Homelessness – The Facts

How many?
According to UL Habitat, 1.1 billion people live in inadequate housing in urban areas – and at least 100 million have no housing at all.

Why are they?
Across the rich nations more women, youth and families are becoming homeless. This chart shows the breakdown of the 230,000 Canadians who experience homelessness in a year.

Unaffordable housing
House Price-to-Income Ratio (2014, 2010/10/10)

<table>
<thead>
<tr>
<th>Country</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Zealand</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Canada</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Germany</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>USA</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>United States</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Australia</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Belgium</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Spain</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Denmark</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>France</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Netherlands</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Italy</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

- For 70% of the world’s cities, the median house price is 5 times the annual household income, well above the recommended ratio of 3 times. Just 13% of global cities have affordable housing of any kind. For London, the median house price is 12 times the city’s average annual salary. Today the figure is 12 times.
- In 2011, housing prices in Canada were 30% of income in the 12 most populated areas.
- In 2011, there were 600,000 people in the United States with housing costs that exceeded 50% of their income.
- In 2011, housing costs in Canada were 30% of income in the 12 most populated areas.

Why are they homeless?
Homelessness has complex roots. This chart outlines the main reasons in Australia.

Shelter saves money
- In Canada, every $1 spent on housing and support for the chronically homeless results in $2.72 in savings on healthcare, social support, housing and the criminal justice system.
- In Australia, a study found that preventing young people from becoming homeless by strengthening school and youth services at a community level could save $60 million a year.

Public Health Emergency
- Homelessness people are 2-5 times more likely to die prematurely than the general population.
- Rates of tuberculosis infection are 26 times higher; rates of depression are 7 times higher.
- In 2013, the homeless in the US were 4 times more likely to access emergency hospital services at a cost of about $950 million ($106 m) a year.
- In 2011, the number of people with mental illness who were homeless is 4 times that of the overall population.

Violence, disasters & development
In 2011, 27,366 million people in 157 countries were forced from their homes because of conflict, violence and disasters – more than the total populations of New York, London, Paris and Cairo combined.

Women
Women fleeing violence, often accompanied by children, are a significant part of the hidden homeless. They are moving between homes, shelters and friends’ or relatives’ homes.

- 40-50% of homeless people are women and nearly 60% of people seeking specialist homelessness services are female.
- More than 90% of homeless women have suffered physical or sexual abuse, exceeding the abuse in a leading cause of their homelessness.
- Women can be homeless between 18-44 are 10 times more likely to die prematurely than women the same age in the general population.

Youth
Homeless youth make up a growing portion of the homeless. Children living on the streets are especially vulnerable to victimization, exploitation and abuse.

- 1.3 million youth are homeless each year in the US. In the UK over 83,000 youth were homeless in 2014, while in Canada 15,000 youth are homeless annually.
- Half of homeless kids are from middle and upper-income families. On average they leave home at age 15. More than 70% have suffered some form of abuse.
- There are an estimated 150 million street kids in India.
- In the US, UK and Canada 20-40% of homeless teens identify as LGBT+.
3/ Shouting - confidence & clarity with important words:

deforestation   fracking   exploitation   pollution
organ trafficking   sharing   love   feminism
transgender   fossil fuels   war   technology
hope   fundamentalism   refugees   piracy
drugs   healthcare   debt   land grabs
money   climate change   apathy   migration
cooperation   faith   peace   occupation
4: DIY dictation
1) Last week, a Catholic nun was not allowed to take a medical entrance examination, the All-India Pre-Medical Entrance Test (AIPMT). She was wearing her religious ‘habit’, a nun's veil and a cross around her neck. They did not stop Sister Seba for religious reasons. Most people respect Catholic nuns in Kerala. But she couldn’t take the exam because a lot of other people have been cheating.

2) They introduced a dress code because some people, not the nun, had secretly taken important papers into the exam. They really wanted to pass the entrance exams for the top medical college. Earlier last week, the Kerala High Court allowed two Muslim girls to wear a headscarf and dresses with full sleeves for the exam – but only if one of the people responsible could ‘frisk’ them (search their body and clothes) if necessary.

3) There were big problems with the exam. People said some students found out the questions before the exam. And that students had secretly taken electronic equipment into the exam so they could cheat. So the Education Board cancelled the examinations after they happened. They then told candidates that they must not wear anything like ‘belts, caps, scarves, etc’ in the examination hall. The Supreme Court said students were not allowed to wear a hijab. They said ‘your faith won’t disappear’ if you don’t wear a hijab on one day.

4) We know it is difficult for them to organize exams to stop students cheating. But they could be more understanding. Sister Seba, the nun, asked if she could sit in a separate, private room to take her exams but they said no. So she did not take the exam. She wasted a whole year. So did the Muslim women in hijabs.
5: DIY gap-fill

*Technology success stories:* If we want technology, low and high, to make a difference, it needs to be appropriate, and cheap enough
a) Only connect  Many families of refugees lose contact because they cannot find, or communicate with, each other. REFUNITE is a new online platform that offers help. It mainly works with mobile texts. People looking for others can register for free. They have a database of 400,000 people. It is easy to use, and people can use Amharic, English, French, Somali, Sudanese, Arabic and Swahili languages. It has helped some people meet already.

b) Fruits of the forest  Picking coffee, protecting the forest. Peruvian farmers grow cash crops eg. bananas, coffee and yucca, together with local trees. This helps protect the plants and stops soil erosion. This is very different from the ‘slash-and-burn’ farming they used before for coffee – this destroyed some of the mountainsides. They use organic manure and pest management. And the farmers increased production by 33 per cent in one year.

c) Hole in the wall  The idea behind this Indian organization is ‘Minimally Invasive Education’. They put computer terminals with internet access in a hole in a specially constructed wall in areas of poorer children. The children have not been to school much. They discover how to use the computer, and help each other. And they are very proud of teaching themselves and their new skills.

d) To market – using gravity  The monsoon season used to be very difficult for hill farmers in Nepal. The hills get very dangerous and slippery. People have to choose: they can take goods to market and they could die as it is so dangerous; or they can watch the food as it rots and goes to waste. Then they started using a very clever trolley on steel wires. This has made a big difference. The full trolley goes down - the weight of what is in it pulls it down. At the same time, the empty one is pulled up ready to put more goods in. It’s simply mechanical, and does not need any electricity.
b) Fruits of the forest  Picking coffee, protecting 1/.... forest. Peruvian farmers grow cash crops eg. bananas, coffee 2/.... yucca, together 3/.... local trees. This helps protect 4/.... plants 5/.... stops soil erosion. This is very different from 6/.... ‘slash-and-burn’ farming they used before 7/.... coffee – this destroyed some of the mountainsides. They use organic manure and pest management. And the farmers increased production by 33 per cent in one year.

Add these ‘small words’: with / for / the x 3 / and x2
Example: verbs

c) **Hole in the wall** The idea behind this Indian organization 1/... ‘Minimally Invasive Education’. They 2/... computer terminals with internet access in a hole in a specially constructed wall in areas of poorer children. The children 3/... to school much. They 4/... how to use the computer, and 5/... each other. And they are very proud of teaching themselves and their new skills.

*Add these verbs – in the correct tense: discover / is / help / put / be (negative)*
Easier English wiki New Internationalist

Are you learning English? [edit]
and are you interested in the world? read these Easier English articles, or choose one of the QUZZES.

- Teachers - how to use this wiki

Follow us on Twitter: @EasierNewInt for new articles / contact us at: easierenglish@newint.org

Are you teaching English? [edit]
- use our Ready Lessons (and other teaching ideas) and get learners to read the Easier English articles.

Teachers - how to use this wiki

Look at our latest issues: [edit]

Blood brothers

Humanity adrift

My religion determines my success

Paris climate summit

The war on whistleblowers

We are able
Free materials:

For teachers:
Ready Lessons
Quizzes + infographics
Arguments
Other teaching ideas eg.:
• ‘Radical Phonology’
• ‘CELTA in 2 days’ review / intro for volunteer teachers of refugees
• Dictations
• 1-1 lessons

For students:
• Graded articles (then click on original and read that too)
• Quizzes
• Photos stories
• Country profiles
• Tips on how to develop reading, speaking, writing and vocabulary
6: Protest banners: ‘radical phonology’
Which of these fit into your teaching context? Why? / why not?

1/ Quiz + infographic
2/ Shouting discussion
3/ DIY dictation
4/ DIY gapfill
5/ Real world contexts for grammar practice
6/ Radical phonology
• Materials / ideas / visuals from Easier English wiki New Internationalist: https://eewiki.newint.org/index.php/Main_Page
• Interested in Global Issues?: join IATEFL GISIG http://gisig.iatefl.org/

Pre-Conference Event at IATEFL Brighton, April 2018:
‘Social justice and ELT through the visual arts’

My books: