

# The British Empire and China

## Learning objectives

By the end of this session you will be able to:

- Talk about surprising facts about England and other countries.
- Use different parts of speech.
- Negotiate an international treaty.

When you think about England, what comes to mind?

Choose something very English, research it and present your findings.

Students are encouraged to brainstorm things that are traditionally English. Students should select something in particular and look up some interesting facts, information, or history related to it. Continue the discussion to include things that are typical or traditional from their countries.

### Quiz

For every wrong answer, you lose 10 points!

Students can be put in teams or groups to answer the questions but should look the answers up on the internet. The questions are supposed to seem easy and have surprising answers. Encourage a discussion about the facts and ask which facts were the most surprising and why.

#### Question 1

Where is London bridge?

London Bridge is a bridge in Lake Havasu City, Arizona. It was originally built in the 1830s and formerly spanned the River Thames in London, England. The bridge was purchased by Robert P.

#### Question 2

What is Big Ben?

Big Ben is the nickname for the Great Bell of the striking clock at the north end of the Palace of Westminster.

#### Question 3

What is the official language of England?

Though by far the biggest nation within the United Kingdom, England has no parliament. It, therefore, does not have an official language.

#### Question 4

How old do you have to be to drink in England?

Children in the United Kingdom over 5 years old can consume alcohol at home and in other private areas. It is LEGAL to buy a child aged between 16-18 beer, wine or cider if they are eating a table meal at licensed premises. It is LEGAL for a child aged 5-16 to drink alcohol at home or other licensed premises.

#### Choose a country and create a quiz for your partners

Students can select a country or choose their own country and use the internet to find some interesting information and create a short quiz. 3 or 4 questions are enough to get the conversation going. Encourage students to lead this activity and monitor for errors.

#### Match the words to the definitions

The words in the chart come from the video. Ask students to match the words to the definitions, then check the comprehension with questions like "what makes you fed up?" "When you were a kid, how would you retaliate if your sister / brother took one of your toys?"

- |   |   |
|---|---|
| 1. To rip through something               | A. Take an attack or assault in return for a similar attack.                |
| 2. Consumption                            | B. Annoyed or upset at a situation or treatment.                            |
| 3. To trigger something                   | C. To go very quickly and violently into or through somebody/something.     |
| 4. To tear down                           | D. The using up of a resource.  |
| 5. To retaliate                           | E. To cause to decompose or disintegrate.                                   |
| 6. To be fed up                           | F. Express or measure the quantity of.                                      |
| 7. To quantify                            | G. The unpleasant physical reaction when you stop taking an addictive drug. |
| 8. Withdrawal                             | H. To have no advantage over (someone).                                     |
| 9. To have nothing on someone / something | I. To make something start  |

#### Answers

1. C 2. D 3. I 4. E 5. A 6. B 7. F 8. G 9. H

Match the words to the definitions

These are more words from the video, students should match them to their definitions and give examples.

- |                               |  |
|-------------------------------|--|
| 1. To get hooked on something | A. Secret or illegal   |
| 2. To take off                | B. Become successful or popular.   |
| 3. Fog                        | C. The financial compensation or otherwise helping those who have been wronged.                    |
| 4. Back alley                 | D. An uncultured or uncivilized person.  |
| 5. Den                        | E. A thick cloud of tiny water droplets suspended in the atmosphere at or near the earth's surface |
| 6. Smuggle                    | F. Move (goods) illegally into or out of a country.  |
| 7. Reparations                | G. A place where people meet in secret, typically to engage in some illicit activity.              |
| 8. Barbarian                  | H. Addicted to (a drug) / very interested and enthusiastic about (something)                       |

Answers

1. H 2. B 3. E 4. A 5. G 6. F 7. C 8. D

Some of the words in the previous activity are verbs and some are nouns. Complete the table with the different parts of speech.

Verb	Adjective	Noun
		Fog
Quantify		
Smuggle		
		Reparations
X		Barbarian
		Withdrawal
Retaliate		
		Consumption

## Answers

Encourage the students to talk about the differences between the words and give examples.

Verb	Adjective	Noun
To fog up	Foggy	Fog
To Quantify	Quantified / Quantitative	Quantification
To Smuggle	Smuggled	Smuggler (Person)
To Repair	Repaired	Reparations
X	Barbaric	Barbarian
To Withdraw	Withdrawn	Withdrawal
To Retaliate	Retaliated	Retaliation
To Consumer	Consumed	Consumption

Watch the video, <https://www.youtube.com/watch?v=NbHAWNQRV70>, take notes about the details and answer the questions.

- **When did China start growing opium? And, when did opium become popular?**
  - China started growing opium in the 11th century but it wasn't until the 17th century did opium become popular.
- **What are the side effects of long-term opium use? And, what drug is opium similar to?**
  - Long-term side effects of opium use include liver, kidney, and heart failure. Opium is similar to heroin.
- **How did they smuggle opium into China before the 2nd opium war?**
  - Registering ships in Hong Kong, a British island.
- **How did Britain force China to legalize the import of opium?**
  - The 2nd war and they burnt down the palace
- **How does Pablo Escobar compare to the British Empire?**
  - Pablo Escobar has nothing on the British Empire.

## Discuss these questions

Encourage students to use the vocabulary, support their ideas, and continue the conversation with follow-up questions.

- Is giving reparations the best way to "fix" the damage caused by the British Empire?
- Does China have the right to retaliate?
- How can a country deal with a national drug addiction?

## Negotiate

**Negotiate a deal between China and Britain related to the opium trade.**

Students should treat this as a formal meeting between dignitaries and politicians. Remind students to state their opinions with reasons and examples and propose solutions to the issue. The real negotiation took place a long time ago, so rules and thinking about this situation were different. Encourage students to put themselves in the place and time. Students can have time to research or develop their opinions before the negotiation starts. Set the ground rules and the time before beginning the activity.

**Group 1 – China, opium is illegal and destroys society.**

**Group 2 – Britain, opium is highly profitable and brings in a lot of necessary income.**